



GCSE MARKING SCHEME

ENGLISH

NOVEMBER 2011

INTRODUCTION

The marking schemes which follow were those used by WJEC for the November 2011 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.

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



GCSE ENGLISH NOVEMBER 2011 MARKING GUIDELINES
FOUNDATION TIER PAPER 1

Mark/Grade Scale

For the Foundation Tier Paper 1 we aim to establish the following relationship between marks and grades.

N.B. This tier will lead to awards from grades C-G; the scale allows for performances which exceed this on occasion. For all sections/questions, Grade E represents half of the available marks.

GRADE BAND	Qs.A1-4 /10	Qs.B1 & B2 /20	GRADE	SECTION /40	PAPER /80
U	0-1	0-4	U	0-9	0-19
			G	10-14	20-29
G/F	2-4	5-9	F	15-19	30-39
			E	20-24	40-49
E/D	5-7	10-14	D	25-29	50-59
			C	30-34	60-69
C/B	8-10	15-20	(B)	35-40	70-80

It is important to remember that a candidate's overall grade will be the result of a large number of aggregations: **unless positive achievement is rewarded where it is shown, as indicated in the mark scheme, our overall expectations in terms of grade boundaries will prove unrealistic. In both sections, and for the paper as a whole, the aggregation of marks must be reviewed to check that the overall mark out of 80 places the candidate at the appropriate grade.**

In practice you may find it helpful to use the larger grid, which is provided separately.

SECTION A (40 marks)

- A1. Look at lines 1-23. What impressions do you get of Keith 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.

0-1 mark - Question not attempted or candidates 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. Better answers will use textual details effectively as evidence to support their inferences.

Some impressions that candidates may explore:

- he seems calm in a potentially dangerous situation / he wasn't worried by danger – he parks the car 'calmly' and 'strolled' over to the other policemen;
- he thinks of himself as a tough, all-action cop;
- he did things his way / he had no time for rules / always did what he wanted;
- he looked down on policemen who weren't out on the streets 'nicking villains';
- and he lets them know how he feels about them – "making no attempt to lower his voice";
- he is unpleasant / sarcastic about the inspector – he sneers at him / implies he's never out of the police station / he mocks the situation "cornered a gang of bank robbers, have you?";
- he doesn't like being told what to do / he wouldn't take advice if he didn't want it – wouldn't duck down behind the car;
- he acts 'instinctively' when he thinks the situation really is dangerous – diving behind the car;
- he is observant – he finds the air rifle pellet in the gutter;
- when he finds the air-gun pellet, he laughs, knowing it doesn't present real danger;
- Keith mocks the inspector – the pellet is "a souvenir of your first shoot-out" – he implies he lacks experience in such situations;
- he acts tough to the man with the gun – and threatens him – "stuff that pop-gun..."

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 24-40.

A2. How does the writer try to make this part of the story tense and exciting? [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.

0-1 mark - Question not attempted or candidates 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 and explore how it creates tension and drama. These answers should be attempting to probe the impact of specific words and phrases.

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

Some impressions that candidates may explore and comment on:

- The man appears with the air rifle in his hands – he still has the upper hand;
- He stares 'wild eyed' at them – we are unsure what will happen next;
- His appearance is unusual;
- No one moves and "Every second felt like an hour" raises the tension;
- George feels "fear in my breathing";
- Keith relaxes when RR throws the air rifle down, but George realises something else is about to happen;
- When RR sees something down the street, George's "heart missed a beat";
- It is an old woman coming down the street and RR moves down the steps towards her;
- George thinks RR will try to take her hostage;
- George gets more desperate and "yelled a warning";
- The writer uses a series of short sentences to emphasise the desperate situation that develops;
- Both policemen are shocked to realise RR has a handgun;
- Rainbow Ron is unpredictable;
- Keith instinctively dives for cover. The verb emphasises the danger they are in;
- The woman is grabbed by the collar and RR is "screaming" at the men to stay back – waving the handgun in the woman's face;
- George and Keith put their hands above their heads;
- The men are desperate to avoid the old woman being injured – they shout "calm down, calm down" at RR.

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 41-56.
A3. What are George's thoughts and feelings in these lines?

[10]

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

0-1 mark - Question not attempted or candidates 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 to explore a range of the character's thoughts and feelings.

Some points candidates may explore:

- he feels fearful/anxious – he can feel the sweat on his palms;
- he is not sure what to do because RR is hysterical;
- he knows someone will look after the old woman;
- so he gives chase "without a second thought";
- he knows the man will be "unpredictable and dangerous";
- he was glad Keith was with him;
- he becomes aware that he is on his own;
- he thinks RR runs "fast for a raving lunatic";
- he becomes determined to arrest the man;
- and angry about how he treated the old woman;
- he realises he shouldn't be attempting an arrest on his own / it could turn dangerous;
- on the roof / with the gun his face, his anger goes;
- he feels frightened;
- when confronted by RR, his anger is replaced by fear;
- he doesn't want to die;
- he feels so scared he cannot speak;
- he thinks he is about to die / it was the end of the world.

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 57-72.
A4. What happens in these lines? What are your thoughts and feelings as you read 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.

0-1 mark - Question not attempted or candidates 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. Most answers will probably give a simple response with some reference to 'what happens'. Better answers may attempt to link a personal response to the text.

8-10 marks (C/B grades), according to quality, to those who select and begin to analyse appropriate material from the text. These answers will make a sensible, personal response based on appropriate evidence from the text.

What happens:

- RR pushes the gun into George's face and is in control of the situation;
- he then squeezes the trigger – but nothing happens – it is a toy gun;
- at the same moment, George has an "electric shock of pain" in his chest;
- he realises he is having a heart attack;
- he thinks he is about to die and he blacks out;
- when he wakes he is being put on a stretcher;
- RR is being arrested;
- as he is put into the back of an ambulance, he thinks only that he doesn't want to die and that his family needed him.

Personal reaction:

- we think that George really **is** going to be shot by RR;
- we are relieved it is just a toy gun;
- we are shocked when we realise George has a heart attack;
- when he blacks out we think he may die;
- we are relieved that he regains consciousness and that help is on hand;
- we may feel pleased that RR has been arrested;
- we feel sorry/anxious for him. We want him to survive;
- the ending is uncertain – we don't know whether he will survive.

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. A group of people is queuing at an ice cream van. Describe the scene in and around the queue. [20]**

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 (third-person is the best option)
- a logical structure, observing from a fixed point or across a short period of 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 van, the surroundings)
- close and well-selected observation of the people in the scene (customers and seller), their appearance and behaviour and the interaction between them (for example, couples, individuals, and the other characters who enliven the scene)
- use of the senses to convey the sights but also the sounds, smell 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 van 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 *Everyone is talking*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking bored, everyone feeling hot and flustered*)
- 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. Choice of narrative writing task. (See question paper.)

[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 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



GCSE ENGLISH NOVEMBER 2011 MARKING GUIDELINES

FOUNDATION TIER PAPER 2

Mark/Grade Scale

For the Foundation Tier Paper 2 we aim to establish the following relationship between marks and grades.

N.B. This tier will lead to awards from grades C-G; the scale allows for performances which exceed this on occasion. For all sections/questions, Grade E represents half of the available marks.

GRADE BAND	Qs.A1-4 /10	Qs.B1 & B2 /20	GRADE	SECTION /40	PAPER /80
U	0-1	0-4	U	0-9	0-19
			G	10-14	20-29
G-F	2-4	5-9	F	15-19	30-39
			E	20-24	40-49
D/E	5-7	10-14	D	25-29	50-59
			C	30-34	60-69
C/B	8-10	15-20	(B)	35-40	70-80

It is important to remember that a candidate's overall grade will be the result of a large number of aggregations: **unless positive achievement is rewarded where it is shown, as indicated in the mark scheme, our overall expectations in terms of grade boundaries will prove unrealistic. In both sections, and for the paper as a whole, the aggregation of marks must be reviewed to check that the overall mark out of 80 places the candidate at the appropriate grade.**

In practice you may find it helpful to use the larger grid which is provided separately.

SECTION A (40 marks)

Look at the separate Herring Gull factsheet.

- A1. (a) List three facts about the eggs of the herring gull. [3]
(b) According to the leaflet, when does a herring gull act aggressively? [3]
(c) List three foods that make up the natural diet of the herring gull. [3]
(d) What is the law that protects herring gulls? [1]

Award a mark for each correct answer.

- (a) They lay 2/3 green eggs blotched with black (1);
Eggs are laid from late April (1)
Incubation takes 25-33 days (1)
They can only be removed by those licensed to do so (1) Max = 3
- (b) when looking for food (1)
when defending its territory (1)
when protecting its young **or** when protecting its nest (1)
- (c) fish(1), worms (1), small mammals (1) birds (1) Max = 3
- (d) Wildlife and Countryside Act 1981 / The law says the removal of eggs/nests can only be undertaken by those licensed to do so (1)

A2. (a) According to the factsheet, what problems are caused by herring gulls? [5]

This question tests the ability to read with insight and engagement, make appropriate reference to texts, and to develop and sustain interpretation of text.

Some points that candidates may explore:

- they nest on roof tops;
- they cause lots of mess searching for food in discarded rubbish bins;
- they will dive and snatch food from people's hands;
- they can dive threateningly at people;
- their early morning noise can be 'intolerable';
- they produce mess from nest materials and excessive droppings;
- they are quick to take advantage of the thoughtless disposal of food.

Reward valid alternatives.

(b) What advice does the factsheet give to deal with these problems? [5]

This question tests the ability to read with insight and engagement, make appropriate reference to texts, and to develop and sustain interpretation of text.

Some of the advice that candidates may identify:

- gulls can be deterred by raising an arm if they come near;
- cover perching and roof nesting areas;
- clean up thoroughly after barbeques and outdoor meals;
- keep all household waste in hard, covered bins;
- avoid leaving rubbish outside overnight in flimsy black plastic bags;
- using hard containers has also reduced early morning noise from birds;
- don't discard food / feed the herring gulls;
- do not try to remove eggs/nests yourself / leave to those licensed to do so.

Reward valid alternatives.

Now look at the newspaper article, 'The rise of the urban seagull'.

A3. How does the writer of this article try to convince you that seagulls have become a serious problem?

[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.

0-1 mark - Question not attempted or candidates struggle to engage with the text and/or question.

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. Spotting details will be a key feature of these answers.

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 '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:

What he says about seagulls:

- he suggests the problem of seagulls is increasing – they are 'thriving' / the numbers are increasing: 6 million by 2014;
- he begins by offering a list of the trouble the seagulls cause – attacking people, deafening residents, damaging buildings, spreading panic and disease;
- they are "huge" and heavy birds, capable of causing injury;
- they attack humans viciously – and at 40 mph;
- their noise causes people to lose sleep / Their cries start as early as 4am;
- the cause damage to buildings and cars with their droppings;
- they are long-lived and breed quickly;
- they will attack any humans with food in their hands;
- local papers often contain horror stories of attacks by seagulls – reward examples;
- The problem with seagulls is not confined to Britain – it's the same in many countries.

How he says it – the words and phrases he uses

- he calls them a "new urban **menace**";
- they possess "**vicious** beaks and claws";
- Britain will be "**overrun**" by them;
- he calls them "**greedy and aggressive**" birds – not the usual image of birds;
- he uses military images – they are an "army" – "defend...against all-comers";
- they can "**slash**" people's heads;
- he describes their numbers as "**rocketing**" – a cause for concern;
- they have "**terrorised**" householders;
- he uses words/phrases like "**savaged**", "**pecked to death**" to emphasise the danger the seagulls pose;
- he emphasises the scale of the problem - roofs are "**plastered**" with droppings which "eat through" metal;
- he dismisses the arguments of the RSPB;
- he uses statistics – e.g.: "rocketing by 25%" etc.
- he calls foxes "tidy" in comparison with seagulls, to emphasis the mess they cause;

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. These two texts are about herring gulls. Compare what the two texts say about herring gulls.

Organise your answer into two paragraphs under the following headings:

- herring gull attacks on people;
- the size of the herring gull population.

[10]

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

Herring gull attacks on people	
Factsheet	Newspaper article
They can snatch food from a person's hand	They attack humans – slashing heads
Their attack is just a way to survive	RSPB argues they do not attack people
They will only act aggressively when looking for food, defending territory or being protective of their young	Any humans with food are targets for seagulls
They dive 'threateningly' at people ('swooping dives')	There are many stories of seagull attack – postmen knocked off their bicycles etc
The herring gull will rarely make physical contact	They have caused at least one death – an 80 year-old man had a heart attack
Birds damage themselves in contact with humans	Their attacks have cause injuries that have required hospital treatment
They can easily be deterred by a raised arm	
The size of the herring gull population	
Numbers are falling internationally and in the UK	There could be up to 6 million gulls by 2014
Their population has declined by 40% since 1970	Towns are "going to be overrun" by seagulls
More birds are moving into towns	Many towns now have over 50 breeding pairs of gulls
Feeding will continue to increase numbers <u>or</u> not feeding may reduce numbers	Gulls now live longer, increasing the population
	Gull numbers are "rocketing" / + 25%
	There is an increase in gull numbers in Europe, USA, Canada and Australia

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. Extract from a letter in a national newspaper:

'Our towns and cities are under threat from wild birds and animals. Seagulls and pigeons are an increasing nuisance and cause damage and distress. Foxes come into towns for food and are a danger to our domestic pets. We need strong measures to reduce and control these birds and animals. We must take strong action now!'

Write a letter to the newspaper agreeing or disagreeing with this point of view.

[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 a letter (for example, an opinionated or earnest approach)
- a clear and coherent approach (perhaps exploring and developing a small number of arguments about why action to control wild animals and birds is necessary, or arguing that reducing the wild animal population is unnecessary)
- a logical structure within which relevant information is conveyed 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 suggestions, information and opinions (relevant use of facts/figures/anecdotes)
- some development of ideas and opinions (for example, those opposing such a suggestion could explore the way wild animals and birds may be drawn into towns and cities because humans make food easily available or because we destroy their natural habitats)
- positioning and establishing a relationship with the reader via devices such as questions, humour, use of active or passive voice
- ability to move from the general to the particular or vice-versa (specific and relevant examples used within a coherent approach to the topic)
- clear understanding of how a speech can be persuasive

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

- uncertain sense of purpose and register (for example, offering arguments both in support and opposition of strong control measures, or showing limited sense of audience)
- less secure control of structure (uncertain or random sequencing)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- arguments are thin or generalised with little sense of development (for example, a single sentence for each topic such as *we should kill any foxes we see because they are dangerous and could attack us*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *It's not fair on the animals and birds because they are only looking for food and they would starve if they didn't come into the towns*)
- very limited awareness of the reader (for example, little use of direct appeal, rhetorical questions etc)
- a tendency for comments to stay at the level of the general and to lack specific examples
- limited understanding of the features of a formal letter that needs to persuade.

B2. Your school or college has become concerned that students do not exercise enough, and has asked you to write a leaflet to persuade them to exercise more.

Write a leaflet to persuade young people to exercise more.

[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 (this is persuasive and aimed at a teenage audience)
- 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 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/ideas)
- 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 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 a leaflet, appropriate introduction, headings 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 *this is a very popular activity*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *teenagers will not like it*)
- very limited awareness of the reader
- 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)



GCSE ENGLISH NOVEMBER 2011 MARKING GUIDELINES
HIGHER TIER PAPER 1

Mark/Grade Scale

For the Higher Tier Paper 1 we aim to establish the following relationship between marks and grades.

N.B. This tier will lead to awards from grades A* - D; the scale allows for performances which fall below this on occasion. For all sections/questions, Grade C represents half of the available marks.

GRADE	Qs A1-4 /10	Qs. B1 & B2 /20	GRADE	SECTION /40	PAPER /80	GRADE	Qs A1-4 /10
U/F	0 - 1	0 - 4	U/F	0 - 9	0 - 19	U/F	0 - 1
E/D	2 - 4	5 - 9	E	10 - 14	20 - 29	E/D	2 - 4
C/B	5 - 7	10 - 14	D	15 - 19	30 - 39	C/B	5 - 7
A/A*	8 - 10	15 - 20	C	20 - 24	40 - 49	A/A*	8 - 10
			B	25 - 29	50 - 59		
			A	30 - 34	60 - 69		
			A*	35 - 40	70 - 80		

It is important to remember that a candidate's overall grade will be the result of a large number of aggregations: **unless positive achievement is rewarded where it is shown, as indicated in the mark scheme, our overall expectations in terms of grade boundaries will prove unrealistic. In both sections, and for the paper as a whole, the aggregation of marks must be reviewed to check that the overall mark out of 80 places the candidate at the appropriate grade.**

In practice you may find it helpful to use the larger grid which is provided separately.

SECTION A (40 marks)

A1. Look at lines 1-21

What are your first impressions of Arthur and Jake and the relationship between them 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 or struggles to engage with the text and/or the question.

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 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 characters and the relationship. 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 character and relationship.

Some points that candidates may explore:

- Jake seems fascinated by the 'raging' river;
- Arthur says 'We'll take yours first', which perhaps hints at their relationship (focused on the job);
- Arthur coaxes the cow across the bridge;
- Jake is angry and calling the animal a 'stupid cow';
- Jake bounces 'experimentally', looking for adventure;
- Arthur steps onto 'firm ground' (significantly perhaps);
- Jake dares Arthur to cross the bridge while hanging from a pole;
- Arthur doesn't bother to reply;
- Jake persists with the challenge;
- Arthur wants to get their job done;
- Jake suggests Arthur is scared and offers 'a bet' that he can do it;
- Arthur thinks Jake turns everything into a 'competition';
- He also thinks it is 'pointless' as Jake is better at everything anyway;
- Jake just has to keep proving it.

Overview:

Arthur is responsible, deferential and perhaps rather intimidated by his brother / steady / mature;

Jake is adventurous, mischievous, competitive, provocative;

There is rivalry between the brothers / Arthur is irritated by him.

Reward valid alternatives.

Remember 5 is a grade C.

A2. Look at lines 22-45

What are Arthur'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: nothing attempted or struggles to engage with the text and/or the question.

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 select and begin to analyse appropriate material from the text to reach a sensible understanding of the character. These answers should be making inferences based on the textual detail.

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

Some points that candidates may explore:

- Arthur is wondering if he can get the second cow across the bridge;
- He feels angry with Jake and curses him for scaring the cow;
- He doesn't believe that Jake is in trouble / focuses on the job;
- He thinks Jake is pretending to be afraid / doesn't believe him;
- He thinks how much he hates his brother;
- He thinks about the other occasions when this has happened;
- He feels bitter and resentful that Jake always tries to make a fool of him / fed up with him;
- He thinks it is only for their mother's sake that he always gives in (Jake is her favourite);
- He thinks Jake *loves* proving how stupid Arthur is;
- When Jake says he will fall, Arthur says 'good';
- He either doesn't believe him or he wants him to fall (calling his bluff really).

Look for the clarity and coherence of the response.

Reward valid alternatives.

Remember 5 is a grade C.

A3. Look at lines 46-69

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 struggles to engage with the text and/or the question.

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 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 structure and partly a matter of language.

Some points that candidates may explore:

- the writer begins by telling us that the word would 'haunt' him for the rest of his life (clearly signals impending tragedy);
- Arthur feels Jake fall and his weight leave the bridge;
- it is described as being 'just like that' (stark, almost matter-of-fact in its finality);
- the focus is now on the effect of this on Arthur ;
- he is 'paralysed' by shock or fear;
- he can't breathe at first but then his breath comes with a rush;
- Jake is wedged between two rocks and he is 'motionless';
- water is streaming around him and 'over his face';
- Arthur has to enter the 'icy surge' which is so cold it knocks the breath out of him (and he can't remember afterwards how he did it);
- he wonders if this is Jake playing dead for fun;
- however, his head 'lolloped' to one side and water streams out of his nose and mouth;
- Arthur cries out in fear;
- the bank is too steep to climb and the water is 'boiling';
- he is not sure if Jake is dead or alive;
- he worries about causing further injuries but 'what else could he do?';
- he checks that Jake is alive then runs, seeing nothing but his mother's face;
- he is tormented by the image of him carrying Jake's body into the house and facing his mother;
- he prays desperately that he will meet his father first;
- he is sobbing as he runs;
- when he gets close enough, he shouts to his father to 'tell mum' and 'get the doctor'.

Reward valid alternatives.

Remember 5 is a grade C.

A4. Look at lines 70-84

What happens in these lines? How do you react to what happens? [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 struggles to engage with the text and/or the question.

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 straightforward implicit meaning.

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 show clear understanding of 'what happens' and at least begin to engage with the issue of personal response.

Give 8-10 marks (grades A/A*), according to quality, to those who show clear, detailed understanding of the text. They should also make a well-considered personal response.

What happens?

- The story moves forward to Arthur's nightmares in years to come;
- He is haunted by images of Jake under water, laid out on the kitchen table and their mother sobbing and asking what happened;
- He thinks he should have told the truth but 'he couldn't do it';
- He is economical with the truth, just repeating 'he slipped' and trying to make it true;
- When Jake opens his eyes and moves his lips, Arthur is convinced that he will 'damn' him, accuse him;
- Arthur wants him to tell her, to get it over with;
- He thinks he deserves it;
- When Jake is taken away on a stretcher, Arthur is tormented by those final seconds on the bridge;
- He tries to change the past and is desperate to 'unsay' that terrible word;
- He realises that once something is said, it is said.

Personal Response?

- Arthur can be criticised in some ways, I suppose, but I expect most candidates to feel a lot of sympathy for the character as he suffers for what has happened;
- He never forgets that day and is haunted by it;
- He blames himself, perhaps more than is justified by events;
- His feeling of guilt engages sympathy rather than condemnation;
- He learns a painful lesson.

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. A group of people is queuing at an ice-cream van. Describe the scene in and around the queue. [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 parenthetic 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 (third-person is the best option)
- a logical structure, observing from a fixed point or across a short period of 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 van, the surroundings)
- close and well-selected observation of the people in the scene (customers and seller), their appearance and behaviour and the interaction between them (for example, couples, individuals, and the other characters who enliven the scene)
- use of the senses to convey the sights but also the sounds, smell 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 van 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 *Everyone is talking*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking bored, everyone feeling hot and flustered*)
- 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. Choice of narrative writing task. (See question paper)

[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



GCSE ENGLISH NOVEMBER 2011 MARKING GUIDELINES

HIGHER TIER PAPER 2

Mark/Grade Scale

For the Higher Tier Paper 2 we aim to establish the following relationship between marks and grades.

N.B. This tier will lead to awards from grades A* - D; the scale allows for performances which fall below this on occasion. For all sections/questions, Grade C represents half of the available marks.

GRADE	Qs A1-4 /10	Qs. B1 & B2 /20	GRADE	SECTION /40	PAPER /80	GRADE	Qs A1-4 /10
U/F	0 - 1	0 - 4	U/F	0 - 9	0 - 19	U/F	0 - 1
E/D	2 - 4	5 - 9	E	10 - 14	20 - 29	E/D	2 - 4
C/B	5 - 7	10 - 14	D	15 - 19	30 - 39	C/B	5 - 7
A/A*	8 - 10	15 - 20	C	20 - 24	40 - 49	A/A*	8 - 10
			B	25 - 29	50 - 59		
			A	30 - 34	60 - 69		
			A*	35 - 40	70 - 80		

It is important to remember that a candidate's overall grade will be the result of a large number of aggregations: **unless positive achievement is rewarded where it is shown, as indicated in the mark scheme, our overall expectations in terms of grade boundaries will prove unrealistic. In both sections, and for the paper as a whole, the aggregation of marks must be reviewed to check that the overall mark out of 80 places the candidate at the appropriate grade.**

In practice you may find it helpful to use the larger grid which is provided separately.

SECTION A (40 Marks)

A1. Look at the first three paragraphs

Explain why Candida Crewe started running and how she felt about it in her first year. [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. These answers may be rather unselective/unfocused.

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 a thorough range of appropriate evidence from the text.

Some points:

- she wasn't fit / she was a "useless couch potato";
- obesity had been in the news;
- needed to be fitter to keep up with her boys;
- she was reluctant to waste the money spent on running shoes;
- she hated it;
- it was 'torture';
- she felt like a fraud;
- she felt terrible (she gasped for air/dog walkers took fright/she wanted an ambulance);
- she was shattered / exhausted (wanted to lie down)
- she felt embarrassed;
- she felt too mean to give up;
- it was still torture even after a year;
- she never felt fit (no weight loss);
- she just got used to it / never enjoyed it.

Reward valid alternatives.

Remember 5 is a grade C.

A2. Look at the rest of "The Revenge of the Couch Potato".

What are Candida Crewe's thoughts and feelings about exercise? [10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.

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 or show some 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 response. These answers should be making inferences.

Give 8-10 marks (grades A/A*), according to quality, to those who select appropriate material from the text to reach a well-considered response. These answers should be thorough as well as perceptive.

Thoughts and feelings?

- she hates it (negative feelings);
- she'd rather do other things;
- she thinks you have to push on/set a goal;
- she thinks it is madness (entering the marathon was 'lunacy'/she doesn't know what 'possessed' her/she thinks it is a 'crazy venture');
- it is painful (accept specific examples);
- it is embarrassing/uncomfortable/undignified;
- it is exhausting/hard work;
- it is not 'fun';
- it is 'disagreeable' (a list of activities);
- it is 'sheer discomfort' (you leap about red-faced and sweating);
- it is 'utter tedium' (boring);
- it is not even about fitness;
- benefits to heart and bones are just a bonus;
- it is about losing weight;

Reward valid alternatives.

Remember 5 is a grade C.

A3. Look at 'Silver Sprinters'.

How does Rebecca Armstrong's article try to persuade people to take up and continue with exercise? [10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.

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 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.

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/structure and partly a matter of language/tone. Look for a clear sense of 'how' as opposed to simply 'what'.

Some points:

- she uses the examples of Borthwick and Starbrook to show that age is not a barrier (and to put the couch potatoes to shame);
- she uses interviews and quotations from both men;
- she quotes NHS guidelines ('regardless of age') / credible evidence;
- 'moderate' exercise stresses that it does have to be hard;
- it offers improved mobility and reduced risk of heart disease (improves health);
- she quotes an expert (Masci) who says changes as we age can be helped by exercise;
- she quotes Help the Aged to suggest that we have to continue with exercise;
- running is described as 'natural' and 'free';
- Masci is again quoted saying 'it's never too late';
- walking and gardening are suggested as opposed to 'high impact' exercise (easy!);
- there is emphasis on doing things people enjoy;
- repetition of 'it's never too late';

Reward valid alternatives.

Remember 5 is a grade C.

A4. To answer this question you must look at both texts

Compare and contrast what these two texts say about exercise.

[10]

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

- **the benefits of exercise**
- **the problems and dangers in exercise**

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 texts and/or the question

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 straightforward implicit meanings. Better answers will see some obvious features.

Give 5-7 marks (grades C/B), according to quality, to those who see a range of valid points based on appropriate detail from the texts.

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

The benefits:

Revenge of the Couch Potato:

- it can give you a 'goal'
- there can be benefits to 'heart and bones' (health)
- it helps you to lose weight
- keep up with children

Silver Sprinters

- it can be fun/enjoyable
- improves mobility
- reduces the risk of heart disease (health)
- it helps the changes to the body which come with age
- it can make you live longer

The problems and dangers

Revenge of the Couch Potato:

- it is torture (painful and uncomfortable and exhausting)
- it can be embarrassing / undignified
- it is boring / not fun
- doesn't get easier
- it can cost a lot

Silver Sprinters

- you can over-train (injuries)
- older people find it hard to recover from any injury
- it is easy to find excuses to avoid exercise
- not easy (gruelling)

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. Write a leaflet to persuade young people to exercise more.

[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 persuasive and aimed at a teenage audience)
- 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 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/ideas)
- 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 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 a leaflet, appropriate introduction, headings 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 *this is a very popular activity*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, teenagers *will not like it*)
- very limited awareness of the reader
- 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. This is an extract from a letter that appeared in a newspaper:

The mobile phone is the most appalling invention of the last century. It has taken away our privacy and encouraged all kinds of anti-social, and sometimes illegal, behaviour. The technology may be very impressive but the consequences have been very worrying. Mobile phones have certainly changed our lives but not for the better.

Write a letter to the newspaper giving your views on this subject.

[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 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 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

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 letter)
- 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 knows mobile phones are great*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *mobile phones can be very useful*)
- very limited awareness of the reader
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of formal letters



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