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WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

General Certificate of Secondary Education

Tystysgrif Gyffredinol Addysg Uwchradd

MARKING SCHEMES

SUMMER 2006

ENGLISH

WJEC
CBAC

INTRODUCTION

The marking schemes which follow were those used by the WJEC for the 2006 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

SECTION A (40 marks)

A1. Look at lines 1-26

The setting of the story is London in the future. What evidence is there in these lines that it is in a future very different from now? [10]

This question tests knowledge and use of text and inference / interpretation.

0 marks: nothing attempted or fails to engage with the question and/or the text.

Give 1 mark to those who make unsupported assertions or simple comments with occasional reference to the text.

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

Give 5-7 marks (grades C/B), according to quality, to those who select appropriate material from the text to show that they have understood the narrative.

Give 8-10 marks (grades A/A*), according to quality, to those who make a thorough selection of appropriate material from the text to show clear and precise understanding of the narrative.

Some points that candidates may explore:

London is deserted :

- the quiet and stillness are unusual
- the suggestion that ‘men were returning to England’
- the last helicopters had left from Hyde Park
- England had been ‘abandoned’
- vast supplies of stock had been left in the shops
- the final exodus
- the Professor is left guarding the books

It is in an ice age:

- the thick furs and freezing cold suggest climate change
- blasting through ice and snow
- the reference to the Dust
- the snow had been ‘ceaseless’
- the dome of St Paul’s had collapsed under the weight of snow
- he only leaves the university building through ‘sheer necessity’
- only Battersea power station challenges the supremacy of the university

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

Remember 5 is a grade C.

A2. Look at lines 27-48

What are Professor Millward's thoughts and feelings in these lines? [10]

This question tests knowledge and use of text and inference / interpretation.

0 marks: nothing attempted or fails to engage with the question and/or the text.

Give 1 mark to those who make unsupported assertions or simple comments with occasional reference to the text.

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

Give 5-7 marks (grades C/B), according to quality, to those who select appropriate material from the text to reach a valid personal response. Better answers should show how the character's thoughts develop.

Give 8-10 marks (grades A/A*), according to quality, to those who make a thorough selection of appropriate material from the text to reach a well-considered personal response. The best answers should **track** the character's thoughts in detail and with insight.

Some points that candidates may explore:

- he is apprehensive (danger from starving dogs), scared, nervous
- he knows he has to be cautious (carries a revolver)
- his eyes hurt because of the glare
- he thinks the journey is surprisingly easy (contrast with previous experiences)
- but he keeps away from the houses (falling snow and dagger-like icicles)/thinks about danger
- he is probably relieved or pleased to find the room unaltered (radio still there)
- he thinks about the lonely hours he had spent trying to make radio contact (radio on the table and empty tins)
- he wonders if this attempt will be similarly fruitless (the same ordeal)
- he feels he must be patient
- his hopes begin to fade (radio as silent as the city)
- he consoles himself/tries to be positive (theory not proved but not disproved)
- he thinks about the noise he hears on the way back (stands still, considering and analysing)
- he thinks it could be an atomic bomb burning and blasting the snow away
- he thinks he could be right, after all (his hopes revived, his disappointments fade)

"Tracking" is the key. Look for "thinks"/"feels" and an accurate grasp of sequence/chronology.

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

Remember 5 is a grade C.

A3. Look at lines 49-62

How does the writer make these lines tense and dramatic?

[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 or fails to engage with the question and/or the text.

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:

- the momentary pause almost costs his life (immediate suspense) / sense of danger
- something huge and white **suddenly** appears (reader left to guess)
- the Professor's mind refuses to accept the reality of what he sees (intriguing but clear sense of real danger)
- he experiences paralysis
- he **fumbles desperately** for his **futile** revolver (urgency and danger)
- the polar bear is **huge**
- he drops his belongings and runs (floundering suggests his panic)
- tension of the station being only a few feet away
- he cannot hear his pursuer
- the temptation to look back is 'intolerable'
- the gates resist for one 'frightful moment'
- it opens 'reluctantly' and he 'forces his way in
- the bear is described as 'monstrous'
- it attacks the gates in 'baffled fury'
- it 'slashes' at the rucksack as it retreats
- it vanishes silently
- the Professor is "shaken" (returns slowly / carefully)

} all the classic elements of the "chase"

Good answers will look at what happens but also at the effect of specific uses of language.

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

Remember 5 is a grade C.

A4. Look at lines 63-79

What happens in these lines?

What do you think of this as an ending to the story?

[10]

This question tests knowledge and use of text and inference and interpretation. It also tests understanding of linguistic and structural devices.

0 marks: nothing attempted or fails to engage with the question and/or the text.

Give 1 mark to those who make unsupported assertions or simple comments with occasional reference to the text.

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments with reference to surface features of the text and/or show awareness of implicit meaning. These answers should show some understanding of the narrative and at least make some personal response to the ending.

Give 5-7 marks (grades C/B), according to quality, to those who show that they have understood the narrative and make a valid, personal response to the ending.

Give 8-10 marks (grades A/A*), according to quality, to those who show that they have understood the narrative and make a well-considered response to the ending. These answers should combine specific detail with overview.

Some points that candidates may explore:

What happens?

- the animals of the North begin to migrate south
- the Professor sees reindeer and wolves
- he hears deadly conflict in the night
- he thinks only mankind could be responsible for this
- the strain of waiting affects the Professor but he is convinced rescue is close
- the noise gets nearer (it is a 'roar' which 'thunders')
- it is like a 'clash of mighty armies'
- the Professor has a 'mad, dreadful thought' of mountains moving
- the suspense is continued as he can see nothing
- he suddenly grasps the truth
- the forgotten enemy has conquered the last defences
- the 'deadly glitter' is now visible on 'doomed hills'
- the glaciers have returned

Personal response to the ending?

- the reader only gets the Professor's mistaken view
- exciting / suspense
- explains title
- the cleverly concealed truth provides a surprising twist
- the details prepare the reader for something shocking
- everything slots into place (the clues are there)
- sympathy/disappointment for the Professor
- his fate is unknown

This is not a checklist and the question should be marked in levels of response. Look for coherence and understanding. 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. Describe the scene at a sporting OR musical event.

[20]

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

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 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 spectator or a participant)
- 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 (spectators, participants, officials and staff), their appearance and behaviour and the interaction between them (for example, couples, groups, individuals, the participants and the other characters who enliven the scene)
- use of the senses to convey the sights but also the sounds and atmosphere
- 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 event 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 crowd are cheering and shouting or everyone is shrieking*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking happy, all competitors breathing heavily*)
- 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, everyone is 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. Read lines 1-21

What impressions does Orwell give of Sheffield in these lines? You must use the text to support your answer.

[10]

This question tests inference/interpretation and appreciation of language and structure. It allows credit to be given for knowledge and use of text.

0 marks: nothing attempted or fails to engage with the question and/or the text.

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

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments with reference to surface features of the text.

Give 5-7 marks (grades C/B), according to quality, to those who make valid comments based on appropriate detail from the text.

Give 8-10 marks (grades A/A*), according to quality, to those who make valid comments/inferences, combining specific detail with overview. These answers will be thorough and coherent.

Some points:

- it is ugly
the ugliest town in the world
ironically suggests that the inhabitants make that claim for it
- it has few decent buildings
he suggests there are fewer decent buildings than in an East Anglian village
- it smells
exclamation about 'the stench'
uses irony again to suggest that the only thing which replaces the smell of sulphur is the smell of gas
- it is polluted
describes the river as yellow and polluted by chemicals
- it is very industrialised
anecdote about the number of chimneys
- it is smoky
the sting in the tail is that the rest of the chimneys are obscured by smoke
- the landscape is unattractive
describes waste ground as 'frightful'/compares northern 'squalor' unfavourably with London
- it is horrible/terrible/"negative" impression/"poor"
details of litter/gaunt, small houses blackened by smoke
endless chimneys fading into a blackish haze
the railway embankment made of slag
houses are 'hideous' in shape
- it's a big city
500,000 people
- at night it has a 'sinister magnificence'/a strange beauty
the smoke/the flames/the 'fiery serpents of iron'/the redlit boys/the noise

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. Read lines 22-35

According to Orwell, what are the differences between industry in the north of England and industry in the south of England? What explanations does he give for these differences? [10]

This question tests knowledge and use of text and inference/interpretation.

0 marks: nothing attempted or fails to engage with the question and/or the text.

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 with reference to surface features of the text and/or show awareness of implicit meaning. Better answers should make some attempt to explain the writer's arguments.

Give 5-7 marks (grades C/B), according to quality, to those who select and begin to analyse appropriate material from the text to reach a valid, sensible interpretation. Better answers will show some grasp of the writer's arguments.

Give 8-10 marks (grades A/A*), according to quality, to those who select and analyse appropriate detail from the text, showing insight and an assured understanding of the writer's arguments.

Some points the candidates may use:

The North:

- industry is ugly ("gaunt barracks")
- it is dirty/pollutes
- it is smoky
- it is an 'awful chaos'
- it is 'old'

The South:

- it is almost attractive
- it is modern (concrete, glass and steel)
- it is clean (glittering white)
- it is surrounded by lawns and flowers ("green and pleasant")

Why?

- industry does not have to be ugly and in the south it isn't
- industry in the north was built before modern methods of construction or smoke-abatement
- everyone was interested in making money
- no concern for environment or people
- people in the north have got used to it and accept it/don't notice it
- in a perverse way, they like it

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

Remember 5 is a grade C.

Now look at the present-day leaflet advertising 'Sheffield'

A3. How does this leaflet try to attract visitors to Sheffield?

You may find it helpful to include comments on:

- the choice of pictures;
- the attractions selected for mention;
- words and phrases intended to persuade;
- the overall image of Sheffield presented.

[10]

This question tests inference/ interpretation and appreciation of language and structure. It allows credit to be given for knowledge and use of text.

0 marks: nothing attempted or fails to engage with the question and/or the text.

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

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments with reference to surface features of the text and/or show awareness of persuasive technique.

Give 5-7 marks (grades C/B), according to quality, to those who make valid comments 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 features. Better answers will have a clear focus on persuasive technique.

Give 8-10 marks (grades A/A*), according to quality, to those who make valid comments/inferences, combining specific detail with overview. These answers should be clearly engaged with the issue of 'how', with analysis of persuasive technique and use of language.

'How' is partly a matter of content and partly a matter of style, presentation and structure, but look for 'how', not just 'what'.

Some points:

- *the use of pictures*

impressively modern, futuristic architecture; grand Victorian buildings; sporting activities; social activities (!); a lot of greenery, rural / urban; day and night; people enjoying themselves; young, vibrant, fit (!)

- *the attractions selected*

museums and art galleries (cultural attractions); industrial heritage; gardens, parks, woodlands; shopping; nightlife (bars/restaurants, music and theatre); sport and activities; family attractions; architectural attractions (many are free)

- *words and phrases*

predictably positive language, including superlatives such as 'greenest'; direct address, including exclamations and rhetorical questions; words such as remarkable, acclaimed, excellent, enviable, magnificent, wonderful, beautiful, shopper's paradise and so on; imperatives (examples needed); statistics to impress; alliteration (must be exemplified and explained).

- *overall image*

variety of attractions (cultural, sporting and retail), friendly people, plenty to do and see, a mix of old and new, a very pleasant environment and setting, lively, spoilt for choice.

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

Remember 5 is a grade C.

To answer this question you will need to look at the extract and the leaflet

A4. Compare the impressions of Sheffield given by Orwell's text and the leaflet.

You should organise your answer into three paragraphs using the following headings:

- the impressions of the buildings;
- the impressions of the environment;
- the impressions of the people. [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 or fails to engage with the question and/or text.

Give 1 mark to those who make simple comments with occasional reference to the texts, 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 texts and/or show awareness of more straightforward implicit meanings. Weaker answers could be a jumble of detail. Better answers should make some clear, if obvious, comparisons and contrasts.

Give 5-7 marks (grades C/B), according to quality, to those who make valid comments/inferences based on appropriate detail from the texts. Better answers will show the ability to cross-reference in an organised way.

Give 8-10 marks (grades A/A*), according to quality, to those who make valid comments/inferences based on a thorough and organised selection of appropriate detail from the texts. These answers should be coherent and insightful, ranging confidently across both texts.

Some points that candidates may explore:

buildings

extract > few decent buildings
houses are small and blackened by smoke
factories are ugly and old
ugly

leaflet > old buildings look impressive
modern buildings look futuristic
beautiful

environment

extract > polluted air and water
industrial squalor and waste ground
red, yellow, black

leaflet > clean and green, gardens and open spaces ("England's greenest")
shops, leisure and cultural facilities

people

extract > proud, even arrogant, narrow horizons
used to ugliness and pollution
more concerned with money than aesthetics

leaflet > friendly, welcoming
young, modern, vibrant

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 Rough Guide* is a guide-book for tourists which prides itself on giving frank and honest opinions about places, both the positive and the negative.**

Write an entry for a place you know well for inclusion in the *The Rough Guide*, including details the tourist board would like visitors to see, but also providing an insider's view of any less attractive features. [20]

The purpose of the task is to test 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 1-3 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
- 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 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 viewpoint 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 construct sophisticated argument
- 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 an article (for example, a lively, opinionated 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 an article)
- 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 place*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *this place is awful*)
- 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)

B2. Imagine you have a friend or relative who has decided to run in the London Marathon.

Write a letter to your friend or relative giving your opinions. [20]

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 1-3 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 informal 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 format (for example, conventions of layout for an informal 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 *you have never run before*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will not like it*)
- 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)

FOUNDATION TIER PAPER 1

SECTION A (40 marks)

Look again at lines 1 – 18

A1. What do you learn about Henry and the way he treats Jenny 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 an understanding of Henry and his relationship with Jenny. These answers should be making inferences.

Some points the candidates may explore:

What Henry does and says in these lines	The inferences that can be drawn
He tells her she needs some help (twice!).	He thinks she cannot cope.
He talks to her in a tone "that meant there was to be no discussion, the matter was decided."	He wants his own way / he is determined / He only sees things from his point of view / doesn't listen to her.
He is tired of the mess in the house.	He's rude to her / He doesn't care about feelings / He talks down to her / He is patronising - treats her like a child.
He 'snorts' at her reply.	
He explains 'in a slow and careful voice' how to put an advert in the corner shop.	He is a bit of a bully / he is in control / the dominant partner in the relationship.
He talks to her 'more kindly'.	He shows her some consideration or he realises she struggles to cope.
He likes her to 'keep the shiny things polished'.	He thinks it's Jenny's job to keep the house tidy / He expects/likes her to have the house spick and span – to do the cooking and ironing.

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.

Look again at lines 19 – 44

A2. How does Jenny react to Mrs Porch 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 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 begin to make inferences, even if they do rely on some narrative or spotting of key quotations.

Some points that candidates may explore:

- she is confused / embarrassed (blushes) / shy when Mrs Porch first arrives;
- she is nervous / tense (talks too much);
- she thinks Mrs Porch seems 'a pleasant woman';
- she relaxes as they talk and tour the house – she feels less intimidated;
- she tells Mrs Porch not to do little jobs as they tour the house – "You mustn't bother";
- she is embarrassed / confused when she sees that Mrs Porch has noticed the unmade bed and dirty windows;
- she is ashamed / intimidated (starts to pick things up);
- she is delighted that Mrs Porch will start work on Monday;
- she feels lucky to have found her / excited at the new situation;
- she thinks Mrs Porch is wonderful – the house is 'transformed within three days';
- she felt it was a good relationship;
- she appreciates Mrs Porch's efficiency – she never needs telling ('she thought of everything');
- she trusts her with her money / trusts her with jobs;
- she calls her 'an angel' / she has become indispensable.

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.

Look at lines 45 – 63

A3. What are Jenny's thoughts and feelings in these lines? How does the writer show these thoughts and feelings? [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.

8-10 marks (C/B grades), according to quality, to those who select appropriate detail from the text. These answers should be making inferences and will begin to explore `how`.

Some points candidates may explore:

Jenny's thoughts and feelings

- she thinks she has less money in her purse than she had expected on two occasions;
- she feels shocked when she knows that a five pound note has gone missing;
- the second time it happens, she thinks there is a link to Mrs Porch;
- she is certain of a link to Mrs Porch when money goes missing on a Friday – one of Mrs Porch's days;
- she feels ill and shaky the next day when Mrs Porch is in the house;
- she feels she needs to avoid Mrs Porch / can't face her;
- she feels anxious when Mrs Porch offers to pay the bread man/feels she can't trust her.

How the writer tries to show Jenny's feelings

- the use of the word '**snag**' suggests a problem;
- '**a little thud of shock**' suggests the build up of a more serious problem;
- the writer tells us she felt '**ill and shaky**';
- Jenny's attempt to avoid Mrs Porch emphasises her anxiety / wants to avoid confrontation;
- '**strangled voice**' suggests her unease;
- she gets up '**hastily, spilling the baby's milk**' suggests her rising panic;
- she snaps '**No!**' - use of the exclamation mark suggests high emotion;
- she talks '**shrilly**' and then shouts at Mrs Porch – it's a struggle to keep in control;
- the use of capital letters ('**LEAVE IT**') suggest her emotion/anxiety;
- she leaves the room '**hastily**'.

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.

Look again at lines 53 – 82

A4. These lines describe the events of one day. Imagine you are Jenny. Write your diary entry for that day. [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 show an understanding of the events and begin to show a sense of Jenny's character and feelings.

8-10 marks (C/B grades), according to quality, to those who show clear understanding of the events and begin to adopt Jenny's tone and attitude. Better candidates (9-10 marks) will select what is important to the character.

Candidates may explore Jenny's thoughts, feelings and reflections about:

- how she coped with Mrs Porch that morning (lines 53-55);
- the incident with the purse (lines 56-63);
- and how it is dealt with when she returns (lines 64-68);
- the way Mrs Porch reacts to her concerns (lines 69-78);
- why she agreed to put the purse back in the drawer (lines 79-82).

Some candidates may write in the third person. In this case, credit detail relevant to the task set. However, these candidates will penalise themselves by their inability to cope with Jenny's tone and attitude.

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. Describe the scene at a sporting OR musical event.

[20]

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 readers 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 spectator or a participant)
- 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 (spectators, participants, officials and staff), their appearance and behaviour and the interaction between them (for example, couples, groups, individuals, the participants and the other characters who enliven the scene)
- use of the senses to convey the sights but also the sounds and atmosphere
- 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 event 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 crowd are cheering and shouting or everyone is shrieking*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking happy, all competitors breathing heavily*)
- 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, everyone is 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

1-6 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 readers 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

SECTION A (40 marks)

Look at the newspaper article 'Going the Distance' on the separate Resource Material.

A1. Look again at the first three paragraphs of the newspaper article.

List ten things you learn about the way Fauja Singh prepares for marathons in these paragraphs. [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.

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

- he trains in a calm, measured way;
- he maintains a steady pace;
- he likes routine;
- he runs 9/10 miles a day – 70 miles a week;
- he runs no extended distances/just runs small circuits/15 minutes each;
- on local pavements;
- he builds up his endurance;
- he keeps his weight to just eight stone;
- he eats a basic vegetarian diet;
- doesn't drink;
- or smoke;
- avoids eat new foods in case they upset his system.

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. Now look again at the whole newspaper article.

How does the writer, Anne Johnson, try to make this an interesting article?

You should consider:

- **the use of the headline, introduction and photograph;**
- **what she tells us about Fauja Singh that is interesting;**
- **any other ways she tries to make the 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.

0 marks: question not attempted.

1 mark for candidates who struggle to engage with question and/or text.

Give 2-4 marks (grades G/F), according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.

Give 5-7 marks (grades E/D), according to quality, to those who say what is in the newspaper article or make simple comments/inferences with appropriate references to the text.

Give 8-10 marks (grades C/B), 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.

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

Some points that candidates may explore.

the use of the headline, introduction and photograph

- headline suggests pushing on to the very end (boxing) but also literally, the 26 miles;
- Introduction highlights contrast between `modest ambition` of completing a marathon in 6 hours but then set against his astonishing age;
- picture shows an old – but determined – man/he's training on the pavement.

what she tells us about Fauja Singh that is interesting

- he's 93!
- his training/routine/he has a trainer;
- he's not been running very long;
- why he ran - wife died/therapy
- he's done 6 marathons in 4 years (2 in New York);
- runs it in around six hours;
- despite his age he's intensely competitive;
- holds records for his age group;
- he raises money for charity / he's sponsored by Adidas;
- he's still setting his sights on other records/wants to be oldest marathon runner.

any other ways she tries to make the article interesting

- the contrast between his age and his being a marathon runner ('Surprisingly . . .');
- the use of the viewpoint of Harmander Singh;
- use of rhetorical question;
- use of first person on occasion – a personal link between the writer and her subject.

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.

Now look at the extract from Matthew Parris's autobiography entitled 'The London Marathon' on the opposite page.

A3. What different feelings does the writer experience before, during and after running the marathon?

You should organise your answer into three paragraphs using the following headings

- before the marathon;
- during the marathon;
- after the marathon.

[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.

0 marks: question not attempted.

1 mark for candidates who struggle to engage with question and/or text.

Give 2-4 marks (grades G/F), according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.

Give 5-7 marks (grades E/D), according to quality, to those who will make some simple comments/inferences and some appropriate selection from the text.

Give 8-10 marks (grades C/B), according to quality, to those who make valid comments based on appropriate detail from the text, covering all three areas of the question. These responses will track the text securely.

Before

- he felt 'nervy'/wonders why he entered;
- felt miserable;
- wishes he'd not entered;
- he just wants to get through it/he'll never enter another marathon.

During

- he felt OK but thought he couldn't keep up the fast pace;
- he felt a stitch/worries about finishing;
- he felt over-confident and then despair;
- felt too old;
- realises his stitch had gone;
- he was pleased to see other runners giving up;
- felt fine around the Isle of Dogs/felt nothing could stop him;
- he thought 'hitting the wall' wouldn't happen - then it did / he felt the pain/it was torture

sequence is important here.

After

- he felt good inside/pleased with his result/he felt he could never do any better;
- better than expected/deserved;
- determined never to race again;

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.

To answer the next question you will need to look at both texts.

A4. Fauja Singh and Matthew Parris are both marathon runners. Compare the two men, using the following headings:

- their ages;
- their fastest marathon times;
- the number of marathons each runner has taken part in;
- their attitude towards the other runners;
- their attitude to running marathons in the future.

[10]

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

	Matthew Parris	Fauja Singh
Their ages	36	93
Fastest marathon times	2 hours 32 mins 57 secs	6 hours 43 secs
Number of marathons	5	6
Attitude to other runners	He is pleased to see/has no sympathy with other runners dropping out OR he is very competitive.	He is intensely competitive / loves to beat younger runners
Attitude to running marathons in future	He would never run another marathon again	He hopes to make a one-off comeback in 2009

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. Imagine you have a friend who has decided to run in the London Marathon (a distance of over twenty-six miles).

Write a letter to your friend or relative giving your opinions.

[20]

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 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 format (for example, conventions of layout for an informal 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 *you have never run before*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will not like it*)
- 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 1-6 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 an article (for example, a lively, opinionated 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 an article)
- 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 place*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *this place is awful*)
- 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)

Welsh Joint Education Committee
245 Western Avenue
Cardiff. CF5 2YX
Tel. No. 029 2026 5000
Fax. 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk/exams.html

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CBAC