



**MS4**  
**£4.00**

# **GCSE MARKING SCHEME**

**ENGLISH**

**SUMMER 2009**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2009 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 2009 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	10 - 14	20 - 29		
E/D	2 - 4	5 - 9	D	15 - 19	30 - 39	E/D	2 - 4
			C	20 - 24	40 - 49		
C/B	5 - 7	10 - 14	B	25 - 29	50 - 59	C/B	5 - 7
			A	30 - 34	60 - 69		
A/A*	8 - 10	15 - 20	A*	35 - 40	70 - 80	A/A*	8 - 10

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 section, 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 1-16

**What are your impressions of Bertie and Irene 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.*

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:

- Irene is sure that Bertie wants an audition and wouldn't want to miss out
- Bertie 'sighs', revealing his lack of enthusiasm and that this is only too familiar
- He knows it is 'fruitless to protest'
- She had put his name down 'immediately'
- She is convinced that Bertie will 'love' the Paris trip
- Bertie 'frowns' and tries to point out that he is not yet a teenager
- Irene speaks 'reassuringly' and dismisses his point about his age
- Bertie protests but 'helplessly'
- He says he will be the only one in dungarees trying to reason with her
- Irene brushes that aside

Overview:

- She has faith in him
- She is a 'pushy' parent/full of maternal pride
- She doesn't listen to him/self-absorbed/oblivious to his feelings/selfish
- She imposes her enthusiasms on him/lives her dreams through him
- She is in control/bossy/impossible/persistent
- He is mature for his years (more mature than Irene!)/intelligent
- He knows her better than she knows him/she misunderstands him
- He is the victim of her ambition/knows he will be humiliated
- She is determined/ what 'she' wants is what 'he' wants
- He seems resigned but resists (reluctant)
- A comic relationship/dysfunctional

Reward valid alternatives.

**Remember 5 is a grade C.**

**A2. Look at lines 17-38**

**What is Bertie thinking and feeling in this part of the story?**

**[10]**

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

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:

- Bertie is 'silent' and knows his objections are 'no use'
- He knows he will be forced to go, and this is not the first time/he is resigned/feels helpless
- He knows this will be a 'humiliation'
- He knows he has to find a way out/ he is prepared to be crafty
- He realises there is an 'obvious solution' to his problem
- He feels pleased with himself and grins broadly at the prospect of escape
- He becomes 'grave' when Irene says 'we' will have fun in Paris
- His voice is 'tiny', showing his alarm and panic
- He is appalled at the thought of being the only one with 'Mummy'
- He thinks about the 'worse' humiliation of her 'visible' pregnancy
- He feels embarrassed at the thought of the other boys knowing what she had been doing
- He is 'silent' on the journey, thoughtful and brooding
- He 'reels' when he gets the 'fresh blow' of her being at the audition
- He thinks that her presence will make his plan more difficult

Reward valid alternatives.

**Remember 5 is a grade C.**

**A3. Look at lines 39-61**

**Bertie is really suffering in these lines. How does the writer show his suffering?**

**Look at:**

- **what happens;**
- **the writer's choice of words and phrases.** **[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:

- Bertie is 'dismayed' when Irene surveys the opposition like 'a combatant' (imagery of conflict and battle)
- He feels his 'heart stop with embarrassment' when Irene announces, loudly and in public, why he can't have a coffee
- It is 'horror itself' to have the 'eyes of the world' on him at such a moment
- His face is 'burning red'
- He sees a girl giggling and whispering to her friend (he is certain it is about him)
- He cannot admit to the boy that Irene is his mother/invents a ridiculous yarn
- He claims she is just someone he met on the bus/disowns her
- He claims that he felt sorry for her because she had just been released from an asylum
- He says she is pretending to be his mother
- He is forced into an increasingly ludicrous lie
- He feels 'despair' as he looks at the ground
- He begs to be taken home in a pleading tone
- The writer uses dialogue to show his suffering
- Things go from bad to worse for Bertie

Reward valid alternatives.

**Remember 5 is a grade C.**

**A4. Look at lines 62-91**

**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?

- Bertie has to sit with Irene next to him
- He 'sank' into his seat, trying to persuade himself that this was not happening
- Irene 'frogmarches' him to the front, despite his protests and pleas
- There is a moment of altercation between Irene and the 'woman'
- The conductor agrees 'wearily' to let Bertie play
- Bertie puts his plan into action and plays 'As Time Goes By'
- He is prepared to annoy Irene in order to escape
- Bertie's plan misfires as his 'fine rendition' impresses the conductor
- The conductor claps, calls his performance 'brilliant' and announces 'You're in'.

Personal response:

- Sympathy for Bertie/squirming with embarrassment
- Annoyed (irritated) but amused by Irene
- Amused but sympathetic when the 'plan' backfires
- Realise he is a gifted musician
- Intrigued by his 'plan'
- Ironic reversal twist

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. It is the first day of the new school year at a school or college. Describe the scene at the beginning of the day. [20]**

***Content and organisation (13 marks)***

**0 marks:** nothing written

**Band 1 1-3 marks**

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

**Band 2 4-6 marks**

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

**Band 3 7-9 marks**

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

**Band 4 10-13 marks**

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

## ***Sentence structure, punctuation and spelling (7 marks)***

### **Band 1            1 mark**

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

### **Band 2            2-3 marks**

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

### **Band 3            4-5 marks**

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

### **Band 4            6-7 marks**

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

## Additional task-specific guidance

*Good answers may include some of the following features:*

- a clear and coherent perspective (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 decoration, the furniture, the equipment)
- close and well-selected observation of the people in the scene (pupils and staff), 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 school and fails to arrive there)
- less secure control of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development (for example, a single sentence for each topic)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all children looking excited*)
- 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 chaotic)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see children standing around in little groups* 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

**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

## 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
U/F	0 - 1	0 - 4	U/F	0 - 9	0 - 19
			E	10 - 14	20 - 29
E/D	2 - 4	5 - 9	D	15 - 19	30 - 39
			C	20 - 24	40 - 49
C/B	5 - 7	10 - 14	B	25 - 29	50 - 59
			A	30 - 34	60 - 69
A/A*	8 - 10	15 - 20	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)

Look at Petronella Wyatt's article 'Fastest Lady on Two Wheels' in the separate Resource Material.

Look at the first column of the article (to 'That's why I'll ride it').

- A1. What are Petronella Wyatt's thoughts and feelings as she prepares to ride the TT course? [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 and begin to analyse 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 and analyse appropriate material from the text to reach a well-considered response. These answers should be thorough as well as perceptive.

Thoughts and feelings?

- she feels nervous and scared (the course is 'infamous')
- she thinks the American had it easy (this course is 'the most dangerous in the world')
- she thinks she is facing 'the mouth of death' and 'the jaws of hell'
- she thinks about the terrible dangers and the fatal consequences of a fall (a 600ft drop into the sea or a 'bottomless ravine')
- she thinks she was 'insane' to agree to do it/regrets her decision
- she thinks about her previous 'experience' of motorbikes in Italy and her incompetence as a biker (driving to a dress shop to and through a café)/feels inadequate or unprepared or foolish
- she feels she dare not tell Simon or she will be sent home in disgrace/embarrassed
- she thinks he is suspicious about her credentials
- she feels rather self-conscious about her 'outfit' (the kitten heels and leather skirt)
- she thinks about the incident at the fair with the bucking bronco and feels a fraud/feels deceitful
- she thinks Milky is 'weedy' (unimpressed or surprised)
- she thinks the bikes are 'monstrous' (horrified by their size)/afraid
- she feels she would prefer the old, slow model

Reward valid alternatives.

**Remember 5 is a grade C.**

**A2. Look at the rest of the article (from 'Milky is having none of it'). How does Petronella Wyatt get across to you what it is like to ride the TT course?**

Look at:

- what she says;
- how she says it.

[10]

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

0 marks: nothing attempted 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. Better answers will have a clear focus on persuasive technique.

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

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

Some points that candidates may explore:

- she has to be 'dragged' to a 'gargantuan' bike (nervous and reluctant)
- she notices the graveyard and her composure is 'gone' (images of death!)
- she is convinced that she will 'break open her head' if she has to let go of the straps
- she calls the situation a 'no-brainer', and suggests that Milky is the same (crazy)
- the bends are 'evil-looking'
- she is nearly thrown off the bike when Milky accelerates (raw power)
- she is aware of the fatalities at Ballaugh Bridge and 'screams' at Milky to slow down/unnerved
- when he brakes, her head flies forward as if 'severed by an axe'
- Milky's 'cheerful' anecdote about his 'lost mate' and her reaction to it
- sweat is trickling down her arms as they take a corner at 120mph
- she notices another graveyard as their speed increases
- she does not want to be 'a blur' and imagines her obituary
- the mountain course is full of boulders and abysses
- she suggests that when she falls it would be better to land on a sheep
- the 'discouraging sign' emphasises the scale of casualties
- they leave the ground and she 'croaks' her question
- scenery 'zooms' towards her and her left ear almost scrapes the ground
- her left ear almost scrapes the ground
- a lorry almost hits them and she thinks she will 'black out' with fear
- she feels a 'surge of adrenaline' and wants it to last 'forever'
- she shrieks with ecstasy and wants a 'lap of triumph'
- she punches the air and feels 'on top of the world'

Overview:

- first-hand account which stresses pure fear/extreme speeds/danger
- irony and 'graveyard' humour/exaggeration/present tense for immediacy
- the language shows her range of emotions, including the thrill of speed

This is not a checklist and the answers should be marked in levels of response. Reward valid alternatives. **Remember 5 is a grade C.**

Now look at 'It's a Mad, Mad, World' by David Hunn on the opposite page.

**A3. How does David Hunn try to show the 'madness' of the TT races?**

Look at:

- what he says;
- how he says it.

[10]

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

0 marks: nothing attempted

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

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

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

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

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

Some points that candidates may explore:

- repetition of 'mad' in the headline
- he calls the amateur event 'Mad Sunday' (a form of insanity)
- the amateurs are described as 'crazy'/inexperienced
- they are called 'wildcats' who risk their lives (no order or rules)
- the course is 'mad'/dangerous/full of hazards
- he compares it to fairground switchbacks and the Wall of Death
- he refers to 'wild enthusiasm' and 'hurling' themselves around the course (deliberate risking of life and limb)
- he uses figures to show the alarming speeds (up to 150mph)
- he calls the event on Sunday 'chaos'
- the authorities try to reduce the numbers but the riders are 'determined' lunatics (not getting any safer)
- he uses the example of Mark Farmer to show it is life and death (matter of fact tone)
- the crash is 'horrific'
- he uses facts and figures about casualties (20 serious injuries each year, 10 last year, no statistics for deaths, crashes too frequent to count, six in first practice, hospital on emergency alert)
- spectators also at risk
- quotes local journalist suggesting 170 deaths over the years
- quotes Steve Hislop to show just how dangerous and 'mad' it is
- the riders see it as a 'challenge'
- they are glad when it's over (or they are lying!)

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

**Remember 5 is a grade C.**

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

**A4. Both of these texts are about the TT races.**

**Compare and contrast what the writers think about the TT races.**

**Organise your answer into two paragraphs using the following headings:**

- **what they think about the TT circuit;**
- **what they think about the riders.**

**[10]**

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

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

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

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the texts and/or show awareness of more straightforward implicit meanings. Weaker answers could be a jumble of detail. Better answers should make some clear, if obvious, comparisons and contrasts.

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

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

Some points that candidates may explore:

The TT circuit:

Hunn:

- it is insanely dangerous
- It is insanely fast

Wyatt:

- it is the 'most dangerous in the world'
- It is frighteningly fast
- but it is thrilling

The riders

Hunn:

- the amateurs are 'crazy'/wildcats/mad/reckless/foolhardy
- they are to blame for some of the casualties
- scared (glad when it's over)

Wyatt:

- Milky is 'weedy' (not the image we might expect)
- she thinks he is a 'no-brainer' (too mad or stupid to see the risks)
- he seems oblivious to danger
- he is thrilled by speed (raring to go and high on adrenaline)

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 proposal has been made to hold a motorcycle race on the roads in your area. Write a letter to a local newspaper giving your views on this proposal. [20]**

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

**Content and organisation (13 marks)**

**0 marks: nothing written**

**Band 1 1-3 marks**

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

**Band 2 4-6 marks**

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

**Band 3 7-9 marks**

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

**Band 4 10-13 marks**

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- analysis/comment is well-judged, detailed, and pertinent
- analysis/comment is convincingly developed and supported by relevant detail
- analysis/comment is selected and prioritised to construct sophisticated argument
- paragraphs are effectively varied in length and structure to control 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 a letter (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 finds motorcycles dangerous*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *bikes can be very noisy*)
- 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 letters to newspapers

**B2. Your school/college is keen to save energy.**

**Write an article for the school/college magazine on this issue.**

**You could include:**

- **examples of how energy is wasted at the moment;**
- **your ideas about how the situation could be improved.** [20]

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

**Content and organisation (13 marks)**

**0 marks: nothing written**

**Band 1 1-3 marks**

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

**Band 2 4-6 marks**

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

**Band 3 7-9 marks**

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

**Band 4 10-13 marks**

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

## ***Sentence structure, punctuation and spelling (7 marks)***

### **Band 1            1 mark**

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

### **Band 2            2-3 marks**

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

### **Band 3            4-5 marks**

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

### **Band 4            6-7 marks**

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

## Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose (this is formal and informative)
- a clear and coherent approach ( for example, the reader should be in no doubt about the intention of the article)
- 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 an article, 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 good idea for saving energy*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *students 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)

## 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
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)

Read again lines 1-16

A1. What impressions do you get of the girl who is telling the story? [10]

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

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:

- she is vindictive – she seems pleased that Manny injured himself;
- she is scared of Manny and what he could do to her, so she hides at home;
- she causes upset to her mother/her mother doesn't know what she gets up to;
- she is a bit of a 'tom-boy' - won't wear skirts / hangs around with boys
- she gets into fights/arguments with boys ("the craziest one at that")
- she is provocative/a trouble-maker/unpleasant to Manny – calls him/his mother names/hurts/upsets him;
- she takes a joke too far – she has to run away when she sees how angry he gets;
- she is 'streetwise' – knows when to run;
- she pokes fun at Manny – she suggests he has no sense of humour;
- she is a bit cruel / a bully? - she seems to enjoy teasing younger, smaller children;
- she is a bit of a tearaway – she likes 'raising hell' with her sister;
- she regrets her impetuosity – "I was real sorry about the whole thing";
- she becomes cautious - she only dares to come out of hiding when Manny falls off the roof.
- she is self assured/confident/full of herself/feisty;
- she acts without thinking.

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.**

**Read again lines 17-30**

**A2. What do you learn about Manny in these lines? What are your feelings about him? [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 points that candidates may explore:

What we learn about Manny:

- after his fall he stayed indoors a long time;
- he plays basketball;
- he seems a 'loner' – practices on his own;
- he talks to himself;
- he has lost all sense of time / he is lost in his game
- his actions seem obsessive/strange;
- he ignores the argument he had with the girl;
- he can't forget how he lost the game for his team/he is not happy with himself;
- he is a good shot - "he never missed";
- he continues to blame himself;
- he is consumed by guilt;
- he practises hard and long but is never satisfied – "cursed himself all the time".

Feelings about Manny:

- he doesn't seem to be threatening towards the girl / she's not frightened by him;
- he is seen here as a rather sad, pathetic figure;
- he doesn't seem bad or crazy;
- he seems to be wrapped up in himself;
- he doesn't seem to hold a grudge.

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.**

**Read again lines 31-60**

**A3. How does the writer show that the policemen’s behaviour is unpleasant and threatening? [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. These answers should engage with the issue of ‘how’, even if they do rely on the spotting of key quotations.

Analysis of ‘how’ is partly a matter of content and partly a matter of style.

Some points that candidates may explore:

- she talks about the way the policeman looks “real hard” at her;
- they are never polite/no ‘small’ talk;
- the questions they ask sound like accusations;
- they presume the children are doing wrong – “Who unlocked the park gate?”
- the big policeman ‘snarls’ his question – suggests an aggressive attitude;
- the policeman acts like a tough guy in a film – the gesture may appear threatening;
- the policeman approaches Manny, saying, “I’m talking to you”, demanding an answer – he may be deliberately confrontational;
- he grabs the ball from Manny;
- with no provocation he slaps Manny’s head;
- he is racist in the way he calls him “black boy”;
- their behaviour makes her feel defensive towards Manny (“Manny was my brother at that moment”);
- the police become “the enemy” to the girl;
- the other policeman calls the girl “sister” in an insulting way and threatens to arrest her;
- he then insults her further by calling her “little girl” and Manny’s girlfriend;
- she calls them “wise-guy cops” which suggests she finds them arrogant/offensive.

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.**

**Read again lines 61-78.**

**A4. What happens in these lines? What are your thoughts and feelings as you read these lines? [10]**

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

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.

Give 5-7 marks, according to quality, to those who make simple comments based on surface features of the text or show some awareness of implicit meaning. Most answers will probably give a simple response with some reference to 'what happens'. Better answers should attempt to link a personal response to the text.

Give 8-10 marks, according to quality, to those who track the text carefully and make a sensible, personal response based on appropriate evidence from the text.

What happens:

- the big cop returns the ball
- Manny carries on shooting baskets;
- initially, it looks as though the police will go away and let Manny/the girl stay in the park;
- the big cop watched Manny for a while;
- then suddenly started shouting at Manny;
- Manny pushed the cop which led to shouting and threats;
- the cop pulled Manny's clothes;
- the girl gets upset and thinks it might escalate - Manny might get shot by the cops;
- the cops take the ball;
- Manny follows them/gets in the squad car;
- the girl goes home – she says there's nothing else she can do.

Personal Response:

- admiration for Manny's skill and the way he glides up to the backboard "like some kind of very beautiful bird";
- empathy with the girl who is affected by Manny's skill – "something happened to the bones in my chest";
- surprise at how quickly the situation turns into a confrontation;
- outrage at the power the policemen have – and how they provoke the confrontation;
- sympathy for Manny – he is not the `crazy boy` we thought he was;
- frustration/outrage that Manny has been arrested unfairly;
- we share the girl's anxiety when the situation becomes very unpleasant;
- shock/concern that Manny could be shot by the policemen;
- curiosity - we never know what happens to Manny;
- concern or disappointment at the ending – it's not a `happy ending` // the ending is unsatisfying;
- surprise that the girl simply goes home at the end / she appears unfeeling?

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. It is the first day of the new school year at a school or college. Describe the scene at the beginning of the day. [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 decoration, the furniture, the equipment)
- close and well-selected observation of the people in the scene (pupils and staff), 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 school and fails to arrive there)
- less secure control of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development (for example, a single sentence for each topic)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all children looking excited*)
- 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 chaotic)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see children standing around in little groups* 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

**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

## FOUNDATION TIER PAPER 2

### SECTION A (40 marks)

Look at the RNLI leaflet 'They do all they can to save lives at sea'.

- A1. (a) How many lives have been saved by RNLI lifeboat crews since 1824? [1]
- (b) List three classes of lifeboat mentioned in the leaflet. [3]
- (c) List three essential items of protective clothing or equipment worn by lifeboat crew members. [3]
- (d) List two things you will receive if you become a member of the RNLI. [2]
- (e) How much funding does the RNLI receive from the British Government? [1]

Award one mark for each correct answer.

- (a) More than 135,000 (1)
- (b) Tamar (1), Trent (1), Severn (1),
- (c) non-slip boots (1), all-weather protective jacket (1), lifejacket (1), safety helmet (1)  
(note max = 3)
- (d) 'The Lifeboat' magazine (1) window sticker (1)
- (e) no funding (1)

**A2. How does the RNLI leaflet try to persuade the reader to become a member of the RNLI? [10]**

*This question tests knowledge and use of text but also rewards inference/interpretation and appreciation of language and stylistic features.*

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 leaflet.

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

Give 8-10 marks (grades C/B), according to quality, to those who make valid comments based on appropriate detail from the text. These answers should be at least beginning to address the issue of 'how', although they may rely on some 'spotting' and listing of key words or quotations.

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

Some points that candidates may explore:

what it says:

- focus on the dedication and bravery of the volunteer crews - 'They seek no reward'; 'prepared to risk all to save lives at sea';
- your membership and money can help to save lives;
- the RNLI is entirely dependent on voluntary donations;
- more people each year are being rescued by the RNLI – therefore, even more need for support;
- example of Robbie Maiden highlights need for people to donate money for essential equipment – it offers a clear link to what donations can provide;
- becoming a member of RNLI brings benefits – magazine/sticker;
- letter emphasises the key messages and repeats the direct appeal;
- statistics are used to emphasise the importance of their work (over 6000 people rescued every year).

how it says it:

- constant direct appeal to the reader: 'Will you join them?' / 'Why...lifeboat crew are counting on you';
- extensive use of questions: "Can they count on your membership...?"
- repetition of the need for the public to support the RNLI;
- extensive repetition of key information : crews are volunteers; risks taken by crews etc.
- questions or appeals conclude key paragraphs;
- subheadings are dramatic statements: 'Never thinking of themselves'; 'Always ready for action'.
- Description of Robbie Maiden's plight/rescue uses dramatic language to emphasise the dangers lifeboat crew face;
- There is a constant link between readers' donations and the impact on the RNLI;
- The use of the letter is designed to make the appeal more personal.

the photographs chosen:

- photograph shows the crew equipped and ready for action – in the gear you need to provide them with;
- other photographs show lifeboats in action (small/in rough seas), linked to captions e.g. 'always ready' that emphasise the need for donations to provide the right equipment.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response. **Remember 5 marks is just grade E.**

Now read the newspaper article, 'BRAVING THE SEAS FOR DARING RESCUE'.

- A3. One of the men on the lifeboat, Roger Good, said the rescue was "really hard." What made the rescue so hard? [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.

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

Some points that candidates may explore:

- the ship was listing dangerously;
- it took a long time to reach the ship;
- it was 33 miles away;
- a gale force wind was blowing;
- huge waves/difficult sea conditions;
- it took a long time to complete the rescue of the remaining five men;
- the men were frightened to leave the ship;
- the lifeboat had to make many approaches to rescue the men/took many attempts to get into position;
- the lifeboat crew had to physically drag the men on board/"pull them on deck";
- the 'Ice Prince' was much bigger than the 'tiny' lifeboat;
- the heavy swell made it hard for the lifeboat to stay alongside;
- the lifeboat was pitching and rolling;
- one man fell into the sea and was pulled on board;
- the rescue took place at night;
- rescue was carried out with only emergency lighting/it was difficult to see;
- the men had to be encouraged and persuaded;
- hands were cold/aching.

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 this next question you must look at both texts.

**A4. Both texts are about the work of lifeboat crews. Using information from both texts, write a paragraph about each of the following:**

- what you learn about the lifeboat crews;
- what you learn about the lifeboats. **[10]**

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

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 texts.

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

Give 8-10 marks (grades C/B), according to quality, to those who make valid comments based on a range of appropriate detail from the texts. Better responses will make links across the two texts.

Some points that candidates may explore and include in each paragraph:

#### **What you learn about the lifeboat crews**

Leaflet

- they are brave : “ready to risk their own lives” / “risking all...”
- they are volunteers / seek no reward
- made up of men and women
- they are dedicated – on standby at all times “day or night, every single day of the year”
- they are supported by public donations
- they save people’s lives
- their equipment is expensive/essential

Article

- the lifeboat crew was determined to complete the rescue
- they worked in difficult conditions
- the work can be very physically demanding/they are tough

#### **What you learn about the lifeboats**

Leaflet

- there is an increasing need for lifeboats – required now more than ever
- RNLI introducing new, fast all-weather lifeboats
- there is a fleet of over 300 lifeboats
- they range from 5m inshore to 17m all-weather lifeboats
- they are equipped with the latest navigation and communications equipment
- they are paid for by voluntary contributions

Article

- the lifeboat in the rescue was 17m and made of fibreglass
- small / flimsy in comparison to the ship it was rescuing seamen from
- it weighed only 41 tonnes
- it copes with extreme conditions

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. Your school or college has agreed to raise money for a charity.**

**You decide that you will give a talk to your fellow students to persuade them to agree to raise money for the charity of your choice.**

**Write what you will say to them, explaining why your choice of charity is a good one, and giving suggestions about the fund-raising events that could be held.** [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 talk (for example, a lively, opinionated or earnest approach)
- a clear and coherent approach (perhaps exploring a small number of reasons why the chosen charity is appropriate and offering a range of good suggestions for fund-raising)
- 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 (perhaps showing why the charity should particularly be appropriate for a school/college fund-raising appeal)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other journalistic devices (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific and relevant examples used within a coherent approach to the topic)
- clear understanding of how a talk can be persuasive

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

- uncertain sense of purpose and register (for example, failing to show why the charity would be an appropriate choice for students to support 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)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *It's a good charity so we should support it*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *I know it's a better charity to support than some of the others suggested*)
- 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 talk that needs to both inform and persuade.

**B2. Your school/college is keen to save energy.**

**Write an article for the school/college magazine on this issue.**

**You could include:**

- **examples of how energy is wasted at the moment;**
- **your ideas about how the situation could be improved.** [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

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- 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 formal and informative)
- a clear and coherent approach ( for example, the reader should be in no doubt about the intention of the article)
- 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 an article, 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 good idea for saving energy*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *students 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)



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)