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WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

General Certificate of Secondary Education

Tystysgrif Gyffredinol Addysg Uwchradd

MARKING SCHEMES

SUMMER 2005

ENGLISH

WJEC
CBAC

INTRODUCTION

The marking schemes which follow were those used by the WJEC for the Summer 2005 examination in GCSE English. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

The WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

HIGHER TIER PAPER 1

A1 Look at lines 1-25

What do you learn about the relationship between Robert Quick and his children in these lines? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks: nothing attempted

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning.

Give 5-7 marks (grades C/B), according to quality, to those who select appropriate detail from the text to show understanding of the relationship between the characters. These answers should be making inferences. Better answers should sustain a valid interpretation.

Give 8-10 marks (grades A/A*), according to quality, to those who explore appropriate detail from the text with depth and insight. These answers should be thorough as well as perceptive, covering a range of points accurately and with an assured grasp of the relationship between the characters.

Some points the candidates may explore:

- he misses his children
- he is eager to see them and expects them to be glad to see him
- he goes straight to the garden before changing his clothes (priority/puts them first)
- the garden is a wilderness because it is a place for the girls
- they are allowed to do as they like there/he gives them freedom
- Jenny virtually ignores his greeting
- Kate responds but only in a 'muffled voice'
- he is untroubled by their lack of enthusiasm/keeps his distance
- he does not demand or expect displays of affection/wants a natural, honest relationship
- he despises those parents who do demand such displays
- he thinks they are impulsive, affectionate children, capable of passionate devotion
- he thinks they are growing into exciting women with admirable qualities

Overview:

- he loves his children/thinks they are little angels
- he is an indulgent father/lets them do as they want/tries to please them/spoils them
- they seem indifferent to him
- he does not mind their undemonstrative behaviour/sees it as normal, natural
- he takes a lot for granted and thinks they are as close to him as he is to them/wishful thinking
- they are more enigmatic and less easy to read
- he is complacent, smug, admires them

This is not a checklist and the question should be marked in levels of response. Reward valid alternatives.

Remember 5 is a grade C.

A2 Look at lines 26-56

We are not certain if what happens in these lines is a game or not. How does the writer create this sense of uncertainty? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation. It also tests understanding of linguistic and structural devices.

0 marks: nothing attempted

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning. Better answers will make some attempt to address the issue of 'how'.

Give 5-7 marks (grades C/B), according to quality, to those who select and begin to analyse appropriate material from the text. These answers should engage with the issue of 'how', even if they do rely on some narrative or spotting of key quotations.

Give 8-10 marks (grades A/A*), according to quality, to those who select and explore appropriate material from the text, showing insight into technique and use of language.

Analysis of 'how' is partly a matter of content and partly a matter of style.

Some points that candidates may explore:

- Robert tries to engage Jenny in conversation
- he is ignored again but doesn't really mind/makes excuses for them
- he is disappointed but comforts himself with the thought that children are honest and 'never pretend'/sees their behaviour as normal and natural
- he settles down to read the paper, enjoying the presence of the children
- the girls behave rather cruelly towards the dog and frighten it, although throwing a stick is familiar enough
- Robert is shocked by their behaviour and tries to stop them
- they turn on him and, although they are laughing, he is scared by their behaviour
- they seem 'mad' and 'vindictive'
- they hurt him and he is forced to retaliate
- in the struggle the chair collapses and they fall to the ground
- then the dog joins in and bites him
- Jenny changes and seems concerned but Kate is still giggling
- the situation has turned rather nasty and disturbing
- the girls reveal a side of their character that shocks him

Some techniques:

the hints that they are not as loving as he assumes are there

the writer makes us puzzled by their behaviour – is it a game or not? is he overreacting or not? is this more than children having fun? a game that goes too far, more?

we are shocked by the cruelty of their treatment of the dog

the dog is confused by their behaviour

we are disturbed by their actions towards Robert

in some ways it seems like a game (boisterous "cowboys and indians")

the violence and the laughter are oddly juxtaposed

the language is powerful and disturbing

This is not a checklist and the question should be marked in levels of response. Reward valid alternatives.

Remember 5 is a grade C.

A3 Look at lines 57-85

What are Robert's thoughts and feelings about his children in these lines? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks: nothing attempted

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning.

Give 5-7 marks (grades C/B), according to quality, to those who select appropriate detail from the text to show understanding of the character's reactions. These answers should be making inferences and will have some sense of sequence.

Give 8-10 marks (grades A/A*), according to quality, to those who explore appropriate detail from the text with depth and insight. These answers should be thorough as well as perceptive, covering a range of reactions accurately and with an assured grasp of sequence.

Some points the candidates may explore:

- he feels that he cannot look at them
- he feels surprised at what has happened but also angry
- he feels shocked and can't forget the look on Jenny's face
- he thinks they really wanted to hurt him/he feels hurt/disbelief
- he believes they hate him
- something "new" has entered and changed their relationship
- he has seen a new and disturbing glimpse of the 'brutal, primitive world' they have inside them and in which he does not belong
- he feels like an outsider, as if he does not really know them
- when he submits to them nursing him
- he thinks at least this is more like a game/not murderous
- at tea, he senses they are putting on a performance and enjoying it
- he thinks it is as if he did not exist
- he begins to adjust to the fact that they are growing up and to think this is part of an inevitable process which will push him aside
- he wants to be alone
- he feels uncertain about Jenny and realises this was not a game/he doesn't know them
- he thinks that he is growing up as well as the children
- the relationship with his children has changed forever/not his "little girls" anymore
- he is a wiser, less complacent man/ his naïve illusions have been shattered

There is a lot here but the good answers should show real understanding of the subtleties of the story.

This is not a checklist and the question should be marked in levels of response. Reward valid alternatives.

Remember 5 is a grade C.

A4 To answer this question you will need to consider the whole passage.

How does the writer create a sinister and frightening atmosphere in this story? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation. It also tests understanding of linguistic and structural devices.

0 marks: nothing attempted

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning. Better answers will make some attempt to address the issue of 'how'.

Give 5-7 marks (grades C/B), according to quality, to those who select and begin to analyse appropriate material from the text. These answers should engage with the issue of 'how', even if they do rely on some narrative or spotting of key quotations.

Give 8-10 marks (grades A/A*), according to quality, to those who select and explore appropriate material from the text, showing insight into narrative technique and use of language.

Analysis of 'how' is partly a matter of content and partly a matter of style and structure.

Some points that candidates may explore:

- initial picture of peace, calm and middle-class idyll
- the garden is symbolically described as a 'wilderness'
- it is referred to several times as 'wild'
- the references to 'untouched' nature and 'the frontier' and 'primeval forests' acquire a rather sinister significance
- words such as 'impulsive', 'passionate' and 'strong' ironically suggest unrestrained, powerful emotion
- the behaviour of the girls with the dog is brutal and the language is violent (snatched, hurled, rushed, yelled, dashed)
- their behaviour towards Robert is also disturbing in its intensity (actions, laughter, expressions) and the language reflects this (the rake carried 'like a lance', homicidal maniac, eyes wide and glaring, tore, battered and so on)
- the threats to 'kill' and 'scalp' are primitive
- even the nursing is bossy
- the 'game' is referred to as 'murderous'/he is deeply shocked
- their civilised behaviour at tea is a 'performance'/things have changed/a watershed
- Robert's attitude to the girls changes/he does not recognise Jenny's expression as she sits on the wall in a 'superior' position
- at the end he is convinced that this was not a game – 'not for a second'
- events are seen through Robert's eyes/we share his responses/his interpretation
- the writer uses the contrast with the 'perfect relationship' at the beginning to highlight the shock of the girls' behaviour/cake and sandwiches contrast with wildness
- the trappings of middle-class life contrast with primitive behaviour
- destruction of innocence

This is not a checklist and the question should be marked in levels of response. Reward valid alternatives.

Remember 5 is a grade C.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

N.B. This tier will lead to awards from Grades A* - D; the scale allows for performances which fall below this on occasion. The Grade C boundary represents half marks.

For each of B1 and B2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of B1 and B2 (out of 20) should be recorded in the right hand margin and the total for section B (out of 40) ringed and then transferred to the front cover.

B1.

The purpose of this task is to test writing to inform, explain, describe

[20]

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

- there is some relevant content despite uneven coverage, e.g in descriptive writing there is a basic sense of place or atmosphere
- some features of organisation or form are appropriate
- paragraphs may be used to show obvious divisions and to group ideas into some order and sequence
- there is some appropriate selection of detail but often at a general level
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 4-6 marks

- content is relevant and attempts to interest the reader
- the writing is mostly organised in an appropriate form
- paragraphs are logically ordered and sequenced
- there is some attempt to focus on detail – moving from the general to the particular
- there is some range of vocabulary, occasionally selected to create effect or to convey precise meaning

Band 3 7-9 marks

- the content is relevant and coherent and engages and sustains the reader's interest
- the writing is organised in an appropriate form
- paragraphs are used consciously to structure the writing
- detailed content is well-organised within and between paragraphs
- there is a range of vocabulary selected to create effect or convey precise meaning

Band 4 10-13 marks

- content is well-judged, sustained and pertinent, firmly engaging the reader's interest
- the writing is well-crafted in an appropriate form with distinctive structural or stylistic features
- paragraphs are effectively varied in length and structure to control detail and progression
- there is a sophisticated organisation of detailed content within and between paragraphs
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 2-3 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 4-5 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 6-7 marks

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

Additional task-specific guidance

Good answers may include some of the following features:

- a clear and coherent perspective (perhaps as a parent or teacher)
- a logical structure, observing from a fixed point or across time
- an evident sense of cohesion with material linked effectively to create overview of the scene
- a range of appropriate and well-selected physical details (for example, the buildings or the surrounding area or the weather)
- close and well-selected observation of the people in the scene (parents, children staff), their appearance and behaviour and the interaction between them (for example, mothers and children, husbands and wives, individuals, the staff and the other characters who enliven the scene)
- use of the senses to convey the sights but also the sounds
- close observation of body language and the emotions of characters
- skilful use of snatches of dialogue to establish atmosphere and a sense of character
- some development of reflections on what is observed or experienced by the narrator
- positioning and establishing a relationship with the reader via devices such as asides, statements, questions, humour, active or passive voice
- ability to move from the general to the particular, observing details precisely and individually (such as facial expressions or physical objects)

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and perspective (for example, a tendency to slip into narrative, particularly first-person, or the writer spends too long describing the journey to the school and fails to arrive there)
- less secure control of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development (for example, a single sentence for each topic such as *All the children are cheerful and smiling*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking happy, all children crying*)
- limited range of description (for example, no differentiation between people or physical details)
- some attempt to use sense impressions but in a formulaic manner (*the scene looked colourful*)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see people talking to their neighbours* with little or no development)
- very limited awareness of the reader (for example, little use of devices such as asides, or rhetorical questions)
- a tendency for the description to stay at the level of the general and lack close, individual detail (for example, all staff are tired)

B2.

The purpose of this task is to test writing to explore, imagine, entertain.

[20]

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

- basic sense of plot and characterisation
- simple chronological writing predominates
- narratives may have a beginning and an ending but content is likely to be undeveloped
- paragraphs may be used to show obvious divisions and to group ideas into some order and sequence
- limited range of vocabulary is used with little variation of word choice for meaning or effect

Band 2 4-6 marks

- some control of plot and characterisation (e.g. perspective is maintained)
- narrative is beginning to show evidence of some conscious construction (e.g. some appropriate use of dialogue; topic sentences are supported by relevant detail)
- there is an appropriate beginning and an apt conclusion
- narrative is developed to engage the reader's interest
- paragraphs are logically ordered and sequenced
- there is some range of vocabulary, occasionally selected to create effect or to convey precise meaning

Band 3 7-9 marks

- overall the writing is controlled and coherent
- plot and characterisation are convincingly sustained (e.g. dialogue helps to develop character)
- narrative is organised and sequenced purposefully
- narrative has shape, pace and detail, engaging the reader's interest
- detailed content is well organised within and between paragraphs
- paragraphs of varied length are linked by text connectives and progression is clear
- there is some use of devices to achieve particular effects
- there is a range of vocabulary selected to create effect or to convey precise meaning

Band 4 10-13 marks

- the writing is developed with originality and imagination
- plot and characterisation are effectively constructed and sustained
- material is selected and prioritised to maintain interest
- narrative is purposefully organised and sequenced and well paced
- paragraphs are effectively varied in length and structure to control detail and progression
- cohesion is reinforced by the use of text connectives and other linking devices
- devices to achieve particular effects are used consciously and effectively
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 2-3 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 4-5 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 6-7 marks

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

HIGHER TIER PAPER 2

SECTION A (40 marks)

A1

Explain how and why Candida Crewe managed without a car for almost her entire adult life. [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks: nothing attempted

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings.

Give 5-7 marks (grades C/B), according to quality, to those who reach a valid, sensible interpretation based on a range of appropriate evidence from the text.

Give 8-10 marks (grades A/A*), according to quality, to those who reach a detailed and well-considered interpretation based on analysis and exploration of the text.

It is possible to address ‘why’ and ‘how’ simultaneously or to take them separately. Either approach is acceptable.

Some points:

How?

- public transport (tubes and buses)
- taxis
- hiring cars when necessary
- double buggy for the children
- shopping trolley
- walked a lot

Why?

- a pointless extravagance for a single girl in central London
- she was appalled by the cost of buying and running a car
- she was conscious of the environment
- she felt rather smug/pleased with herself/took the moral high ground/liked being superior or different
- she was stubborn about criticism from her friends
- she managed to forget the moments of frustration
- she felt that she coped ‘perfectly well’
- it became a point of honour/no going back
- reluctant to be "car-dependent"

Reward answers which have clarity and coherence.

Look for valid alternatives.

Remember 5 is a grade C.

A2

How does Candida Crewe try to justify her decision to admit defeat and buy a car? [10]

This question tests the ability to follow an argument, distinguish between fact and opinion and evaluate how information is presented.

0 marks: nothing attempted

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings/persuasive techniques.

Give 5-7 marks (grades C/B), according to quality, to those who make valid comments/inferences based on appropriate detail from the text. These answers should be addressing the issue of 'how', although they may rely on some spotting of key words or quotations. Better answers will have a clear focus on persuasive technique.

Give 8-10 marks (grades A/A*), according to quality, to those who explore the text in detail and make valid comments/inferences. These answers should combine specific detail with overview and be fully engaged with analysis of persuasive technique.

'How' is partly a matter of content/presentation and partly a matter of style/structure. Look for a clear sense of 'how' as opposed to simply 'what'. The best answers take the 'extra step' to analyse the detail rather than spotting it.

Some points the candidates may explore:

- public transport is 'torture'/wins sympathy
 - buses taking forever
 - tubes sitting for hours in tunnels
 - taxis not turning up
 - enduring cold, hunger and tiredness
 - and subjecting her children to them
- } shows herself being driven beyond endurance
- the incident of the journey to the swimming pool (delay, discomfort)
 - the 'trip' to the party (humiliation, delay, being badly treated)
 - a car offers 'convenience and freedom'/transformed her life
 - she stuck with public transport for 17 years - adds weight/credibility
- } use of anecdote

Overview:

- negative case against public transport (and taxis)
- positive case for the car
- but she did hold out for a long time/it isn't as if she didn't try/resisted friends
- she really tried to do the right thing

This is not a checklist and the question should be marked in levels of response.

Look for valid alternatives.

Remember 5 is a grade C.

How does the writer try to encourage motorists to ‘do something NOW’?

[10]

You should consider:

- **what is written**
- **how it is written**

This question tests the ability to follow an argument, distinguish between fact and opinion and evaluate how information is presented.

0 marks: nothing attempted

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings/persuasive techniques.

Give 5-7 marks (grades C/B), according to quality, to those who make valid comments/inferences based on appropriate detail from the text. These answers should be addressing the issue of ‘how’, although they may rely on some spotting of key words or quotations. Better answers will have a clear focus on persuasive technique.

Give 8-10 marks (grades A/A*), according to quality, to those who explore the text in detail and make valid comments/inferences. These answers should combine specific detail with overview and be fully engaged with analysis of persuasive technique.

‘How’ is partly a matter of content/presentation and partly a matter of style/structure. Look for a clear sense of ‘how’ as opposed to simply ‘what’. The best answers take the ‘extra step’ to analyse the detail rather than spotting it.

Some points the candidates may explore:

What is written:

- he suggests that they are being ‘boiled’ without noticing/shock tactic/arouses curiosity
- that anti-car’ measures gradually increase until it is too late to stop them/insidious
- uses the example of parking restrictions
- attacks the motives and tactics of councils
- suggests it is all vindictive and wasteful and immoral and pathetic
- uses example of congestion charging in Durham and London
- attacks the myth about cars (speed doesn’t kill)
- and lists the reasons for wanting one (we need them, buses are rubbish, cars equal freedom)
- points out the dangers of doing nothing (petrol at £3 a litre, speed limiters, extortionate parking charges)

How it is written:

- the tone is aggressive and ranting (no pretence at measured debate here!)
- the language is informal and colloquial (contractions, features of spoken English)
- uses the ‘vox populi’ style in a rather outrageous manner
- some lively, arresting turns of phrase (if intemperate and abusive!)
- the use of second-person to engage the reader directly
- use of questions (examples needed)
- the extended metaphor of ‘boiling the frog’
- use of capitals and bold for emphasis
- use of exaggeration and stereotypes (playing on popular prejudices)
- use of imperatives
- humour/sarcasm/mockery

Overview:

An unsubtle rant which hits easy targets in predictable ways (but that makes it ideal!)

This is not a checklist and the question should be marked in levels of response.

Look for valid alternatives.

Remember 5 is a grade C.

Both Candida Crewe and the Spin doctor argue in favour of using cars. Which of them do you think does this more effectively?

You should consider:

- the arguments that influence you most in each text
- the use of language and style in each text
- how you react to the attitudes of each writer
- the organisation and structure of each text

[10]

This question tests the ability to select material appropriate to purpose, to collate material from different sources and make cross-references.

0 marks: nothing attempted

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments, or express a simple preference, based on surface features of the text.

Give 5-7 marks (grades C/B), according to quality, to those who evaluate appropriate detail from the texts. Better answers will probably combine some 'general' with some 'specific' points.

Give 8-10 marks (grades A/A*), according to quality, to those who reach a well-considered evaluation based on detailed exploration of the texts. These answers will probably combine overview with specific detail in a thorough and perceptive way.

The candidates have been given a 'framework' but there are two valid approaches to this task. Some candidates may establish the features of one text and then move into the second text to evaluate across the pair. Other candidates may refer across the two texts on a 'point-by-point' basis to evaluate and express their preferences.

'Opinion' is free. It is the quality of evidence and discussion which interests us in assessment terms.

Some points:

the arguments in each text (look for specific examples)

- Candida Crew uses personal experience and anecdote
- details the difficulties of not having a car
- makes the case for freedom and convenience
- the Spin Doctor is more assertive
- uses selective examples
- uses scare-tactics

the use of language and style in each text:

- Candida Crew's style is factual and measured
- some touches of humour
- conversational in tone, occasionally colloquial
- the Spin Doctor is lively and punchy in style
- colloquial, uses slang
- uses insult/sarcasm/mockery
- deliberately provocative
- the 'frog' metaphor may get a mixed reaction

how you react to the attitudes of each writer:

- some may be influenced by Candida Crew's personality and approach.
- she did try to live without a car
- she suffered the nightmare of public transport
- she expresses shame at giving in/a reluctant convert
- she shows awareness of environmental issues
- the Spin Doctor is aggressively pro-car
- more selfish, irresponsible
- but possibly more honest?

the organisation and structure of each text:

- Candida Crew details her struggle against the car
- she illustrates the difficulties of public transport
- she admits the advantages of owning a car
- the Spin Doctor approaches the topic obliquely
- plain text but picture helps reader to identify with cc/illustrates problems
- internet format is lively
- presents motorists as victims/the persecuted/attacked by politically correct and petty officialdom

Reward valid alternatives

This is not a checklist and the question should be marked in levels of response.

Look for valid alternatives.

Remember 5 is a grade C.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

N.B. This tier will lead to awards from Grades A* - D; the scale allows for performances which fall below this on occasion. The Grade C boundary represents half marks.

For each of B1 and B2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of B1 and B2 (out of 20) should be recorded in the right hand margin and the total for section B (out of 40) ringed and then transferred to the front cover.

B1. *The purpose of this task is to test writing to argue, persuade, advise.*

[20]

An understanding of purpose, audience and format is particularly important in this type of writing.

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant content despite uneven coverage of the topic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- some attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 4-6 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in content coverage and some reasons are given in support of opinions and ideas
- sequencing of ideas provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 7-9 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in content coverage; appropriate reasons given in support of opinions/ ideas
- ideas are shaped into coherent arguments
- paragraphs are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 10-13 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- content coverage is well-judged, detailed, and pertinent
- arguments are convincingly developed and supported by relevant detail
- ideas are selected and prioritised to construct sophisticated argument
- paragraphs are effectively varied in length and structure to control progression
- confident and sophisticated use of a range of stylistic devices adapted to purpose / audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as ‘and’ or ‘so’
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 2-3 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 4-5 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 6-7 marks

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose (this is formal and persuasive)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the letter)
- a logical structure within which any argument is pursued effectively and clearly (for example, the writing is organised methodically into paragraphs with a clear and developing argument)
- an evident sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps involving alternative views and ‘pros’ and ‘cons’)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, references to shared experience, use of active or passive voice (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic).
- clear understanding of the format (for example, conventions of layout for a formal letter, appropriate salutation and conclusion).

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, no clear point of view or misjudging the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *cars are not good for the environment*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will not like it without a car*)
- very limited awareness of the reader (for example, little attempt to position or engage the reader through devices such as questions, statements, asides, touches of humour)
- a tendency for comments to stay at the level of the ‘general’ and to lack specific examples
- limited understanding of format (for example, the conventions of layout are omitted or misused)

B2. *The purpose of this task is to test writing to analyse, review, comment.*

[20]

An understanding of purpose, audience and format is particularly important in this type of writing.

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant comment but analysis is basic (e.g. comment / analysis not effectively linked to stimulus material)
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- limited attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 4-6 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in analysis / comment and some reasons are given in support of opinions and recommendations
- sequencing of details and comments provides coherence
- paragraphs are logically ordered and sequenced
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 7-9 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in analysis / comment; appropriate reasons given in support of opinions/ recommendations
- analysis / comment is shaped to support a clearly expressed view point or recommendation
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 10-13 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- analysis / comment is well-judged, detailed, and pertinent
- analysis / comment is convincingly developed and supported by relevant detail
- analysis / comment is selected and prioritised to structure the whole text effectively
- paragraphs are effectively varied in length and structure to control different aspects of comment
- confident and sophisticated use of a range of stylistic devices adapted to purpose / audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as ‘and’ or ‘so’
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 2-3 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 4-5 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 6-7 marks

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a review (for example, a lively, informative or witty approach)
- a clear and coherent approach (perhaps looking in detail at one aspect of the topic or ranging more widely)
- a logical structure within which any argument is pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps involving alternative views)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other journalistic devices (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format (for example, use of columns or sub-headings or headlines or other features of newspapers/magazines)

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the requirement for a review)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone likes this film*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *this book is boring*)
- a tendency for comments to stay at the level of the ‘general’ and to lack specific examples
- limited understanding of the features of newspapers/magazines (for example, headlines, sub-headings, columns)

FOUNDATION TIER PAPER 1

A1. How does the Official behave towards Hollis in these lines? [10]

This question tests the ability to read with insight and engagement and to make appropriate references to texts.

0 marks	question not attempted
1 mark	for candidates who struggle to engage with the text and/or question.
2-4 marks (G/F grades)	according to quality, to those who copy unselectively or make simple comments with occasional references to text.
5-7 marks (E/D grades)	according to quality, to those who make simple comments based on surface features of the text.
8-10 marks (C/B grades)	according to quality, to those who select appropriate detail from the text to show understanding of the character's reactions. These answers should be making inferences and will have some sense of sequence.

Some points the candidates may explore:

- **At first he behaves politely/without threat - but with authority;**
- he tells him to sit down;
- he talks 'pleasantly' to him;
- he tries to put Hollis at ease – "hearing rumours...Oh nothing much";
- he seems concerned about Hollis's "nervousness" and his "not getting on so well";
- he has been aware of him for "several months";
- "thought I'd call you in," suggests a caring (low key?) attitude;
- he offers a suggestion about changing jobs/working in a different war zone;
- the direct question, "What do you want?" suggests he is looking to resolve the problem or he is confused or frustrated;
- **his behaviour/manner changes;**
- he becomes briskly dismissive of/frustrated about Hollis's ideas – "stop all that idealistic chatter"
- he becomes firmer and more demanding – "tell me where you'd like to be sent."
- but offers him a choice;
- **he starts to "deal carefully" with Hollis/he thinks he is mad;**
- he "smiles quietly" – suggesting he is trying not to upset/appear dismissive;
- he laughs at Hollis's suggestion about "the Rust" – he doesn't think he can do it.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Remember 5 marks is just grade E.

A2. Hollis tells the Official that he has "created a machine that can make metal rust away in an instant". How does he try to convince the Official that he is serious? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks	question not attempted
1 mark	for candidates who struggle to engage with the text and/or question.
2-4 marks (G/F grades)	according to quality, to those who copy unselectively or make simple comments with occasional references to text.
5-7 marks (E/D grades)	according to quality, to those who make simple comments based on surface features of the text or show some awareness of implicit meaning.
8-10 marks (C/B grades)	according to quality, to those who select and employ appropriate material from the text. These answers should engage with the issue of 'how', even if they do rely on some narrative or spotting of key quotations.

Some points that candidates may explore:

- he is emphatic – "I am (serious)";
- he tells the Official he had been planning to visit him;
- he is "glad" to share the information about his invention;
- he had been working on his invention "for a long time";
- he has also made the process selective – "not *all* metal, of course";
- the writer's use of italics on '*all*';
- he is anxious to prove how thoroughly he has planned the machine's actions;
- he can give specific details – "can set the machine to work on copper and brass";
- he is emphatic about the simplicity and effectiveness of the machine – "just by being near them";
- he understands that the Official thinks he is lying – it sounds impossible;
- his short sentence is emphatic that he is not lying – "I'm not";
- he can give clear details about the machine – "hidden in this cigarette package";
- he is precise about its effectiveness – range of 900 miles;
- he can explain exactly how he will disarm countries – "...tour the country in a few days", "Then I'd fly to Europe";
- he explains that he has spent a long time weighing up the implications – he is deadly serious;
- he acknowledges the enormity of his idea is like other things people could never have foreseen;
- he recognises that he could never be believed.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Remember 5 marks is just grade E.

A3. What are the Official's thoughts and feelings in these lines?

[10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks	question not attempted
1 mark	for candidates who struggle to engage with the text and/or question.
2-4 marks (G/F grades)	according to quality, to those who copy unselectively or make simple comments with occasional references to text.
5-7 marks (E/D grades)	according to quality, to those who make simple comments based on surface features of the text.
8-10 marks (C/B grades)	according to quality, to those who select appropriate detail from the text to show understanding of the character's reactions. These answers should be making inferences and will have some sense of sequence.

Some points candidates may explore:

- **his initial reactions:**
- at first he thinks Hollis is deluded but feels he cannot help him;
- he feels concern for him – "is it all right for that young man to be wandering about?";
- he feels re-assured by what the Doctor tells him – "if you say so, Doctor";
- he believes Hollis simply needs a long rest;
- he feels sorry for him and believes it is the effect of the long war;
- **his moment of realisation:**
- he suddenly realises that Hollis was telling the truth – his pen is just powdery rust;
- he feels stunned and unable to act – "sat staring at it for a moment";
- **he knows he must act quickly and decisively to stop Hollis;**
- he thinks the soldier at the guard station might be able to stop him;
- he knows that Hollis must be stopped by any means possible;
- he feels desperate – he understands the impact Hollis could have if allowed to escape.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Remember 5 marks is just grade E.

A4. What happens in these lines? In what ways does the writer try to make this an exciting ending to the story? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation. It also tests understanding of linguistic and structural devices.

0 marks	question not attempted
1 mark	for candidates who struggle to engage with the text and/or question.
2-4 marks (G/F grades)	according to quality, to those who copy unselectively or make simple comments with occasional references to text.
5-7 marks (E/D grades)	according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more straightforward implicit meaning.
8-10 marks (C/B grades)	according to quality, to those who select and begin to analyse appropriate material from the text. These answers should engage with the issue of 'how', even if they do rely on the spotting of key quotations.

Analysis of 'how' is partly a matter of content and partly a matter of style and structure. Some points that candidates may explore:

What happens:

- the soldier is bewildered because his gun has rusted away;
- the Official realises the machine has worked – he can imagine the scene as hangars, planes, tanks and trucks have all rusted away;
- the Official orders the soldier to kill Hollis by any means necessary;
- he tries to get his own gun to kill Hollis – but it's rusted away to powder;
- he breaks a wooden chair and, seizing a leg, rushes out to find and kill Hollis.

How the writer tries to make this an exciting ending to the story:

- the pace of the story – lots of action/shouting/dynamic verbs;
- Hollis's increasingly frenzied behaviour;
- the use of imperatives, exclamations and repetition;

in detail:

- the unfinished sentences capture the soldier's sense of disbelief and bewilderment;
- the Official is increasingly frustrated by the response of the soldier;
- he is physically shocked – "sank back", "gasping";
- the scene the Official can picture is dramatic and powerful – "dusting down", "blowing away into nothingness";
- the soldier's disbelief is captured in his cry, "Oh, God";
- the Official "screams" at the soldier on the phone;
- the Official's savage commands capture his determination;
- his short phrases emphasise his panic – "Get him", "kick him to death";
- the rusted gun emphasises Hollis's machine's effectiveness – its effect is total;
- the Official reverts to a primitive weapon – a piece of wood;
- the contrast between technology and primitive ways of killing is striking;
- the description of the Official paints a clear picture of his rage and frenzy – "face bursting red", "snorting" etc;
- his final cry emphasises his absolute determination to hunt down Hollis.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Remember 5 marks is just grade E.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short, will be self-penalising. Be prepared for the unexpected approach.

N.B. This tier will lead to awards from Grades C-G; the scale allows for performances which are above this on occasion. The Grade E boundary represents half marks.

For each of B1 and B2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of B1 and B2 (out of 20) should be recorded in the right hand margin and the total for section B (out of 40) ringed and then transferred to the front cover.

B1. The purpose of this task is to test writing to inform, explain, describe.

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 marks

- there is some relevant content despite uneven coverage, e.g. in descriptive writing there is a basic sense of place or atmosphere
- some features of organisation or form are appropriate
- paragraphs may be used to show obvious divisions and to group ideas into some order and sequence
- there is some appropriate selection of detail but often at a general level
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 7-9 marks

- content is relevant and attempts to interest the reader
- the writing is mostly organised in an appropriate form
- paragraphs are logically ordered and sequenced
- there is some attempt to focus on detail – moving from the general to the particular
- there is some range of vocabulary, occasionally selected to create effect or to convey precise meaning

Band 3 10-13 marks

- the content is relevant and coherent and engages and sustains the reader's interest
- the writing is organised in an appropriate form
- paragraphs are used consciously to structure the writing
- detailed content is well-organised within and between paragraphs
- there is a range of vocabulary selected to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

Band 1 1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Additional task specific guidance

Good answers may include some of the following features:

- a clear and coherent perspective (perhaps as a parent or teacher)
- a logical structure, observing from a fixed point or across time
- an evident sense of cohesion with material linked effectively to create overview of the scene
- a range of appropriate and well-selected physical details (for example, the buildings or the surrounding area or the weather)
- close and well-selected observation of the people in the room (parents, children, staff), their appearance and behaviour and the interaction between them (for example, mothers and children, the teachers and the other characters such as school crossing patrol man/woman who enliven the scene)
- use of the senses to convey the sights but also the sounds and smells of the room
- close observation of body language and the emotions of characters
- skilful use of snatches of dialogue to establish atmosphere and a sense of character
- some development of reflections on what is observed or experienced by the narrator
- positioning and establishing a relationship with the reader via devices such as asides, statements, questions, humour, active or passive voice
- ability to move from the general to the particular, observing details precisely and individually (such as facial expressions or physical objects)

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and perspective (for example, a tendency to slip into narrative, particularly first-person, or the writer spends too long describing the journey to the school and fails to arrive there)
- less secure control of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development (for example, a single sentence for each topic such as *All the children are cheerful and smiling*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking happy, all children crying*)
- limited range of description (for example, no differentiation between people or physical details)
- some attempt to use sense impressions but in a formulaic manner (*the scene looked colourful*)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see people talking to their neighbours* with little or no development)
- very limited awareness of the reader (for example, little use of devices such as asides, or rhetorical questions)
- a tendency for the description to stay at the level of the general and lack close, individual detail (for example, *all the teachers are tired*)

B2. The purpose of this task is to test writing to explore, imagine, entertain.

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 marks

- basic sense of plot and characterisation
- simple chronological writing predominates
- narratives may have a beginning and an ending but content is likely to be undeveloped
- paragraphs may be used to show obvious divisions and to group ideas into some order and sequence
- limited range of vocabulary is used with little variation of word choice for meaning or effect

Band 2 7-9 marks

- some control of plot and characterisation (e.g. perspective is maintained)
- narrative is beginning to show evidence of some conscious construction (e.g. some appropriate use of dialogue; topic sentences are supported by relevant detail)
- there is an appropriate beginning and an apt conclusion
- narrative is developed to engage the reader's interest
- paragraphs are logically ordered and sequenced
- there is some range of vocabulary, occasionally selected to create effect or to convey precise meaning

Band 3 10-13 marks

- overall the writing is controlled and coherent
- plot and characterisation are convincingly sustained (e.g. dialogue helps to develop character)
- narrative is organised and sequenced purposefully
- narrative has shape, pace and detail, engaging the reader's interest
- detailed content is well organised within and between paragraphs
- paragraphs of varied length are linked by text connectives and progression is clear
- there is some use of devices to achieve particular effects
- there is a range of vocabulary selected to create effect or to convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

Band 1 1–3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

FOUNDATION TIER PAPER 2

- A1. List ten separate things mentioned in the first five paragraphs which help explain why bananas are so popular. (10)**

This question tests the ability to read with insight and engagement, make appropriate reference to texts, and select material appropriate to purpose.

Award **one mark** for each point made, up to a maximum of 10.

- they are healthy;
- an ideal snack food;
- good for fitness/('fitness is a priority');
- packed with energy;
- fibre;
- vitamins;
- rich in potassium;
- low in calories;
- gives energy for a 90 minute workout;
- used by sportsmen to maintain sporting prowess - Tiger Woods/Manchester United players;
- seen regularly at Wimbledon;
- good for recovery in tennis.

A2. How does the writer try to make this article interesting? (10)

This question tests the ability to read with insight and engagement, make appropriate reference to texts, and to develop and sustain interpretation of text. It also tests the candidate's ability to evaluate how information is presented, to identify implications and to understand presentational devices.

<i>0 marks</i>	<i>question not attempted</i>
<i>1 mark</i>	<i>for candidates who struggle to engage with the text and/or question.</i>
<i>2-4 marks (G/F grades)</i>	<i>according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.</i>
<i>5-7 marks (E/D grades)</i>	<i>according to quality, to those who say what is in the newspaper article or make simple comments/inferences with appropriate references to the text.</i>
<i>8-10 marks (C/B grades)</i>	<i>according to quality, to those who make valid comments based on appropriate detail from the text. These answers should be at least beginning to address the issue of 'how', although they may rely on some 'spotting and listing' of key words or quotations.</i>

'How' is partly a matter of content and partly a matter of style.

Some points that candidates may explore.

what we are told about bananas and why this is interesting

- their massive popularity/a success story/rapid sales growth;
- their health benefits;
- historical details – time span between initial introduction and current popularity seems short;
- other uses and benefits range from hangover cures to good garden fertiliser;
- plight of plantation workers and the Fairtrade campaign;
- new trends in selling bananas – kids' packs etc.

how facts and figures are used in the article

- how much we eat: 3.5 billion pieces consumed; 725,000 tonnes last year; 95% of households buy them each week; consumption averages 2 bananas per week;
- growth in popularity: sales up 150% since 1985; comparison with other fruit sales is striking (just 15%); 9% growth last year;
- annual trade of £600m sounds to be very high.

the headline and use of photographs

- headline mimics popular expression – we are mad about bananas/can't eat enough of them;
- photos deliberately use high profile celebrities – show a broad appeal to variety of audiences **or** show a range of people/appeal to all;

the choice of words, and any other ways in which the writer interests the reader

- words/phrases emphasise growth and popularity: 'soaring popularity'; 'all-time high'; 'sales have rocketed'; bananas 'command a place...'; banana boom 'addiction' to the fruit; we have 'a national love affair' with the fruit; the famous 'rely on the fruit';
- 'Bananas are us' mimics popular store name;
- use of a quotation from spokesperson/Lyndsey Morgan;
- references to well known sporting figures endorse the fruit's health-giving qualities;
- plantation workers' plight is expressed starkly – miserable housing; near-starvation; very poorly paid;
- structure begins with many positives for individuals and moves to negatives.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Remember 5 marks is just grade E.

A3. How does the Fairtrade campaign sheet try to persuade you to buy only Fairtrade bananas? 10]

This question tests the ability to read with insight and engagement, make appropriate reference to texts, and to develop and sustain interpretation of text. It also tests the candidate's ability to evaluate how information is presented, to identify implications and to understand presentational devices.

<i>0 marks</i>	<i>question not attempted.</i>
<i>1 mark</i>	<i>for candidates who struggle to engage with question and/or text.</i>
<i>2-4 marks (G/F grades)</i>	<i>according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.</i>
<i>5-7 marks (E/D grades)</i>	<i>according to quality, to those who say what is in the brochure or make simple comments/inferences with appropriate references to the text.</i>
<i>8-10 marks (C/B grades)</i>	<i>according to quality, to those who make valid comments based on appropriate detail from the text. These answers should be at least beginning to address the issue of 'how', although they may rely on some 'spotting and listing' of key words or quotations.</i>

'How' is partly a matter of content and partly a matter of style

Some points that candidates may explore:

what it tells you about typical banana farming - for example:

- workers face 'extremely difficult/dangerous working conditions';
- workers are paid 'very poor wages' and are 'losing their livelihood';

why Fairtrade want you to buy their bananas - for example:

- Fairtrade bananas will 'guarantee' workers a better deal – repeated;
- some supermarkets are considering stocking Fairtrade bananas – if demand grows;

how the campaign sheet tries to involve you - for example:

- 70% of UK shoppers say they care – implication is that you will as well;
- direct appeal to 'you' throughout;
- they suggest the actions you take will influence supermarket managers;

the layout and use of headings and logo - for example:

- logo and stamp implies that improvements are certain (Guarantees);
- use of questions;
- bullet points give direct, simple instructions to the reader;
- final strapline is punchy and leaves the reader with the direct instruction;

overview

- the reader feels guilty;
- the reader feels sympathy/pity for the workers;
- buying Fairtrade bananas directly helps farmers/workers.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Remember 5 marks is just grade E.

- A4. Compare the newspaper article and the campaign sheet, using these headings: purpose of each text; the layout/presentation of each text; how the content is similar; how the content is different. (10)**

This question tests the ability to select material appropriate to purpose, to collate material from different sources and make cross-references.

0 marks	question not attempted.
1 mark	for candidates who struggle to engage with question and/or text.
2-4 marks (G/F grades)	according to quality, to those who offer a few simple points about each text, make unsupported assertions or copy unselectively.
5-7 marks (E/D grades)	according to quality, to those who make simple comparisons based on some appropriate textual detail.
8-10 marks (C/B grades)	according to quality, to those who establish clear similarities and differences based on appropriate details from the texts. Better answers will probably combine some 'general' with some 'specific' contrasts.

Some points that candidates should explore:

the purpose of each text

newspaper article	to entertain to inform
Fairtrade campaign sheet	to persuade; to raise awareness; to generate guilt/sympathy to encourage the purchase only of Fairtrade bananas;

the layout/presentation of each text

newspaper article	columns, short paragraphs, continuous prose, photographs
Fairtrade campaign sheet	use of logo/slogan; short sections; sub-headings; emboldened font; colour; bullet points

how the content is similar

- both say bananas are the most popular fruit in the UK;
- both talk of the importance of bananas to the UK economy;
- both refer to the poor conditions of the plantation workers;
- both talk of the sales of Fairtrade bananas to UK supermarkets;
- both say that Fairtrade bananas guarantee fair/realistic prices to farmers;
- both mention Costa Rica as a country where bananas are grown;
- both mention Sainsbury's as a supermarket now stocking Fairtrade bananas.

how the content is different

- newspaper article: content is wide-ranging and with a broad appeal; information about Fairtrade bananas is just one small part of the article;
- Fairtrade campaign sheet: content is as much about the reader as it is about Fairtrade banana

very focused with a specific aim – to increase the purchase of Fairtrade bananas.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Remember 5 marks is just grade E.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short, will be self-penalising. Be prepared for the unexpected approach.

N.B. This tier will lead to awards from Grades C-G; the scale allows for performances which are above this on occasion. The Grade E boundary represents half marks.

For each of B1 and B2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of B1 and B2 (out of 20) should be recorded in the right hand margin and the total for section B (out of 40) ringed and then transferred to the front cover.

B1. The purpose of this task is to test writing to argue, persuade, advise.

An understanding of purpose, audience and format is particularly important in this type of writing.

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader/intended audience
- some relevant content despite uneven coverage of the topic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- some attempt to adapt style to purpose/audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 7-9 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader/intended audience
- a sense of purpose shown in content coverage and some reasons are given in support of opinions and recommendations
- sequencing of ideas provides coherence
- paragraphs or sections are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose/audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 10-13 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader/intended audience
- clear sense of purpose shown in content coverage; appropriate reasons given in support of opinions/ideas
- ideas are shaped into coherent arguments
- paragraphs are used consciously to structure the writing
- style is adapted to purpose/audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Sentence structure, punctuation and spelling (7 marks)

Band 1 1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Additional task specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose (this is informal and persuasive)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the leaflet)
- a logical structure within which any argument is pursued effectively and clearly (for example, the writing is organised methodically into sections, each dealing with a particular point)
- an evident sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps involving alternative views and 'pros and cons')
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, references to shared experience, use of active or passive voice (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format (for example, conventions of layout for an leaflet)

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, no clear sense of persuasion or producing a response which is closer to a poster)
- less secure control of structure (uncertain or random sequencing or with an uneasy sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *you can buy apples from the dining room*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will be very healthy if you eat a lot of fruit*)
- very limited awareness of the reader (for example, little attempt to position or engage the reader through devices such as questions, statements, asides, touches of humour)
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of format (for example, the conventions of layout are omitted or there is focus on illustration at the expense of writing)

B2. The purpose of this task is to text writing to analyse, review, comment.

An understanding of purpose, audience and format is particularly important in this type of writing

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant comment but analysis is basic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- limited attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 7-9 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader/intended audience
- a sense of purpose shown in analysis/comment and some reasons are given in support of opinions and recommendations
- sequencing of details and comments provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose/audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 10-13 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader/intended audience
- clear sense of purpose shown in analysis/comment; appropriate reasons given in support of opinions/ideas
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose/audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Sentence structure, punctuation and spelling (7 marks)

Band 1 1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Additional task specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a review (for example, a lively, informative or witty approach)
- a clear and coherent approach (perhaps looking in detail at one aspect of the topic or ranging more widely)
- a logical structure within which any argument is pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps involving alternative views)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other journalistic devices (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format (for example, use of columns or sub-headings or headlines or other features of newspapers/magazines)

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the requirement for a review)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as '*everyone likes this film*')
- limited development of ideas/opinions and a tendency to simple assertion (for example '*this book is boring*')
- very limited awareness of the reader (for example, little use of journalistic devices)
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of newspapers/magazines (for example, headlines, sub-headings, columns)

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