

General instructions

- * Tick at point in script where you award the mark
- * Where points are identified by number in the markscheme, put numbers next to ticks.
- * In questions where structure is a criterion, tick and credit introductions, endings and links as appropriate (eg "good intro"). Remember that introductions to summaries are not required and may be indications that the exercise is wrongly tackled.
- * Give mark out of 20 for each question (eg 13 + 3), total and ring in RH margin.
- * Transfer marks to top of first page, total, ring and initial.
- * It is helpful if you give an indication of the grade the paper AS A WHOLE is worth, also at the top of the front page.

Q1 Summary

Method: give one mark for each of the following up to a total of 15 identified by the candidate.

Passage 1: Eric: feelings

- 1 uncertain; hesitant
- 2 fear
- 3 terror, panic, appalled
- 4 tense, resigned to fate
- 5 relieved, felt safer
- 6 comforted, reassured
- 7 curiosity/fear faded
- 8 awe/overcome by beauty of the seal

impressions (saw. aware of, thought)

- 1a aware of smell
- 2a of dark, aware of movement
- 3a saw eyes and red things
- 3b thought bear/monster/beast/?
- 4a aware silence/own heart beating
- 4b menacing shape
- 5a realised not bear shape/not danger
- 6a aware of sucking noise
- 6b thought it like book/Dad's words

Passage 2: Messner and Yang Wanchun

- 9 M anticipated civilisation/meal/shelter
- 10 unsettled
- 11 curious/fascination about specie
- 12 terrified by whistling
- 13 (disgusted) by stench/horrid/rancid smell
- 14 Yang felt panic/threatened
- 9a impression of cold
- 9b thought it was a yak
- 9c "giant on two legs"?
- 10a thought it very heavy/footprint
- 14a assortment of sounds
- 14b thought was aggressive/dangerous

2/5

Now give a mark out of 5 for the concision of the answer, the ability of the candidate to focus on the question and the general use of own words (= phrases and sentences, not individual, unchangeable words).

5 (A): Effective summary style throughout, focussed, words well-chosen. Length OK.

4 (B): Generally concise and well-focussed, in own words. Length OK.

3 (C): Some features of summary style (not consistent), reasonable focus, and/or very occasional lifting. Length satisfactory.

2 (D): Occasional concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting. Rather long.

1 (E): Descriptive, discursive style, frequently unfocussed, lifting obtrusive. Too long.

0 (u/c): Rambling and often muddled and hard to follow; mostly copied. Very long.

Q2: A TV broadcast in which the candidate makes a case for the seal and the yeti's freedom, opposed by a hunter and a zookeeper.

Look for:

- * a structured argument with start and finish and appropriate links.
- * evidence of discussion of animal rights (eg the seal and the yeti need to be left alone in their environments because they are so clearly adapted to them; or the yeti is so wild that it could not be put into a zoo; or something about their uniqueness)
- * zoos (eg capturing them for curiosity value or their beauty)
- * shooting - the yeti at risk because frightening and the seal might be saleable
- * ability to tie a general argument to the specific examples in the text.

NB Do not expect a balance between the three sides. The question expects the case for freedom to be the main feature of the answer. Candidates are free to use the three characters as much as they wish.

Give 15 marks for content based on the passages

Give 5 marks for persuasive language and for the structure of the argument

Reading/content

Give marks for the use of ideas from both passages and the ability to "run" with them (ie develop them and mix them with own ideas).

A 13-15 Arguments consistently well developed

All three characters join to make a conversation that develops skeins of thought, including arguments relevant to the seal and the yeti rather than to animals in general. In particular, the answer dwells on the case for leaving the animals in their own environment.

B 10-12 Some fairly complex arguments

A number of valid arguments are made by all three characters. One or two of the arguments are developed at a satisfactory length OR the development is built into the conversation as a whole. References to the passages may be included as a part of the development and should be rewarded highly in the band where they are significant.

C 7-9 A series of simple arguments

Valid arguments are made by all three characters. There may typically be a sentence of explanation, but the arguments only show occasional signs of development. There is a general impression that the topic has been given a good airing. There may be brief references to the passages.

D 4-6 A few simple arguments

The answer is somewhat thin on argument and one speaker may be noticeably less effective than the others. The topic is consistently addressed, but the impression will be that there was plenty more that could have been said.

E 1-3 A limited answer

The answer is of limited use and relevance. Some of the argument is weak or illogical and is usually presented in one-sentence bits.

Performance descriptions: order and effectiveness of the language

A5 Language a strength/cases argued strongly. Whole conversation cohesive.

B4 Language sometimes effective/some persuasiveness. Well ordered; contributions often linked.

C3 Language plain, competent. Mostly orderly, some links.

D2 Language plain and mostly clear. Generally orderly but missing some important links.

E1 Language ineffective. Poorly ordered.

Look for:

- * reference to and adaptation of the views quoted in the material
- * reference to the lists of advantages and disadvantages
- * evaluation of options leading to the choice of one with reasons

Give up to 15 marks for selecting, using and evaluating the material.

Give up to 5 marks for accuracy and style.

Content/reading

A 13-15 Confident grasp of material and issues

Makes a sensible choice of material, selecting aspects designed to support both the preferred option and those that are rejected. Ideas consistently well-focussed and linked. The material is used naturally and adapted - never copied. Good evaluation (ie showing why one option is rejected at the expense of another.)

B 10-12 Material well-developed

An effective and organised response to the material. Choice well made and argued, although the use of the lists of advantages and disadvantages may not always be effective. Clear evaluation.

C 7-9 Competent use of material

Ideas are reasonably well developed, although there may be a tendency to use material in rather a wooden way, beginning to quote rather than to adapt, or using too much of the material for the evaluation to be strongly made. Some of the answers may be descriptive with an evaluatory paragraph added to the end.

D 4-6 Some selection of appropriate material

The material is rather thinly used although there are occasional signs of development. The material may be quoted rather than adapted and the reasons for the choice of option may not be very strong (eg "I would like to..." rather than giving reasons.)

E 1-3 A limited answer

The answer makes little use of the material and may not be wholly relevant. Look for lifting, particularly the copying out of lists of advantages and disadvantages. The evaluation is weak or occasionally non-existent.

Written expression

5/5

- A5** Virtually no technical errors. Effective and apt range of vocabulary and sentence structures. Good style, appropriate to the recipient.
- B4** Slight technical errors to be corrected; occasional clumsiness of style, but well expressed and having a useful vocabulary. Fluent.
- C3** Needs attention to detail, but generally correct and clearly expressed. Vocabulary correct if not adventurous.
- D2** Needs redrafting in places; parts clearly written, using a correct but straightforward vocabulary.
- E1** Has many errors - technical and stylistic. Requires much correction and editing. Language not always clear.