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WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

General Certificate of Secondary Education

Tystysgrif Gyffredinol Addysg Uwchradd

MARKING SCHEMES

SUMMER 2007

ENGLISH

WJEC
CBAC

INTRODUCTION

The marking schemes which follow were those used by the WJEC for the 2007 examination in GCSE English. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

HIGHER TIER PAPER 1

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.**

SECTION A (40 marks)

A1. Look at lines 1-14.

Explain carefully how and why Obed Ramotswa became a miner in South Africa.

[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 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.

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

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

Some points that candidates may explore:

- he loved his country but could not stay there / no real choice / he had to go
- he did not want to leave / he was reluctant
- but things were 'bad' when he was young / Botswana was poor
- young men had to go to the mines to find work / no jobs in Botswana / it was normal
- South Africa needed workers and it was easy to sign up
- the recruiting truck came, actively recruiting
- his father said he should go
- the land could not support him and a wife
- they did not have enough cattle
- they only just had enough crops to support the family
- he passed the fitness test
- he had no criminal record
- the man said he would made "a good miner"

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

Remember 5 is a grade C.

A2. Look at lines 15-31.

What impressions do you get of work in the mines from these lines?

You must refer to the text to support your answer.

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

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

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

Give 5-7 marks (grades C/B), according to quality, to those who select appropriate detail from the text to show understanding of the situation. 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.

Some points that candidates may explore:

The inferences:

- it was harsh / horrible / grim / bleak
- it was physically demanding
- it was hot
- it was dangerous
- the miners were strictly ordered about / no kindness or respect / functional language
- it was frightening / daunting
- it was dark and dusty
- they worked long hours
- they were paid well (relatively)
- an impression of care but it was impersonal / dubious motives

The evidence:

- two weeks of training to make them stronger for loading rock
- the 'steam' treatment
- safety lectures and the example of the man with no legs
- the language of the mines is full of words for giving orders but no love / happiness
- the cage 'shot down' like 'hawks falling on their prey'
- the tunnels are 'dark' and full of 'dust'
- ten hour shifts and no mention of breaks
- the men spend money on women, drink and clothes
- Obed buys a herd of cattle

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

Remember 5 is a grade C.

A3. Look at lines 32-49.

How does the writer make these lines tense and dramatic?

[10]

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

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

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

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

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

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

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

Some points that candidates may explore:

- he was forced to leave
- he tells us he witnessed a 'terrible thing' (builds up tension)
- he is sent alone to retrieve the tin can
- the tunnel is lit but still needs care / warning sign
- the galleries are ominous (two hundred feet deep and men fall into them)
- there are four men in the chamber and they are on the edge of a gallery
- they are holding a man over the edge
- Obed sees them throw him over the edge
- the man 'screams something about a child'
- he then disappears / it is quick, stark, shocking
- there is a tense moment as Obed has not yet been seen
- but then he is chased
- he knows he will be killed if he is caught
- he says it is a 'race' he could 'not lose'

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

Remember 5 is a grade C.

A4. Look at lines 50- 67.

What are your thoughts and feelings as you read these lines?

[10]

You should think about:

- **what happens in these lines;**
- **the character of the blaster;**
- **Obed Ramotswa;**
- **the way the passage ends.**

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

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 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 5-7 marks (grades C/B), according to quality, to those who make a sensible, personal response based on appropriate evidence from the text.

Give 8-10 marks (grades A/A*), according to quality, to those who make a well-considered personal response based on analysis of the text. These answers should be thorough as well as perceptive.

Personal Response:

- relief
- anxiety
- admiration for the blaster but he is naïve / doesn't get it
- moved by the relationship
- sympathy for Obed that he has to leave secretly
- happy that he is back in his beloved country
- outrage at the conditions in South Africa
- sense of injustice
- anger that the Zulus get away with murder

Some points that candidates may explore to justify their personal response:

- Obed escapes from the Zulus
- but he knows he will be killed because he is a witness
- he trusts the blaster and confides in him
- the blaster tries to persuade him to go to the police
- but he accepts Obed's fears
- the white man shakes Obed's hand and offers a dignified exit
- Obed calls him 'brother' (the first time to a white man)
- Obed leaves 'like a thief' and returns to Botswana
- he is emotional about his return (his heart is full)
- he thinks about the difference between Johannesburg and Botswana
- Johannesburg is a place of 'danger and sorrow'
- he remembers the police with dogs and the work in the 'hot earth'
- in Botswana there are no crowds of homesick strangers
- he has escaped from a 'prison'

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

Remember 5 is a grade C.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

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

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

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

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

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

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

B1. Describe the scene in a fish and chip shop on a busy Friday evening. [20]

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

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

Band 2 4-6 marks

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

Band 3 7-9 marks

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

Band 4 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

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

Band 2 2-3 marks

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

Band 3 4-5 marks

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

Band 4 6-7 marks

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

Additional task-specific guidance

Good answers may include some of the following features:

- a clear and coherent perspective (perhaps as a customer or someone serving but 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 (customers 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 event and fails to arrive there)
- less secure control of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development (for example, a single sentence for each topic such as *Everyone is impatient or Everyone is waiting to order their food*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking bored, all staff feeling hot and flustered*)
- limited range of description (for example, no differentiation between people or physical details)
- some attempt to use sense impressions but in a formulaic manner (the scene looked colourful)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see people talking to their neighbours* with little or no development)
- very limited awareness of the reader (for example, little use of devices such as asides, or rhetorical questions)
- a tendency for the description to stay at the level of the general and lack close, individual detail (for example, everyone is tired)

B2. Choice of narrative writing task. (See question paper)

[20]

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

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

Band 2 4-6 marks

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

Band 3 7-9 marks

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

Band 4 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

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

Band 2 2-3 marks

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

Band 3 4-5 marks

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

Band 4 6-7 marks

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

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 /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.**

SECTION A (40 marks)

A1. Read lines 1-36.

Bill Bryson thinks American attitudes to walking are 'ridiculous'. What evidence does he use to suggest this? [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 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 give some evidence 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 give a range of appropriate evidence from the text.

Give 8-10 marks (grades A/A*), according to quality, to those who give a thorough and appropriate selection of evidence from the text.

Some points that candidates may explore:

- he walked further in twenty minutes than the average American walks in a week
- 93% of journeys are by car
- whatever the distance, the car is used
- almost no-one walks anywhere, ever, for anything (example of Hanover)
- even when it's easy
- example of driving 800 yards to work
- example of driving 100 yards to pick up a child
- virtually all children picked up from school by car
- even for short journeys
- most 16 year-olds or above have cars
- average walk only 350 yards a day in total (1.4 miles a week)
- impossible to be a pedestrian in many places
- walking considered weird or unusual (man at Post Office)/surprise at no car
- a mile is a formidable distance!
- a cab is suggested by the man outside the post office
- he doesn't get the joke about 'emergency rations'

Reward answers which have clarity and coherence.
Look for valid alternatives.

Remember 5 is a grade C.

A2. Read lines 37-55.

In these lines Bill Bryson describes his attempt to walk to a K-mart to buy insect repellent. Explain why he arrived 'grubby' and 'trembling'. [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 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.

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

Give 8-10 marks (grades A/A*), according to quality, to those who reach a detailed and well-considered interpretation based on methodical analysis and exploration of the text. These answers should be combining textual detail with overview.

Some points that candidates may explore:

- he came to a 'mad junction' at Burger King
- the road had six lanes and was very busy
- there were no facilities for pedestrians (no sidewalks, no zebra crossings, no central refuges, no pelican crossings) = 2
- he had to clamber over concrete barriers/climb over obstacles
- he had to push through overgrown hedges of privet or honeysuckle
- he had to walk on the road (at bridges over creeks)
- he was pressed against 'dusty' railings to avoid the traffic
- some cars swerved to avoid him/he dodged cars
- he was 'honked' at four times by motorists
- he had to cross a muddy stream where he fell and slid down the bank
- he had to cross six lanes of 'hostile' traffic

Overview

It was like an assault course/a wilderness walk.

It was dangerous and it was frightening.

Reward answers which have clarity and coherence.

Look for valid alternatives.

Remember 5 is a grade C.

Now look at the leaflet 'Walk more - feel the difference'.

A3. How does this leaflet try to encourage people to 'walk more'?

You should consider:

- **what is said;**
- **how it is said and presented;**
- **the effect of the pictures.**

[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:

What is said (content)

- it lists health benefits
- it stresses it is safe (no injuries and it doesn't hurt)
- it is easy to do (no equipment and you can walk anywhere and anytime)
- anyone can do it
- you meet people/make friends
- it is free (unlike a gym!)
- it is not strenuous (doesn't have to be 'hard')
- simple suggestions and tips to get started (everyday activities involving minor changes to lifestyle)
- reassuring advice is given (small steps/slow down or stop etc.)

How it is said and presented

- uses direct address (you)
- presents information clearly and simply
- asks and answers questions
- uses imperatives but not in an aggressive way
- language and tone are reassuring/not threatening/encouraging (activity is 'moderate', you breathe a 'little faster', you have a 'slightly' faster heart beat and you build up 'gradually' and so on)
- no attempt to scare you into action/fun activity
- walking is 'perfect' for health
- language is simple (memorable "slogans")

The effect of the pictures

- cartoon style fits the tone of the leaflet
- show male and female
- show young and old
- show celebration and smiles
- the diary is clever (the deskbound organising some walking into daily life)
- walking "heart" (health)

Reward answers which have clarity and coherence.
Look for valid alternatives.

Remember 5 is a grade C.

To answer this question you will need to consider both texts.

A4. These two texts present walking as an activity in different ways. Compare and contrast them.

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

- **the attractions of walking;**
- **the problems involved in walking;**
- **how the texts try to capture and hold the interest of the reader.** [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:

Attractions:

Bryson > in general, he likes it and thinks it is good/enjoyable/a pleasure
he 'prefers' to walk
he thinks it is 'wonderful' and 'liberating' without a pack

Leaflet > it is good for health and fitness
a chance to make friends
it is 'safe'
you don't need special equipment (cheap)
it is 'free and easy'
it can be done anywhere by anyone
enjoyable

Problems:

Bryson > it is a nightmare in urban America/not an urban pursuit
it is difficult
it is dangerous and frightening
treated like a "weird" person

Leaflet > you could overdo it and have to see a doctor
but really there are no problems
or they can be solved easily

How the texts capture and hold the interest :

Bryson > personal, anecdotal style (conversational)
uses humour and irony
uses statistics/examples
dialogue

Leaflet> direct address/involves individual reader
uses bullet points/easy-to-read layout
uses a lot of questions
promises benefits
stresses it is not difficult
uses cartoon pictures to put across a 'serious' message in a light way/colourful
informal

Reward answers which have clarity and coherence.
Look for valid alternatives.

Remember 5 is a grade C.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

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

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

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

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

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

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

B1. Write a lively article with the title 'The Joys of Exercise' for a magazine for people of your age. [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 an article (for example, a lively, opinionated or witty approach)
- a clear and coherent approach (perhaps looking in detail at one aspect of the topic or ranging more widely)
- a logical structure within which any argument is pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps involving alternative views)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other journalistic devices (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format (for example, use of columns or sub-headings or headlines or other features of newspapers/magazines)

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

- uncertain sense of purpose and register (for example, ignoring the requirement for an article)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone likes exercise*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *not taking exercise is ridiculous*)
- very limited awareness of the reader (for example, little use of journalistic devices)
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of newspapers/magazines (for example, headlines, sub-headings, columns)

B2. A local businessman has applied for permission to hold an outdoor music festival in your area.

Write a letter to your local newspaper either supporting or opposing this idea.

[20]

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

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

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

Band 2 4-6 marks

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

Band 3 7-9 marks

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

Band 4 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

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

Band 2 2-3 marks

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

Band 3 4-5 marks

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

Band 4 6-7 marks

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

Additional task-specific guidance

Good answers may include some of the following features:

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

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

- uncertain sense of purpose and register (for example, no clear point of view or misjudging the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *a music festival would be good for the economy*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will not like the noise*)
- very limited awareness of the reader (for example, little attempt to position or engage the reader through devices such as questions, statements, asides, touches of humour)
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of format (for example, the conventions of layout are omitted or misused)

FOUNDATION TIER PAPER 1

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.**

SECTION A (40 marks)

Look again at lines 1-16

- A1. At the beginning of this extract Mma Ramotswe suggests buying an engagement ring. How does Mr Matekoni react? [10]

You should refer to what he does, what he feels, what he says, and what he thinks.

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

0 marks – question not attempted.

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

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

5-7 marks (E/D grades), according to quality, to those who make simple comments based on surface features of the text or show some awareness of implicit meaning.

8-10 marks (C/B grades), according to quality, to those who select and employ appropriate material from the text to support views and inferences.

Some points that candidates may explore:

- he looks at the ground
- he feels uncertain
- he knows a ring could be expensive
- he delays his answer – "he said at last."
- he asks, "What kind of ring?"
- his voice is "strained" – suggests he doesn't want to think about a ring
- he looks "glumly" when diamonds are mentioned
- he replies "weakly" when he hears all engaged ladies wear diamond rings
- he tries to explore an alternative to diamonds – "Are you sure this is the most modern thing?"
- "He looked up sharply" when Mma Ramotswe suggests a diamond ring is a sign of being appreciated
- he feels guilty
- he realizes there may be "no alternative but to buy a diamond ring"/"that was a small price to pay"
- "He appreciated her greatly" . . . "humbly grateful for her for agreeing to marry him"
- "He halted as the word 'price' crossed his mind
- he tells her: "Diamonds are very expensive."
- "I hope that I shall have enough money" is an attempt to dissuade her

Overview

- He is concerned about the cost of a ring/tries to change her mind about a diamond ring/possible meanness
- He doesn't know how to react/unsure of what to say
- He wants to please her/he loves her

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

Remember 5 marks is just grade E.

Look again at lines 21-49.

A2. What impressions do you get of the jeweller?

[10]

You must refer to the text to support your answer.

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

0 marks – question not attempted

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

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

5-7 marks (E/D grades), according to quality, to those who make simple comments based on surface features of the text or show some awareness of implicit meaning.

8-10 marks (C/B grades), according to quality, to those who select and employ appropriate material from the text. Better answers will use textual details effectively as evidence to support their inferences.

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

Some points that candidates may explore:

Impressions of the jeweller	How the impressions are created through the text
He is a good salesman.	He smiles at them and is quick to make conversation/he is welcoming.
He is observant/nosy.	We are told he is aware of what is going on in the street/he saw them park.
He may be untrustworthy/scheming, but he is intelligent.	He has "shifty" eyes. He seems to study each of them, as if weighing them up. Mma Ramotswe thinks he is intelligent but cannot be trusted – we like her and trust her judgement.
He uses flattery/he is complimentary about Mma Ramotswe to try and sell them a ring.	He tells Mr Matekoni he is "a fortunate man" "...this one will make you very happy."
He is sneaky/uses flattery to get Mr Matekoni to buy a big, expensive ring.	He links her size to the need for a big ring.
He is prepared to embarrass Mr Matekoni to effect a sale.	"You can afford a big ring" – hints at his wealth but also suggest JLB's meanness if he doesn't buy a big ring.
He is sexist – resents Mma Ramotswe's interruption.	He "threw a glance at her" – he is annoyed by her presence.
He knows the townspeople and all about them – he uses the knowledge to sell his goods.	He knows Mr Matekoni and is aware he is a wealthy man.
He is a smooth/creepy/persistent salesman.	He displays the rings seductively ("nestling"). He shows the couple the big, expensive rings first. He suggests he can do a special deal for them (he lowers his voice). He says: "Don't pay any attention to what the label says." He tells them he can offer "big discounts."

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

Remember 5 marks is just grade E.

Look again at lines 50-74.

A3. What do we learn about Mma Ramotswe in these lines? [10]

You should consider:

- what she does;
- and what she says.

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

0 marks - question not attempted.

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

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

5-7 marks (E/D grades), according to quality, to those who make simple comments based on surface features of the text or show some awareness of implicit meaning.

8-10 marks (C/B grades), according to quality, to those who select and employ appropriate material from the text. Better answers will use textual details effectively as evidence to support their exploration of her character.

Some points that candidates may explore:

Aspects of her character shown in these lines	What she does / what she says,
She knows her own mind – and what she wants.	She looks closely at the rings but then shakes her head at them.
She is clear and direct/can't be swayed.	She says, "These are too big."
She puts him in his place/she won't be intimidated.	"I told you that I wanted a smaller ring."
She is clever. She will get her own way – she warns the jeweller not to try to get the better of her.	"Perhaps we shall have to go to some other shop."
She has clear opinions and makes her views known.	She often uses simple, direct sentences - "I like that one."
She is not interested in showing off – it's whether JLB likes it that is important.	She says she doesn't care what others think about her ring.
She cares a lot for JLB. She is grateful that he will buy the ring for her. She makes it sound as though he has the final say.	She holds out her hand for JLB to see and approve the ring.
She recognizes Mr Matekoni's qualities.	When they leave the shop she tells him, "You are a kind man."

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 question you will need to think about the whole passage.

A4. Imagine you are Mr Matekoni. Write your diary entry for the day. [10]

You should write about:

- your feelings when Mma Ramotswe mentioned buying a ring;
- your feelings about the jeweller;
- your feelings about the way Mma Ramotswe chose the ring.

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

0 marks - question not attempted.

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

2-4 marks (G/F grades), according to quality, to those who show an understanding of the main events. Weaker candidates may copy unselectively.

5-7 marks (E/D grades), according to quality, to those who show an understanding of the events **and** begin to show a sense of Mr Matekoni's character and feelings.

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

Some points from the text that candidates may explore: (Good candidates will use these details to show how Mr Matekoni felt about the day's events).

- your anxiety when the question of the engagement ring is raised;
- your feelings for Mma Ramotswe;
- your discomfort in your dealings with the jeweller;
- your feelings of pride in Mma Ramotswe when she chose the ring;
- your pleasant surprise/relief at the inexpensive price of the ring.

Some candidates may write in the third person. In this case, credit detail relevant to the question set. However, these candidates will penalise themselves by their inability to adopt Mr Matekoni's tone or attitude or capture his sense of pride in Mma Ramotswe and his sense of relief about the choice of ring.

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

Remember 5 marks is just grade E.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

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

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

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

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

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

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

B1. Describe the scene in a fish and chip shop on a busy Friday evening. [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 (perhaps as a customer or someone serving but 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 (customers 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 event and fails to arrive there)
- less secure control of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development (for example, a single sentence for each topic such as *Everyone is impatient or Everyone is waiting to order their food*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking bored, all staff feeling hot and flustered*)
- limited range of description (for example, no differentiation between people or physical details)
- some attempt to use sense impressions but in a formulaic manner (the scene looked colourful)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see people talking to their neighbours* with little or no development)
- very limited awareness of the reader (for example, little use of devices such as asides, or rhetorical questions)
- a tendency for the description to stay at the level of the general and lack close, individual detail (for example, everyone is tired)

B2. Choice of narrative writing task. (See question paper.)

[20]

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 marks

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

Band 2 7-9 marks

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

Band 3 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 **1–3 marks**

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

Band 2 **4-5 marks**

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

Band 3 **6-7 marks**

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

FOUNDATION TIER PAPER 2

Mark/Grade Scale

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

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

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

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

SECTION A (40 marks)

Look at the Warwick Castle leaflet.

- A1. List five places in Warwick Castle that could be interesting to visit. [5]**

Award **one mark**, up to a maximum of 5, for each of the following:

Kingmaker/Richard Neville's household;
Death or Glory/Arms and armour collection;
Dungeon;
Torture Chamber;
Great Hall;
State Rooms;
Towers/Ramparts;
Grounds/Gardens;
Mill/Engine House;
Warwick Ghosts-Alive/Sir Fulke Greville's bedchamber;
Royal Weekend Party.

- A2. Find the following information:**

- (a) Which day is the castle closed?
- (b) How long is it recommended you should allow for a visit?
- (c) What number would you ring for information about access for disabled visitors?
- (d) How old must you be to visit without an adult?
- (e) How long should you allow to drive from Manchester? [5]

Award **one mark** for each correct answer.

- (a) Christmas day
- (b) Three to four hours
- (c) 0870 442 2393
- (d) 17
- (e) Two hours

A3. How does the leaflet try to persuade you to visit Warwick Castle?

You should consider:

- **what the leaflet says you can see and do;**
- **the choice of words used to persuade you;**
- **the use of illustrations/pictures.**

[10]

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

0 marks: question not attempted.

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

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

Give 5-7 marks (grades E/D), according to quality, to those who say what is in the 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:

The things to see and do

- there are lots of different things to do;
- there is something for everyone;
- there are lots of things children would enjoy;
- you can "walk through" the household and see the people who would have lived in the castle - the authenticity of the castle is emphasised;
- wear the helmet and handle the sword – its a 'hands-on' experience;
- the dungeon and Torture Chamber are made to sound very unpleasant;
- there is a live drama to watch which sounds scary – especially for young children;
- the Great Hall and State Rooms are made to sound impressive;
- actors (the Mill Manager) tell the stories of the castle.

The choice of words to persuade

- use of superlative "Greatest" suggests it is the best castle to visit;
- extensive use of second person throughout the text emphasises the visitors involvement – "You live it"; "Experience...Feel the weight...get a soldiers eye view...see...watch"; "Find out for yourself...";
- you become part of the scene in the household and you make a decision about the battle "Will you decide to join him." – the leaflet appeals to the imagination;
- words like "cavernous" and "lavishly decorated" emphasise the impressive rooms;
- the realism of what you see, hear and experience is emphasised: "terrifyingly realistic detail"; "If you have the stomach for it";
- focuses on the sensational and gory "bloody and brutal"; "grisly death", etc;
- use of rhetorical question, alliteration, repetition.

The use of illustrations/pictures

- the medieval jousting looks dramatic and exciting – bursting towards you/red = danger;
- photograph of castle brightly lit at night looks dramatic against the black background; the castle looks complete, suggesting lots of things to visit.
- photograph of Sir Fulke Greville looks ghost-like and grisly – looking at you;
- the Great Hall photograph emphasises its huge, regal size and sense of history;
- photograph of mill manager shows huge machinery, unlike anything we would see today;
- the young boy dressed up emphasises its attraction to young children and suggests a good family outing.

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

Remember 5 marks is just grade E.

Now look at the article, 'Fancy a spot of torture?' on the opposite page.

- A4. What did the writers children enjoy about their visit to Warwick Castle?
Why did they enjoy it? [10]**

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

0 marks: question not attempted.

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

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

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

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

Some points that candidates may explore:

What did they enjoy?

- they were entertained by the guide dressed as a knight;
- they visited real dungeons that were scary so they could imagine how bad they were;
- they were amused by methods of torture;
- the interactive displays held their attention;
- they could hold a real sword;
- they could try on a soldier's helmet;
- they were "amazed" by the tales of the knights running into battle carrying such heavy swords;
- the exhibition of guns fascinated them;
- they were shown how to use a bow and arrow;
- they could see the furniture and wall hangings from bygone days;
- they could try on medieval and Victorian costumes;
- they enjoyed the realism of the wax models in the Kingmaker exhibition.

Why did they enjoy it?

- there were lots of interesting things to see and do;
- they were able to be actively involved;
- children enjoy gruesome stories;
- having an opportunity to hold real weapons would be exciting for a child;
- the weapons they saw were so different from today's weapons;
- everything was realistic;
- they could be "safely scared"/the exhibitions were so realistic they felt a bit scared;
- they could try on costumes and children like dressing up;
- what they saw was unlike things they would be used to.

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

Remember 5 marks is just grade E.

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

A5. Find examples of how visitors to Warwick Castle can do more than just look at things.

List your answers under these headings:

- the article;
- the leaflet.

[10]

This question tests the ability to read with insight and engagement, make appropriate reference to texts. It tests the candidates ability to collate material from different sources.

Award **one mark** for each of the following:

The article

- visitors meet a "knight" who tells you all about the torture chamber;
- there are interactive displays/wooden chests with questions and answers;
- visitors can hold a real medieval sword;
- visitors can try on a soldiers helmet;
- the "Bowman of Warwick" shows visitors how to use a bow and arrow;
- visitors can try on medieval and Victorian costumes;
- visitors can experience the sights, sounds and smells of the Kingmaker exhibition.

The leaflet

- visitors can walk through the Kingmaker exhibition, hearing the ladies of the wash house singing;
- visitors can 'meet' Neville's horse, Fortune;
- visitors can 'decide' to join the Kingmaker in battle;
- visitors can dress up (picture)//try on a battle helmet;
- visitors can handle the weight of a broadsword;
- visitors can experience the dark and damp of the dungeon and torture chamber;
- they can watch and hear the killing of Sir Fulke Greville being acted out;
- they can hear the tales of gossip, scandal and intrigue at a Victorian house party;
- they can enjoy the castle grounds;
- they can scale/climb the towers and ramparts of the castle;
- they can meet the Mill Manager of the Mill and Engine House;
- they can eat in the restaurants and outlets.

Reward valid alternatives.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

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

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

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

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

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

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

- B1.** A magazine is running a series of articles for parents under the heading *An Enjoyable Day Out for the Family*.

Write an article recommending a place to visit, and explaining its appeal to all the family.

You might like to think about a town, a seaside resort, a theme park or a museum, but you are free to make your own choice. [20]

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

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 marks

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

Band 2 7-9 marks

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

Band 3 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 1-3 marks

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

Band 2 4-5 marks

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

Band 3 6-7 marks

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

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for an article (for example, a lively, opinionated or witty approach)
- a clear and coherent approach (perhaps exploring a small number of attractions in detail or ranging more widely)
- 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 how different members of the family would enjoy the place)
- 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 format (for example, use of columns or sub-headings or headlines or other features of newspapers/magazines)

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

- uncertain sense of purpose and register (for example, ignoring the requirement for an article 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 *all families will like this place*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *there are a lot of interesting places to visit when you come here*)
- very limited awareness of the reader (for example, little use of journalistic devices)
- a tendency for comments to stay at the level of the general and to lack specific examples
- limited understanding of the features of newspapers/magazines (for example, headlines, sub-headings, columns)

B2. A local businessman has applied for permission to hold an outdoor music festival in your area.

Write a letter to your local newspaper either supporting or opposing this idea.

[20]

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

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 marks

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

Band 2 7-9 marks

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

Band 3 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 1-3 marks

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

Band 2 4-5 marks

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

Band 3 6-7 marks

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

Additional task-specific guidance

Good answers may include some of the following features:

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

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

- uncertain sense of purpose and register (for example, no clear point of view or misjudging the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *a music festival would be good for the economy*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *you will not like the noise*)
- very limited awareness of the reader (for example, little attempt to position or engage the reader through devices such as questions, statements, asides, touches of humour)
- a tendency for comments to stay at the level of the general and to lack specific examples
- limited understanding of format (for example, the conventions of layout are omitted or misused)

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