

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

ENGLISH

1900/2432F

UNIT 2 Different Cultures, Analysis and Argument
FOUNDATION TIER

Specimen Paper

Additional materials: (ALL texts permitted in examination room)
Answer booklet.

TIME 1 hour 45 minutes. (No separate reading time is allowed.)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- You must answer **THREE** questions:
In **Section A**, answer **ONE question** on the text you have studied.
In **Section B** answer **BOTH questions**.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

INFORMATION FOR CANDIDATES

- The total mark for this paper is **60**. All questions carry equal marks.
- The maximum mark for each question is given in brackets [20].
- **Section A** is worth 20 marks. You are advised to spend **no more than 35 minutes** on it.
- **Section B** is worth 40 marks. You are advised to spend **no more than 1 hour 10 minutes** on it.

SECTION A

You are advised to spend **no more than 35 minutes** on this Section.

READING: TEXTS FROM DIFFERENT CULTURES AND TRADITIONS

Answer **ONE** question, on the text you have studied.

Text	Question Nos	Page No.
<i>Opening Worlds</i> (OCR)	1, 2	4
<i>Of Mice and Men</i> (Steinbeck)	3, 4	5
<i>Roll of Thunder, Hear My Cry</i> (Taylor)	5, 6	6

Opening Worlds (OCR)

Dead Men's Path; Snapshots of a Wedding; The Train from Rhodesia; The Gold-Legged Frog; Two Kinds; The Tall Woman and Her Short Husband.

Either 1 Remind yourself of the following extract from *The Tall Woman and Her Short Husband*, then answer the question which follows.

After the struggle meeting Mr Short was not allowed home again. The tailor's wife, who was in the know, said he had been imprisoned as an active counter-revolutionary. That made Mrs Tall the lowest of the low, naturally unfit to live in a roomy flat. She was forced to change places with the tailor's wife and moved into the little gatehouse. This didn't worry her, as it meant she could avoid the other residents who snubbed her. But they could look through her window and see her all alone there. Where she had sent her son, they didn't know, for he only came home for a few days at a time. Ostracised by all, she looked older than a woman in her thirties.

'Mark my words,' the tailor's wife said, 'she can only keep this up for at most a year. Then if Shorty doesn't get out she'll have to remarry. If I were her I'd get a divorce and remarry. Even if he's let out his name will be mud, and he won't have any money.'

Think about *The Tall Woman and Her Short Husband* and ONE OTHER STORY from the list at the top of the page, where someone is treated harshly or unfairly.

How do the writers' descriptions of the different cultures in which the two stories are set help us to understand what happens?

Support your answer by referring to and quoting from the stories.

Remember to put quotation marks round any words and phrases you use from the stories.

[20]

Or 2 Choose TWO stories from the list at the top of the page, which show conflict between old ways and new ways of life in different cultures.

For each story, write about:

- the reasons for the conflict;
- how the writer describes the effects on the people involved.

Support your answer by referring to and quoting from the stories.

Remember to put quotation marks round any words and phrases you use from the stories

[20]

Of Mice and Men (Steinbeck)

Either 3 Remind yourself of the passage below, then answer the question which follows.

George dealt and Whit picked up his cards and examined them. 'Seen the new kid yet?' he asked.

'What kid?' George asked.

'Why, Curley's new wife.'

'Yeah, I see her.'

'Well ain't she a looloo?'

'I ain't seen that much of her,' said George.

Whit laid down his cards impressively. 'Well, stick around an' keep your eyes open. You'll see plenty. She ain't concealin' nothing. I never seen nobody like her. She got the eye goin' all the time on everybody. I bet she even gives the stable buck the eye. I don't know what the hell she wants.'

George asked casually: 'Been any trouble since she got here?'

It was obvious that Whit was not interested in his cards. He laid his hand down and George scooped it in. George laid out his deliberate solitaire hand – seven cards, and six on top, and five on top of those.

Whit said: 'I see what you mean. No, they ain't been nothing yet. Curley's got yella-jackets in his drawers, but that's all so far. Ever' time the guys is around she shows up. She's looking for Curley, or she thought she lef' somethin' layin' around and she's lookin' for it. Seems like she just can't keep away from guys. An' Curley's pants is just crawlin' with ants, but they ain't nothing come of it yet.'

George said: 'She's gonna make a mess. They're gonna be a bad mess about her. She's jail bait all set on the trigger. That Curley got his work cut out for him. Ranch with a bunch of guys ain't no place for a girl, specially like her.'

How do Steinbeck's descriptions of life on the ranch help us to understand what happens to Curley's wife?

In your answer, write about how Steinbeck describes:

- what life on the ranch is like;
- the way Curley's wife is affected by her life on the ranch;

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel.

[20]

Or 4 "The way George and Lennie have to live and work means that, sooner or later, Lennie is bound to get into serious trouble."

How does Steinbeck show this in the novel?

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel.

[20]

Either 5 Remind yourself of the extract below, then answer the question which follows.

‘That night they come – I can remember just as good – it was cold, so cold we had to huddle all ‘gainst each other just trying to keep warm, and two boys – ‘bout eighteen or nineteen, I reckon – come knocking on my daddy’s door. They were scairt, clean out of their heads with fright. They’d just come back from Shreveport. Some white woman done accused them of molestin’ her and they didn’t know nowhere to run so they come up to my daddy’s ‘cause he had a good head and he was big, bigger than me. He was strong too. So strong he could break a man’s leg easy as if he was snapping a twig – I seen him do it that night. And the white folks was scairt of him. But my daddy didn’t hardly have time to finish hearing them boys story when them devilish night men swept down –’

‘Night men!’ I echoed in a shrill, dry whisper. Stacey sitting beside me on the floor stiffened; Christopher-John nudged me knowingly; Little Man leaned forward on Papa’s lap.

‘David...’ Mama started, but Papa enfolded her slender hand in his and said quietly, ‘These are things they need to hear, baby. It’s their history.’

Mama sat back, her hand still in Papa’s, her eyes wary. But Mr Morrison seemed not to notice. ‘...swept down like locusts,’ he continued in a faraway voice. ‘Burst in on us with their Rebel sabers, hacking and killing, burning us out. Didn’t care who they kilt. We warn’t nothing to them. No better than dogs. Kilt babies and old women. Didn’t matter.’

He gazed into the fire.

‘My sisters got kilt in the fire, but my mama got me out...’ His voice faded and he touched the scars on his neck. ‘She tried to get back into the house to save the girls, but she couldn’t. Them night men was all over her and she threw me – just threw me like I was a ball – hard as she could, trying to get me away from them. Then she fought. Fought like a wild thing right ‘side my daddy. They was both of them from breeded stock and they was strong like bulls – ‘

‘Breeded stock?’ I said. ‘What’s that?’

‘Cassie, don’t interrupt Mr Morrison,’ said Mama, but Mr Morrison turned from the fire and explained. ‘Well, Cassie, during slavery there was some farms that mated folks like animals to produce more slaves. Breeding slaves brought a lot of money for them slave owners, ‘specially after the government said they couldn’t bring no more slaves from Africa, and they produced all kind of slaves to sell on the block. And folks with enough money, white men and even free black men, could buy ‘zactly what they wanted. My folks was bred for strength like they folks and they grandfolks ‘fore ‘em. Didn’t matter none what they thought ‘bout the idea. Didn’t nobody care.’

‘But my mama and daddy they loved each other and they loved us children, and that Christmas they fought them demons out of hell like avenging angels of the Lord.’ He turned back towards the fire and grew very quiet; then he raised his head and looked at us. ‘They died that night. Them night men kilt ‘em. Some folks tell me I can’t remember what happened that Christmas – I warn’t hardly six years old – but I remembers all right. I makes myself remember.’

- (5)** How does Mr Morrison's story help you to understand more about him and the lives of black people in Mississippi at that time?

In your answer, write about:

- what he says
- the way he says it.

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel.

[20]

- Or 6** Write about **two** incidents in *Roll of Thunder, Hear my Cry* where Cassie learns about racial prejudice.

In your answer, write about:

- what happens;
- what Cassie learns about the lives of black and white people;
- how Taylor describes the way Cassie is affected.

Support your answer by referring to and quoting from the novel.

Remember to put quotation marks round any words and phrases you use from the novel.

[20]

SECTION B

WRITING

The material on this page will help you to think about the writing tasks in this Section.

CHEAT!

ALL MY OWN WORK

'I did my son's coursework for him,' said David's father. 'But his teacher only gave it a grade C. So when I saw the teacher at parent's evening, I complained. The next piece I did got a grade A!'

MILLIONAIRE OR NOT?

A man who won a TV quiz show has been accused of cheating. A spokesman for the programme said: 'There was someone in the audience sending him signals. We have informed the police and we are not paying out any prize-money until everything has been investigated.'

HOW TO WIN

More and more sports are finding that their star names are only stars because they have used banned medicines and drugs to improve their performances.

FAKE QUALIFICATIONS

'We appointed someone to be a manager,' says a supermarket boss. 'She told us she had a university degree. When we found out this was not true, she just said, 'If I can do the job, does it matter?''

SECTION B

You are advised to spend **no more than 1 hour 10 minutes** on Section B.

Answer **Question 7** and **Question 8**.

In your answers you can:

- use ideas from the materials on the opposite page,
or
- use ideas of your own
or
- use a mixture of both.

These answers will be marked for writing. Plan your answers and write them carefully. Leave enough time to check through and correct what you have written.

WRITING TO ANALYSE, REVIEW, COMMENT

7 **We're a nation of cheats!**

Write about some examples of cheating that you know of, and suggest some reasons why many people nowadays seem happy to cheat. **[20]**

WRITING TO ARGUE, PERSUADE, ADVISE

8 A relative has found proof of cheating by students in the school or college s/he attends.

Write the words of a letter advising your relative what to do.

Begin 'Dear –' **[20]**

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MARK SCHEME

Specimen Paper

SECTION A

<p>QUESTION 1 (20 marks)</p>	<p><i>Opening Worlds</i> (OCR)</p> <p><i>Dead Men's Path; Snapshots of a Wedding; The Train from Rhodesia; The Gold-Legged Frog; The Tall Woman and Her Short Husband; Two Kinds.</i></p> <p>Think about <i>The Tall Woman and Her Short Husband</i> and ONE OTHER STORY where someone is treated harshly or unfairly.</p> <p>How do the writers' descriptions of the different cultures in which the two stories are set help us to understand what happens?</p>
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NOTES ON THE TASK:

Candidates should focus not just on what happens, but on how the reasons for what happens are in each case directly linked to the particular situation in the story – the context. Obvious examples from other stories might include the sense of resentment/unfairness felt by the girl in *Two Kinds* or the indifference of the official at the end of *The Gold-Legged Frog*. (Some candidates may produce examples based on slightly different interpretation, such as Michael Obi's attempt to 'ride roughshod' over the community in *Dead Man's Path*, or the way the woman in *The Train from Rhodesia* turns on her husband at the end of the story.)

BAND DESCRIPTORS		***Be prepared to use the FULL range!***
Start with the middle mark in the band and adjust upwards or downwards, as appropriate.		
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	MARKS	DESCRIPTOR
Above 4	20	Performance clearly exceeds that described in Band 4.
4	19 18 17	Answers will begin to develop a personal and critical response to the reasons for harsh or unfair treatment, with some thoroughness in their use of the text for support. They will show a good grasp of the significance of the situation/context and will make some response to the way language works.
5	16 15 14	Answers will begin to develop a response to the reasons for the harsh or unfair treatment, with some detail from the text and reference to language. There will be some relevant discussion of context.
6	13 12 11	Answers will make some relevant comment about reasons for the harsh or unfair treatment, with a little support from the text, and may comment on some aspects of context.
7	10 9 8	Answers will make a few straightforward points about harsh or unfair treatment, and will occasionally refer to the text.
8	7 6 5	Answers will make some comment about harsh or unfair treatment.
Below 8	4 3 2 1	Answers will not meet the criteria for Band 8.

QUESTION 2 (20 marks)	<p><i>Opening Worlds</i> (OCR)</p> <p><i>Dead Men's Path; Snapshots of a Wedding; The Train from Rhodesia; The Gold-Legged Frog; The Tall Woman and Her Short Husband; Two Kinds.</i></p> <p>Choose TWO stories which show conflict between old and new ways of life in different cultures. For each story, write about:</p> <ul style="list-style-type: none"> the reasons for the conflict; how the writer describes the effects on the people involved.
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NOTES ON THE TASK:

Dead Man's Path, Snapshots of a Wedding, The Tall Woman or Two Kinds all clearly show conflict between old ways and new ways of life. (Some candidates may see the train and its passengers as 'modern' in *The Train from Rhodesia*, and as being in a kind of conflict with the more traditional Africans.) Full answers must not only explain the reasons for the conflict in the chosen stories but should also begin to explore the effects on the characters involved; the best will offer some consideration of how these effects are created in the writing.

BAND DESCRIPTORS		***Be prepared to use the FULL range!***
Start with the middle mark in the band and adjust upwards or downwards, as appropriate.		
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	MARKS	DESCRIPTOR
Above 4	20	Performance clearly exceeds that described in Band 4.
4	19 18 17	Answers will begin to develop a personal and critical response to reasons for the clash between old ways and new ways of life and the ways in which the writer describes the effects on the people involved in the chosen stories, with some thoroughness in their use of the text for support. They will make some response to the way language works.
5	16 15 14	Answers will begin to develop a response to the clash between old ways and new ways of life in the chosen stories. There will be some relevant discussion of the ways in which the writer describes the effects on the people involved, with some detail from the text and reference to language.
6	13 12 11	Answers will make some relevant comment about the clash between old ways and new ways of life in the chosen stories, and may comment on some aspects of the ways in which the writer describes the effects on the people involved, with a little support from the text.
7	10 9 8	Answers will make a few straightforward points about the clash between old ways and new ways of life in the chosen stories and will occasionally refer to the text.
8	7 6 5	Answers will make some comment about old and/or new ways of life.
Below 8	4 3 2 1	Answers will not meet the criteria for Band 8.

QUESTION 3 (20 marks)	<p><i>Of Mice and Men</i> (Steinbeck)</p> <p>How do Steinbeck's descriptions of life on the ranch help us to understand what happens to Curley's wife?</p> <p>In your answer, write about how Steinbeck describes:</p> <ul style="list-style-type: none"> • what life on the ranch is like; • the way Curley's wife is affected by life on the ranch.
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NOTES ON THE TASK:

Particularly in the scenes in the bunkhouse, Steinbeck makes clear the male domination of life on the ranch, with Curley's wife the only woman. The power-relationships between the men themselves show how far down the 'pecking order' she falls, even though she is married to the boss's son. Even more, the enclosed nature of the environment and its almost total focus on work mean that, as a woman, she has no role. So she constantly seeks attention but, by doing so, simply reinforces the men's impression of her worthlessness, as shown in their contemptuous references to her as a 'tart'.

BAND DESCRIPTORS		***Be prepared to use the FULL range!***
Start with the middle mark in the band and adjust upwards or downwards, as appropriate.		
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	MARKS	DESCRIPTOR
Above 4	20	Performance clearly exceeds that described in Band 4.
4	19 18 17	Answers will begin to develop a personal and critical response to the ways in which the novel links Curley's wife and her fate to the nature of life on the ranch, showing a good grasp of the effects of ranch life on her and with some thoroughness in their use of the text for support. They will make some response to the way language works.
5	16 15 14	Answers will begin to develop a response to the ways in which the novel links Curley's wife and her fate to the nature of life on the ranch, with some detail from the text and reference to language.
6	13 12 11	Answers will make some relevant comment about Curley's wife, her fate and the nature of life on the ranch, with a little support from the text.
7	10 9 8	Answers will make a few straightforward points about Curley's wife and her fate, showing signs of understanding of the nature of life on the ranch. They will occasionally refer to portions of the text.
8	7 6 5	Answers will make some comment about Curley's wife and/or her fate.
Below 8	4 3 2 1	Answers will not meet the criteria for Band 8.

QUESTION 4 (20 marks)	<p><i>Of Mice and Men</i> (Steinbeck)</p> <p>“The way George and Lennie have to live and work means that, sooner or later, Lennie is bound to get into serious trouble.”</p> <p>How does Steinbeck show this in the novel?</p>
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NOTES ON THE TASK:

Because they are unskilled labourers and have to take up any offer of employment that comes along, George and Lennie have no prospects, no security and no resources to fall back on. At the same time, because of Lennie’s unwitting propensity to cause trouble, they are caught in an accelerating cycle of job-trouble-flight. The best thing they can find is ranch work, but the ranch workers lead hard and unforgiving lives and are equally unforgiving of anything which appears unusual, such as the partnership in which George tries to protect Lennie. George is trapped as it becomes increasingly clear that, sooner or later, Lennie is going to do something irretrievable and must suffer for it.

BAND DESCRIPTORS

*****Be prepared to use the FULL range!*****

Start with the **middle** mark in the band and adjust upwards or downwards, as appropriate.

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	20	Performance clearly exceeds that described in Band 4.
4	19 18 17	Answers will begin to develop a personal and critical response to George’s and Lennie’s jobs and lifestyle, showing a good grasp of how potential problems are repeatedly signaled in the novel and with some thoroughness in their use of the text for support. They will make some response to the way language works.
5	16 15 14	Answers will begin to develop a response to George’s and Lennie’s jobs and lifestyle, with some detail from the text and reference to language. There will be some relevant discussion of how potential problems are signaled in the novel.
6	13 12 11	Answers will make some relevant comment about George’s and Lennie’s jobs and lifestyle, with a little support from the text, and may comment on some aspects of how potential problems are signaled in the novel.
7	10 9 8	Answers will make a few straightforward points about George’s and Lennie’s jobs and lifestyle, and will occasionally refer to the text.
8	7 6 5	Answers will make some comment about George’s and Lennie’s jobs and/or lifestyle.
Below 8	4 3 2 1	Answers will not meet the criteria for Band 8.

QUESTION 5 (20 marks)	<p><i>Roll of Thunder, Hear My Cry</i> (Taylor)</p> <p>How does Mr Morrison's story help you to understand more about him and about the lives of black people in Mississippi at that time?</p> <p>In your answer, write about:</p> <ul style="list-style-type: none"> • what he says; • the way he says it.
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NOTES ON THE TASK:

Candidates should be able to make connections between the fiercely-sustained anger that Mr Morrison expresses here and his attitude and behaviour elsewhere in the novel. In terms of what we learn about the lives of black people, the obvious viciousness and horror of the events described create their own impact and provide a touchstone against which Cassie (and we) can measure her growing awareness of the bitterness in relationships between whites and blacks, and its causes. Mr Morrison's story points up the inexcusable inequalities between the races, gives some explanation for their expression in violence ('Southern whites... trying to turn things back 'round to how they used to be') but also illustrates the self-perpetuating nature of the conflict on both sides ('I makes myself remember.')

BAND DESCRIPTORS		***Be prepared to use the FULL range!***
Start with the middle mark in the band and adjust upwards or downwards, as appropriate.		
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	MARKS	DESCRIPTOR
Above 4	20	Performance clearly exceeds that described in Band 4.
4	19 18 17	Answers will make a reasonably sustained response to Mr Morrison's story, showing understanding of its significance both at a personal level (for him) and more generally (for the lives of black people), with some thoroughness in their use of the text for support. They will make some response to the way language works.
5	16 15 14	Answers will begin to develop a response to Mr Morrison's story in relation to himself and the lives of black people, showing some understanding of its significance, with some detail from the text.
6	13 12 11	Answers will make some relevant comment about Mr Morrison himself and the lives of black people, with a little support from the text.
7	10 9 8	Answers will make a few straightforward points about Mr Morrison himself and the lives of black people, with occasional reference to the text.
8	7 6 5	Answers will show a little awareness of Mr Morrison himself and/or the lives of black people.
Below 8	4 3 2 1	Answers will not meet the criteria for Band 8.

<p>QUESTION 6 (20 marks)</p>	<p><i>Roll of Thunder, Hear My Cry</i> (Taylor)</p> <p>Write about TWO incidents in <i>Roll of Thunder, Hear My Cry</i> where Cassie learns about racial prejudice.</p> <p>In your answer, write about:</p> <ul style="list-style-type: none"> • what happens; • what Cassie learns about the lives of black and white people; • how Taylor describes the way Cassie is affected.
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NOTES ON THE TASK:

Candidates have a good range of incidents to select from, including both Cassie's first-hand experiences and/or what she learns of the experience of other characters. Answers should demonstrate an understanding of the ways in which prejudice manifests itself in the incidents chosen, whether petty on the surface (e.g. in the shop) or extreme (as in the murderous violence illustrated in Mr Morrison's story of the 'Night Men'). Better answers will place the incidents in the context of Cassie's growing understanding of the situation of black and white people, and of both her own reactions and those of others to this situation.

BAND DESCRIPTORS		***Be prepared to use the FULL range!***
Start with the middle mark in the band and adjust upwards or downwards, as appropriate.		
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	MARKS	DESCRIPTOR
Above 4	20	Performance clearly exceeds that described in Band 4.
4	19 18 17	Answers will make a reasonably sustained response, with some thoroughness in their use of text for support, to two appropriate incidents, showing understanding of their significance in terms of relationships between blacks and whites, and their effect on Cassie. They will make some response to the way language works.
5	16 15 14	Answers will begin to develop a response to two appropriate incidents, showing understanding of their significance, with some detail from the text
6	13 12 11	Answers will make some relevant comment about two appropriate incidents, showing an understanding of their significance, with a little support from the text.
7	10 9 8	Answers will make a simple personal response to two appropriate incidents, showing signs of understanding their significance, with occasional reference to portions of the text.
8	7 6 5	Answers will write about one or two appropriate incidents.
Below 8	4 3 2 1	Answers will not meet the criteria for Band 8.

SECTION B

QUESTION 7 (20 marks)	We're a nation of cheats! Write about some examples of cheating that you know of, and suggest some reasons why many people nowadays seem happy to cheat.
GENERAL CRITERIA	Candidates should demonstrate that they can: 1 write appropriately for the task; 2 organise and paragraph clearly and effectively; 3 spell, punctuate and use grammar/syntax accurately; 4 use appropriate register and vocabulary.

INSTRUCTIONS TO EXAMINERS

- **Ring** errors and ✓ or ✓✓ felicities of expression and content, sufficiently to show how you have formed your judgement.
- A brief summative comment may be helpful to indicate any significant strengths and/or weaknesses in the response which have formed your judgement.
- For writing tasks, LENGTH is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (e.g. control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (less than 50 words) should not normally be marked higher than Band 7.
- Award two marks, one for AOs 3(i) + (ii), one for AO 3(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- Use the photostat examples as guides to your assessment.
- At the end of the response write the two separate marks (e.g. 11 + 3), then transfer the two separate marks to the front page of the script.

NOTES ON THE TASK

- Candidates will make their own choice/definition of 'cheating'. (Some may refer back to the stimulus material; there is no premium or penalty for such reference).
- This task does not specify genre or audience, it anticipates a generic 'essay' addressed (if to anyone) to the examiner. Although exploratory - a 'mulling-over' of ideas - awareness of an outside reader should be reflected in the ways that material is organised, systematised, clarified.
- **TASK-SPECIFIC CRITERIA:**
 - clarity of presentation of examples of cheating (**overview**);
 - clarity of explanation of possible reasons for apparent acceptability of cheating (**analysis**);
 - effectiveness/relevance of personal **comment**.

QUESTION 7 BAND DESCRIPTORS			Writing to Analyse, Review, Comment (Foundation Tier)		
Use 'best-fit', within and across columns: if most elements are achieved, award the higher mark in the band.					
BAND	MARKS	AO3 (i) communicate clearly and imaginatively, using / adapting forms for different readers and purposes	AO3 (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features		
Above 4	14	Performance clearly exceeds that described in Band 4.			
4	13 12	<p>Task: the writing clearly presents a range of examples of cheating and possible reasons why they are seen as acceptable. Some relevant personal comment is clearly expressed.</p> <p>Format: the writing establishes a sense of overview of the topic and creates a generally successful relationship with the reader (e.g. via <i>good balance of information given and knowledge assumed</i>). Tone is generally consistent and vocabulary is appropriate.</p>	<p>An appropriate opening engages with the topic; there is clear development in some detail and a suitable conclusion (e.g. with some <i>summary/recapitulation</i>).</p> <p>Paragraphs are used to organise content; differing paragraph lengths may be used for emphasis/effect. Straightforward connectives are used.</p>		
5	11 10	<p>Task: the writing sets out recognisable examples of cheating and offers some reasons why they are seen as acceptable. There is some personal comment, but it is not always focussed/relevant.</p> <p>Format: Some sense is given of an overview of the topic and there is a sense of relationship with the reader. However, tone may be inconsistent, with some restriction of vocabulary.</p>	<p>The opening attempts to engage with the topic; there is some clear development and an attempt to signal an appropriate conclusion.</p> <p>Paragraphing shows some selection and sequencing, though the 'thread' may be lost at times. Simple connectives are used, possibly repetitively.</p>		

BAND	MARKS	AO3 (i) communicate clearly and imaginatively, using / adapting forms for different readers and purposes	AO3 (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
6	9 8	<p>Task: the article refers to some aspects of cheating; some simple explanation of possible reasons why they are seen as acceptable may be attempted but is likely to be lost under generalised comment or assertion.</p> <p>Format: An overview may be attempted, with limited success and only intermittent awareness of a reader. There is little consistency of tone and vocabulary is limited and on occasions imprecise.</p>	<p>The opening offers some engagement with the topic; there is some sense of development and a limited attempt to signal a conclusion.</p> <p>Paragraphing is largely based on simple division of content.</p>
7	7 6	<p>Task: the writing shows some awareness of cheating, which is likely to be mainly anecdotal; there may be some limited personal comment. The question of acceptability may be referred to.</p> <p>Format: 'overview' may consist of little more than a number of different examples and there is little evidence of awareness of a reader. Tone is inconsistent and vocabulary restricted.</p>	<p>Opening: there may be some evidence of an initial attempt to engage with the topic, but development is limited and the writing may just stop, with no conscious attempt at an ending.</p> <p>Paragraphing may be used to show obvious divisions of content, but generally points are listed without organisation, emphasis or detail.</p>
8	5 4	<p>Task: the writing shows limited awareness of cheating, and may be simply a recount of examples.</p> <p>Format: there is no sense of overview, and no apparent awareness of a reader. There is no consistent tone and vocabulary is very limited</p>	<p>There is very little evidence of deliberate structuring in terms of opening, development or ending.</p> <p>There is little or no evidence of paragraphing to any effect.</p>
Below 8	3, 2, 1	Performance does not meet the requirements of Band 8	

Use 'best-fit', within and across columns: if most elements are achieved, award the mark for the band.	
BAND	MARKS
AO3(iii) Use a range of sentence structures effectively with accurate punctuation and spelling.	
4 and above	6
5	5
6	4
7	3
8	2
Below 8	1
Performance does not meet the requirements of Band 8	

QUESTION 8 (20 marks)	<p>A relative has found proof of cheating by students in the school or college s/he attends.</p> <p>Write the words of a letter advising your relative what to do. Begin 'Dear –'</p>
GENERAL CRITERIA:	<p>Candidates should demonstrate that they can:</p> <ol style="list-style-type: none"> 1 write appropriately for the task; 2 organise and paragraph clearly and effectively; 3 spell, punctuate and use grammar/syntax accurately; 4 use appropriate register and vocabulary.

INSTRUCTIONS TO EXAMINERS

- **Ring** errors and ✓ or ✓✓ felicities of expression and content, sufficiently to show how you have formed your judgement.
- A brief summative comment may be helpful to indicate any significant strengths and/or weaknesses in the response which have formed your judgement.
- For writing tasks, LENGTH is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (e.g. control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (less than 50 words) should not normally be marked higher than Band 7.
- Award TWO marks, one for AOs 3(i) + (ii), one for AO 3(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- Use the photostat examples as guides to your assessment.
- At the end of the response write the two separate marks (e.g. 11 + 3), then transfer the two separate marks to the front page of the script.

NOTES ON THE TASK

- Candidates will make their own choices of the nature of cheating in deciding what advice to give. (Some may refer back to the stimulus material; there is no premium or penalty for such reference.)
- The format is that of a friendly letter to a peer/relative; tone should be appropriate.
- **TASK SPECIFIC CRITERIA:**
 - clarity of explanation of advice given;
 - effectiveness in persuading reader to act on advice given.

QUESTION 8 BAND DESCRIPTORS		Writing to Argue, Persuade, Advise (Foundation Tier)	
Use 'best-fit', within and across columns: if most elements are achieved, award the higher mark in the band.			
BAND	MARKS	AO3 (i)	AO3 (ii)
Above 4	14	communicate clearly and imaginatively, using and adapting forms for different readers and purposes	organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
Performance clearly exceeds that described in Band 4.			
4	13 12	<p>Task: the letter clearly presents advice on the issue of cheating, supported/balanced by reference to the likely concerns of the reader / relative.</p> <p>Format: an advisory letter is effectively framed, with some consistency of tone (e.g. <i>forceful/definite – imperatives; tactful/tentative – 'you might'</i>) and a range of appropriate vocabulary.</p>	<p>An appropriate opening states identifiable advisory intention; there is clear development in some detail and a sense of conclusion (e.g. <i>summary of advice</i>).</p> <p>Paragraphs are used to develop advice; topic sentences are sometimes strategically placed to highlight important issues. Differing paragraph lengths may be used for emphasis/effect. Straightforward connectives are used.</p>
5	11 10	<p>Task: the letter sets out a recognisable viewpoint on the issue of cheating, and shows some awareness of the need to advise the reader / relative.</p> <p>Format Some appropriate features of an advisory letter are used to some effect. However, tone may be inconsistent, with some restrictions of vocabulary.</p>	<p>The opening attempts to state point of view; there is some clear development and an attempt to achieve an appropriate conclusion. (e.g. <i>reasons for own view</i>)</p> <p>Paragraphing is sometimes logically ordered, though the 'thread' may be lost at times. Simple connectives are used, with some repetition.</p>
6	9 8	<p>Task: the writing gives some points relevant to the issue of cheating, but is likely to rely on stating a viewpoint rather than giving advice.</p> <p>Format: A few obvious features of a letter are attempted, but there is little consistency of tone and vocabulary is limited and on occasions imprecise</p>	<p>The opening signals a point of view; there is some sense of development and a limited attempt to achieve a conclusion (e.g. <i>possibly no more than 'that's what you should do'</i>).</p> <p>Paragraphing, is largely based on a series of statements.</p>

BAND	MARKS	AO3 (i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes	AO3 (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
7	7 6	<p>Task: the writing shows some awareness of the issue of cheating but asserts own view(s) rather than advising the reader / relative.</p> <p>Format: The letter is used in a rudimentary way; tone is inconsistent and vocabulary is restricted.</p>	<p>Opening: there may be some attempt to set out a viewpoint, but development is limited, and the writing may just stop, with no conscious attempt at an ending.</p> <p>Paragraphing may be used to show obvious divisions of content, but generally points are listed without organisation, emphasis or detail.</p>
8	5 4	<p>Task: the writing shows limited awareness of the issue of cheating and little sense of the reader / relative or his/her needs.</p> <p>Format: the 'letter' may be signalled by no more than 'Dear..' A very thin response, with no consistent tone and vocabulary very limited.</p>	<p>There is very limited evidence of deliberate structuring in terms of opening, development or ending.</p> <p>There is little or no evidence of paragraphing to any effect.</p>
Below 8	3 2 1	Performance does not meet the requirements of Band 8.	

Use 'best-fit', within and across columns: if most elements are achieved, award the higher mark in the band.	
BAND	MARKS
AO3 (iii) use a range of sentence structures effectively with accurate punctuation and spelling	
4 and above	6
5	5
6	4
7	3
8	2
Below 8	1
Performance does not meet the requirements of Band 8.	