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GENERAL CERTIFICATE OF SECONDARY EDUCATION
TYSTYSGRIF GYFFREDINOL ADDYSG UWCHRADD

MARKING SCHEME

ENGLISH

SUMMER 2008

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2008 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.

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 1-32.

What are the boy's thoughts and feelings in these lines?

[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. 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.

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:

- he feels full of energy and excitement (like a fish leaping)
- he feels cold (he dresses rapidly/his hands are numb/he can scarcely hold his shoes)
- he thinks about his parents (he imagines them turning in their beds)
- he is afraid of waking his parents (he does not put his shoes on)
- he feels a sense of superiority/looks down on them (he smiles scornfully, delight in deceit)
- he thinks he will have to hurry (morning is breaking and the stars are dimming)/feels a sense of urgency
- he feels fit and strong and self-confident (he feels the dust between his toes and thinks he could walk a hundred miles on his feet/he could walk all day and never tire)
- he thinks about how amazing the bush is/he feels a sense of wonder
- he realises he has missed his prey ('he was too late' to shoot the guinea-fowl but 'he did not mind')
- he feels the 'joy of living and being young'/a sense of the opportunities of having his life ahead of him (he leaps into the air and shouts wildly and runs madly/he feels the excitement and promise of being fifteen)/he feels 'free'
- he feels invulnerable (he knows he could break his ankle but does not really believe it could happen to him)
- he feels the excitement of being fifteen
- he thinks there is nothing he can't do (he feels confident that he can choose to do anything and change everything)
- he has the arrogance of youth
- he is happy, content, at ease with himself

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

This is not a checklist and the question should be marked in levels of response. Reward valid alternatives. 6

Think at least 5 if they get the exuberance/self-confidence with a range of evidence.

Remember 5 is a grade C.

A2. Look at lines 33-44.

How does the writer show the suffering of the deer?

[10]

You should consider:

- **what happens;**
- **the choice of words and phrases.**

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 boy is 'puzzled' by the noise he hears (this suggests it is strange, unfamiliar and not normal)
- the scream is described as 'shortened' as if the animal is struggling for breath and it is obviously the screaming of a 'frightened' animal (this suggests the terror and distress of the animal)
- it makes the boy's heart beat faster (the writer uses the effect on the boy)
- contrast with the boy's happiness
- it is described as a 'strange beast' (it is not immediately recognisable)
- the tufts of hair are described as 'ragged' and there are patches of 'raw flesh' (the writer stresses the terrible injuries)
- it screams in 'small gasping screams' and it leaps 'drunkenly' as if it were 'blind' (this shows the agony of the deer and its loss of control)
- the ground is 'black' with 'great energetic ants' (the horror of what is happening to the deer is now revealed)/it is overwhelmed/engulfed
- the deer is a 'fighting shape' (it is struggling desperately for life)
- the boy wants to shoot it to end its suffering (no escape/a quick death would be a mercy and this shows just how much it is suffering)
- its twitching is merely a nervous reaction (the deer has no feeling left)
- a hopeless struggle/helpless

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

Think about a mark of 7 for steady accumulation but look for comment/exploration for 8-10.

Remember 5 is a grade C.

A3. Look at lines 45-53.

How does the boy react to seeing the suffering of the deer?

[10]

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

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. 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 appropriate detail from the text to identify a range of valid reactions. These answers may rely on some 'spotting' of surface detail should be showing understanding and some evidence of close reading. Better answers should be making sensible inferences.

Give 8-10 marks (grades A/A*), according to quality, to those who select and explore appropriate detail from the text with depth and insight. These answers should be thorough as well as perceptive.

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

Some points that candidates may explore:

- he thinks about why he lowered the gun (he realises it is not 'that', a sense of futility, which has made him put the gun down)
- he feels angry and upset ('rage and misery')
- he tries to tell himself that this is the law of nature (All over the bush things like this happen...)
- he tries to understand and accept that this is how life goes on and that pain and death are an inevitable part of life ('life goes on, by living things dying in anguish') trying to comfort himself
- he reacts very powerfully and emotionally (he 'gripped' the gun between his knees and he feels the pain of the 'twitching animal') disturbed
- he feels helpless and frustrated (he tells himself over and over again that he can't do anything about it/he cries and the tears 'stream' down his face)
- he feels very emotional about the deer's pain (he is soaked in sweat)
- he goes to see the skeleton of the animal and seems to feel angry (he 'strode' forward and, maybe deliberately, crushed ants with each step)
- he thinks about how quickly it happened (it took only a few minutes to pick the animal clean)/shock or disbelief.

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 54-71.

Explore how and why the incident with the deer changes the boy. [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.

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. These answers should be making inferences and seeing the changes in the boy's character.

Give 8-10 marks (grades A-A*), according to quality, to those who select and analyse appropriate material from the text, combining overview with specific detail. These answers should be making perceptive inferences and exploring the changes in the boy's character with insight and confidence.

Some points that candidates may explore:

- the experience with the deer is traumatic/teaches him a lesson
- he has faced the law of nature and the reality of life and death
- he begins to think and ask questions about the fate of the deer
- he begins to realise that his actions have consequences and he begins to grapple with issues of personal responsibility
- he realises that only an hour ago it had been 'stepping proud' (exactly like him)
- he cannot believe that such a swift animal could be trapped by ants
- he sees the broken leg and wonders if it had fallen (he thinks it is impossible)
- he concludes that it must have been injured by men throwing stones at it, trying to kill it for meat
- he makes the connection and sees himself shooting at a deer and persuading himself that it was not worth finding out whether he had hit it or not/he realises how that his actions may have caused similar suffering
- he feels guilty about his part in the suffering of animals
- his guilt shows as he kicks 'sulkily' at the skeleton and hangs his head/he is a boy again
- he tries to justify his actions to himself (he wants his breakfast/it is too hot to roam the bush) but he has to do it 'defiantly' (he doth protest too much!)/trying to walk away
- he walked 'heavily' (contrast with earlier) as he is lost in thought
- he stops and frowns as he reaches home, concerned by the death of the animal
- it is not finished and lies 'uncomfortably' in the back of his mind
- he is troubled and he knows that he has some thinking to do/confused
- he becomes less self-absorbed or selfish or sure of himself
- he is more mature/grown up (but this is not a conversion!)

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

Remember 5 is a grade C.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

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

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

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

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

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

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

- B1. Imagine you are in a bus which has stopped because of road works. Describe the scene. [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 passenger or even the driver 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 interior of the bus, the scene outside or other traffic)
- close and well-selected observation of the people in the scene (passengers 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)
- 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*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking bored, everyone feeling hot and flustered*)
- limited range of description (for example, no differentiation between people or physical details)
- some attempt to use sense impressions but in a formulaic manner (the scene looked colourful)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see people talking to their neighbours* with little or no development)
- very limited awareness of the reader (for example, little use of devices such as asides, or rhetorical questions)
- a tendency for the description to stay at the level of the general and lack close, individual detail (for example, everyone is tired)

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

[20]

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

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

Band 2 4-6 marks

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

Band 3 7-9 marks

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

Band 4 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

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

Band 2 2-3 marks

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

Band 3 4-5 marks

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

Band 4 6-7 marks

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

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 the article “Kevin the Teenager” in the Resource Material.

A1. What impressions does Edward Enfield give of his son, Harry? [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.

The key to this will be the ability to sort out what applies to Harry Enfield in particular as opposed to teenagers in general.

Some points that candidates may explore:

- he played ‘filthy pop music’ very loud
- he was inclined to ‘grunts, sighs and sulks’
- he used his dinner money for coffee and cigarettes at the cinema
- he ‘swore blind’ he had had a proper meal at school
- he smoked in an unintelligent way
- he denied that he smoked but left a trail of incriminating evidence
- dropped/slurred syllables
- he led a double life as a secret punk
- he was scruffy
- he was chatty when they had visitors
- he created "Kevin the Teenager"

Impressions?

- he was a ‘typical’ teenager (just like his comic creation) noisy and inconsiderate
- he was uncommunicative/rude/moody/grumpy/petulant
- he was deceitful/told lies/hides things
- he was stupid/naïve/unsubtle
- he developed an incomprehensible way of speaking/lazy speech
- mature enough to poke fun at (and make a living out of) his former self
- he was rebellious/wanted to fit in with peers/image important
- he could be sociable with strangers/visitors

Reward valid alternatives.

Remember 5 is a grade C.

A2. What are Edward Enfield's thoughts and feelings about teenagers? [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.

Some points that candidates may explore:

- negative
- he thinks that most teenagers are 'Kevins'
- he uses the evidence of taxi drivers to suggest that 'Kevins' are a 'widespread phenomenon'
- he suggests that teenagers are prone to 'surly moods'/moody and unsociable
- he calls them 'grumpy'
- he mocks the scientific research which suggests that teenagers have too much activity in their brains/calls it 'useless'/says it leads nowhere (too little activity!)
- he does not think that teenagers can be changed (scoffs at Teen-o-Calm)
- he suggests that the 'Kevin sketch' about washing a family car is typical
- he thinks that teenagers will do a job with 'very bad grace and extreme incompetence'
- he thinks they are just lazy or difficult (they just don't want to)/unwilling
- he thinks girls are 'less frightful' than boys
- he suggests that they only revert to being 'human beings' when they leave home/not human or a different species
- they are difficult to live with/a nightmare/you suffer them

This is not a checklist and the answers should be marked in levels of response. Look for answers which have coherence and coverage.
Reward valid alternatives.

Remember 5 is a grade C.

Look at “Who’s the real Kevin?” by Holly Graham on the opposite page.

A3. Holly Graham tries to suggest that parents are as bad as teenagers. How does she do this? [10]

Think about:

- what she says;
- how she says it.

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

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 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:

- she relies on examples and personal experience
- she uses the example of her mother and father/lists their shortcomings
- she insists that her mother is ‘definitely’ more like Kevin than she is
- she gives examples of the way her mother behaves like a stereotypical teenager (the rolling eyes, the sighs, the lack of explanation, hiding away in her room, the slamming doors, answering back and making sarcastic comments)
- she adopts a sarcastic tone (we wouldn't understand)
- she accuses her mother of being a hypocrite (the chocolate, wine, money)
- double standards
- she claims her mother has far worse moods than she does/overreacts
- she accuses her of getting obsessed with ‘stupid stuff’
- she suggests she is inconsistent in her behaviour and ridiculous
- she says she is self-absorbed and can be irritable for a whole day about her ‘problems’
- Dad is just as hypocritical (the TV)/she is sarcastic about him
- she gives examples of them spending money on self-indulgent luxuries
- she says they are as untidy as she is (dad's clothes)
- she is honest (admits faults)

in general:

she takes almost every accusation aimed at teenagers and provides examples of how her parents are guilty of what they condemn

Reward valid alternatives.

Remember 5 is a grade C.

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

A4. Edward Enfield and Holly Graham both write about the relationships between parents and teenagers. Compare and contrast the texts.

Organise your answer using the following headings:

- the way teenagers are presented
- the way parents are presented

[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

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 way teenagers are presented

Holly Graham > she admits to a lot of 'faults'
but suggests that teenagers are the victims of hypocrisy
more she also claims that teenagers 'get a very unfair representation'
positive from the media
no worse than adults

Edward Enfield > teenagers are sulky and grumpy/anti-social
they are lazy and difficult/hard to live with/selfish
negative they are mostly like 'Kevin' (stupid and useless)
girls are 'less frightful' than boys
boys are better socially
like the media stereotype a pain in the neck until they leave (5)

- the way parents are presented

Holly Graham > they are more like 'Kevin'/just as bad
they nag
they overreact to 'stupid stuff'
they are hypocrites in various ways/unfair
they are immature/moody
they are self-indulgent

Edward Enfield > they have to 'suffer' teenagers
they are justified in their attitude
they are the victims
they do not always know what their children are doing
hardworking
they get their lives back

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. You have been asked to write a lively article for a newspaper with the title “How to cope with Teenagers”.**

Write your article.

[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 finds teenagers difficult*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *teenagers can be awful*)
- very limited awareness of the reader (for example, little use of journalistic devices)
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of newspapers/magazines (for example, headlines, sub-headings, columns)

B2. A ban on smoking in public places was introduced last year in England and in Wales.

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

[20]

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

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-3 marks

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

Band 2 4-6 marks

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

Band 3 7-9 marks

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

Band 4 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 1 mark

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

Band 2 2-3 marks

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

Band 3 4-5 marks

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

Band 4 6-7 marks

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

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose (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 informal letter, appropriate salutation and conclusion)

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

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

FOUNDATION TIER PAPER 1

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)

Look again at lines 1-15

A1. In these lines Mike finds himself in danger. How does he react? [10]

You should track through these lines carefully, looking at what he thinks, what he feels and what he does

This question tests the ability to read with insight and engagement, select relevant material 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 knows he is in danger as the bus moves on
- when he sees the young men he knows they may attack and rob him
- he realizes he cannot get back to the safety of the bus
- his mouth was already dry
- his heart was pounding
- he feels angry about what will happen to him (‘crying out in protest’)
- he thinks about the money he has in his purse
- he knows they want the money
- he thinks they will show him no mercy
- they will kill him
- he thinks his wife will be made a widow/children fatherless
- he is not sure what to do – he stands uncertainly
- he feels trapped
- he knows there is no chance of help from the convent
- he thinks the waste land is his only hope
- he moves towards it
- he knows some of the young men are there waiting for him

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 16-28

A2. What makes this part of the story tense and exciting?

[10]

You should write about:

- what happens in these lines;
- particular words and phrases and the effect they have.

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

0 marks - question not attempted

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

2-4 marks (G / F grades), according to quality, to those who copy

unselectively or make simple comments with occasional references to text.

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

8-10 marks (C /B grades), according to quality, to those who select and begin to analyse appropriate material from the text and explore how it creates tension and drama. These answers should be attempting to probe the impact of specific words and phrases.

Some points that candidates may explore:

What happens

- he can smell his own fear
- the men shout direction to try to trap him
- Mike runs towards the waste land in an attempt to escape from them
- he lashes out with his stick at one of the attackers
- his leg gets caught by a piece of iron – he thinks he’s been caught by one of the men
- as he runs further into the waste land he can hear the men behind him
- he falls into a tangle of wire and struggles to get away, increasing our fear of him being caught
- he thinks he will be killed
- in desperation he tries to shout out but he can make no sound
- he tears at the wire that holds him, ripping his face and hands

words and phrases candidates may explore:

- `his fear was great and instant` - suggests the danger he feels he is in
- “loomed up at him” – suggests a large menacing figure / he cannot see his attacker clearly
- he `plunges blindly` into the waste land – the words suggest panic
- the place is a `wilderness of wire and iron` - he doesn’t know where to go / it’s a threatening place
- `Something` catches him – but we don’t know what or who - the writer deliberately withholds information
- he is `sobbing and out of breath` - suggests panic and loss of control
- the barbed wire that `tore at his clothes and flesh` - suggests the violence of the action and the pain he felt
- he cries out, repeating “help me!”
- his voice comes out as just a gasp – is a clear sign of the fear he is feeling
- `he tore at the wire` suggests his desperate panic to escape

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 29-40.

A3. How does the writer show that Mike is frightened 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. It also tests understanding of linguistic and structural devices.

0 marks - question not attempted

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

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

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

8-10 marks (C / B grades), according to quality, to those who select appropriate detail from the text to show understanding of the character's reactions. These answers will have some sense of sequence and may make comments and/or inferences about the evidence.

Some points that candidates may explore:

- he is sure that he is about to be killed ("He was facing death")
- he thinks about the injustice of life
- he hits his pursuer so hard he kills him (force and fear)
- he runs `wildly`
- he runs blindly into the lorry and falls
- he expects the blow that will kill him
- he rolls under the lorry to escape the men
- `his stomach seemed to be coming into his mouth`
- he is sweating ("His lips could taste sweat and blood")
- his heart is thumping wildly
- he cannot keep still because of the fierce beating of his heart
- he thinks the young men will hear his beating heart
- his breath is described as "gasping" – it's noisy and could give him away
- he cannot calm/control his breathing

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 41-69.

A4. 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.

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 and/or show awareness of more straightforward implicit meaning. Most answers will probably give a simple response with some reference to 'what happens'. Better answers may attempt to link a personal response to the text.

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

What happens:

- two of the gang come close to where Mike is hiding
- they think he's got away
- we suddenly realise that `Freddy` is Mike's son – and one of the gang
- can't find Freddy
- they find a body
- when they find the dead body they just search it for money
- they light a match and discover it is Freddy
- they show no feelings when they realise that it is Freddy who has been killed
- it is Mike who has killed Freddy
- the dead body is thrown under the lorry – it lies next to Mike
- when Mike realises it is his son, he is overcome with grief
- he walks away after the gang leave.

Personal reaction:

- anxiety that the young men will find Mike under the lorry
- confusion about Mike's son's involvement
- anger/shock/horror that Mike's son was part of the gang and wanted to rob/kill him
- tense about Mike being discovered
- shock at the realisation that it was Mike who has killed his son
- sympathy and sadness towards Mike in his situation
- hatred / anger towards the callous young men in the gang
- disgust/anger that they simply throw the body of Freddy under the lorry
- uncomfortable that this is not a happy ending
- relieved/pleased that Mike escapes

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. You are on a coach which has stopped because of road works.
Describe the scene.**

[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 passenger or even the driver 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 interior of the bus, the scene outside or other traffic)
- close and well-selected observation of the people in the scene (passengers 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)
- 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*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking bored, everyone feeling hot and flustered*)
- limited range of description (for example, no differentiation between people or physical details)
- some attempt to use sense impressions but in a formulaic manner (the scene looked colourful)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see people talking to their neighbours* with little or no development)
- very limited awareness of the reader (for example, little use of devices such as asides, or rhetorical questions)
- a tendency for the description to stay at the level of the general and lack close, individual detail (for example, everyone is tired)

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

[20]

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 marks

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

Band 2 7-9 marks

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

Band 3 10-13 marks

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

Sentence structure, punctuation and spelling (7 marks)

Band 1 1–3 marks

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

Band 2 4-5 marks

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

Band 3 6-7 marks

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

FOUNDATION TIER PAPER 2

Mark/Grade Scale

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

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

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

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

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

SECTION A (40 marks)

Look at the Bradford brochure in the separate resource material.

- A1. (a) List three of Bradford's historic buildings. [3]
- (b) List two theatres in Bradford. [2]
- (c) List two of the sports facilities available in Bradford. [2]
- (d) List three film festivals that take place in Bradford each year. [3]

Award one mark to each correct answer

- (a) City Hall, Wool Exchange, Bradford Cathedral.
- (b) Alhambra Theatre, The Priestley Theatre.
- (c) Swimming pools, ten-pin bowling, ice skating, football ground (Valley Parade), rugby ground (Odsal Stadium). (**note: max = 2**)
- (d) Bradford Film Festival, `Bite the Mango` Film Festival, Bradford Animation Festival.

A2. How does the Bradford leaflet try to attract visitors to the town?

You should write about:

- **the attractions mentioned;**
- **words and phrases intended to persuade;**
- **the choice of photographs.**

[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 brochure or make only simple comments/inferences linked to textual references.

Give 8-10 marks (grades C/B), according to quality, to those who make valid comments based on appropriate detail from the text. Although they may rely on some `spotting and listing` of key words, quotations or details from the text, these answers should be beginning to address the issue of `how` by exploring the persuasive impact of the attractions, words and phrases and photographs upon the potential visitor.

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

Some points candidates may explore:

The attractions

- offer variety for all ages and interests: architecture, National Media Museum, theatres, festivals, shopping, nightlife, food, sports, parks, art gallery, museums

Words and phrases

- `fantastic architectural legacy`; `exceptional buildings`; `unique`; `award-winning`; `packed programme`; `unusual speciality shops`, traditional, interactive, etc

Photographs

- lively, colourful, multicultural, historic buildings, illustrate the range of attractions

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 by Bill Bryson on the opposite page.

A3. What are Bill Bryson's thoughts and feelings about Bradford?

Write about:

- **what he likes;**
- **what he dislikes;**
- **his overall impression.**

[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.

Some points that candidates may explore:

What he likes

- large striking warehouses
- Lister Park is attractive
- there are some good pubs
- the Alhambra Theatre has been renovated very well
- the National Media Museum is a welcome addition to the city
- curry houses are a Bradford `glory` - over a thousand of them
- `The Kashmir` is very good value

What he dislikes

- everywhere else in the world looks better in comparison!
- it's a "depressing city"
- shops are "vacant"/covered with posters/"barely hanging on"
- offices covered with 'To Let' signs
- it has very few wonderful buildings left
- town planners have meddled to poor effect
- many of the fine buildings still there have scaffolding and `To Let` signs on them/"bleak"
- he hates the ice rink – described as `the world's most appalling`
- the IMAX cinema shows only "incredibly dull" films

Overall impression

- the city has lost most of its impressive historic buildings
- it is a `forlorn`/bleak/decaying city – empty shops and buildings
- there are some good things – food especially
- there's not much to do – on a Saturday evening the place seems dead

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

Remember 5 marks is just grade E.

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

A4. The brochure and Bryson's article give different impressions of Bradford. Compare what the two texts say about Bradford under the following headings:

- **the buildings;**
- **the attractions in Bradford;**
- **the places to eat.**

[10]

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

0 marks: nothing 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 make simple comments based on surface of the texts. Weaker answers could be a jumble of detail. Better answers should make some clear, if obvious, comparisons and contrasts.

Give 8-10 marks (grades C/B), according to quality, to those who make valid comments/inferences based on appropriate detail from the text. Better answers will show the ability to cross reference in an organised way.

Some points candidates may explore:

The buildings

Brochure

- many historic/old buildings have been preserved - a `fantastic architectural legacy`
- the buildings are impressive/eye-catching/beautiful/stunning, etc

Bryson article

- not many historic buildings left
- but some 'striking warehouses' remain
- many buildings are vacant or covered with scaffolding or `To Let` signs
- new office buildings are `angular`/ugly

The attractions in Bradford

Brochure

- there is a huge variety of interesting things to see and do - lots of examples such as shopping, nightlife, art galleries, sports facilities, theatres, National Media Museum + IMAX cinema, Lister Park. Britain's `best` park, Industrial Museum, many traditional pubs
- Bradford caters for all the family
- Variety of festivals and events all the year round

Bryson article

- it has some good pubs / the Alhambra Theatre is worth a visit/Lister Park
- but, there are few attractions – the ice rink is “appalling” and IMAX films are “dull”
- The place is dead on a Saturday evening

The places to eat

Brochure

- it's the `UK curry capital` - over 200 of them
- also has `fine international cuisine`/traditional local food

Bryson article

- there are a thousand excellent Indian restaurants.
- In the `Kashmir`, a small feast costs just £5.

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

Remember 5 marks is just grade E.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

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

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

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

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

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

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

- B1. A magazine for people of your age is inviting people to write an article about where they live, giving their views on what makes it a good or bad place to live in.**

Write your article so that people in your age group get a clear idea of the advantages and disadvantages of living in your city, town or village. [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 advantages/disadvantages 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 people of the writer's age group would enjoy or dislike 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 sub-headings or other features of a magazine article)

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 teenagers would find this town boring*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *there are a lot of interesting places in the village*)
- 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 magazine articles (for example, sub-headings, columns)

B2. A ban on smoking in public places was introduced last year in England and in Wales

Write a letter to your local newspaper giving your views on this subject. [20]

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

Content and organisation (13 marks)

0 marks: nothing written

Band 1 1-6 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 informal letter, appropriate salutation and conclusion)

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

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



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