



## **GCSE MARKING SCHEME**

**ENGLISH - LEGACY**

**SUMMER 2011**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2011 examination in GCSE ENGLISH - LEGACY. 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.

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# GCSE ENGLISH 2011

## 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	Qs. B1 & B2	GRADE	SECTION	PAPER	GRADE	Qs A1-4
	/10	/20		/40	/80		/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 sections, and for the paper as a whole, the aggregation of marks must be reviewed to check that the overall mark out of 80 places the candidate at the appropriate grade.

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

## Section A (40 marks)

### A1. Look at lines 1-14

**Explain why Yossarian chooses to stay in the hospital.**

[10]

*This question tests knowledge and use of text and inference / interpretation.*

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, coherent 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, detailed response. These answers should be thorough as well as perceptive.

Some points that the candidates might explore:

- he does not want to fly more missions
- he does not want to risk his life
- he can relax in the hospital
- he is not expected to do anything, except die or get better
- he can easily get better because there is nothing really wrong with him
- he can avoid the dangers and horrors of war
- much better than being shot at
- there are fewer sick people in the hospital
- there is less chance of dying in the hospital / lower death rate
- people do not die unnecessarily in the hospital
- death is neater and more orderly
- people know more about dying (manage it!)
- it is predictable and not so horrific (not 'crude' or 'ugly')
- death is quiet/civilised
- he is safe from a range of violent and sudden ends
- he does not want to share the fate of his friends/comrades
- or all those other unnamed people who are starved, drowned etc
- the hospital seems safe and sane in a mad and dangerous world
- it is a haven and a refuge

The best answers will have a sense of coherence, overview and shape.

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

**Remember 5 is a grade C.**

**A2. Look at lines 15-39**

**What are Yossarian's thoughts and feelings in these lines?**

**Think about:**

- his attitude to the hospital
- his attitude to the soldier in white
- his attitude to Nurse Cramer

**[10]**

*This question tests knowledge and use of text and inference / interpretation.*

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, personal 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, personal response.  
These answers should be thorough as well as perceptive.

Some points that the candidates might explore:

Approach by sequence:

- he prefers the hospital to the outside world
- but thinks it has its faults
- he doesn't like the bossy staff and the restrictive rules
- he doesn't always get a lively crowd in his ward
- the entertainment is not always good
- he thinks hospitals have got worse as the war has continued
- he thinks the quality of 'guests' has declined, especially in the combat zones
- he thinks the soldier in white could not have been any sicker without being dead (which he soon is!)
- he thinks the soldier in white is 'constructed' of gauze, plaster and a thermometer
- he thinks Nurse Cramer has murdered the soldier in white
- he blames her for his death because she read the thermometer
- he thinks that the soldier did not have much of a life but it was better than nothing
- he thinks the decision to end his life should not have been Nurse Cramer's
- he thinks the soldier in white is just an unrolled bandage with a hole in it
- he resents him because he reminds him of a 'nauseating' truth
- he detests Nurse Cramer (her 'housework'/her appearance)
- she makes him mad (her unexpected moments of sentiment)

Approach by bullet points:

The hospital:

- he prefers the hospital to the outside world
- but thinks it has its faults
- he does not like the bossy staff
- he does not like the restrictive rules
- he doesn't always get a lively crowd in his ward
- he thinks hospitals have got worse as the war has continued
- the entertainment is not always good
- he thinks the quality of 'guests' has declined, especially in the combat zones

The soldier in white:

- he thinks the soldier in white could not have been any sicker without being dead
- he thinks the soldier in white is 'constructed' of gauze, plaster and a thermometer
- he thinks the soldier in white has been murdered by Nurse Cramer
- he blames her for his death because she read the thermometer
- he thinks that the soldier did not have much of a life but it was better than nothing (sympathy)
- he thinks the decision to end his life should not have been Nurse Cramer's
- he thinks the soldier in white is just an unrolled bandage with a hole in it
- he resents him because he reminds him of a 'nauseating' truth (mortality!)

Nurse Cramer:

- he detests Nurse Cramer (her appearance/her housework)
- she makes him mad (her unexpected moments of sentiment)

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

**Remember 5 is a grade C.**

**A3. Look at lines 40-59**

**Nurse Cramer is upset in these lines. How does the writer show that she is upset? [10]**

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

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 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:

- when Yossarian challenges Nurse Cramer's assumptions, his tone and his questions upset and unsettle her (she replies 'indignantly') /angry and defensive/they argue
- when he asks her if the soldier in white is really inside the plaster and bandages and questions if it is really him and whether he is really alive, she 'exclaims' that his comments are 'terrible'
- she thinks he is making jokes (wishful thinking?)
- she tries to order him into bed to restore normality
- when he says anyone could be in there, she 'pleads'
- and does so in a 'quavering' voice
- when he suggests the 'dead man' from his tent could be in there, she turns 'desperately' to Dunbar/bewildered/disbelief
- she 'begs' Dunbar to make him stop saying such things
- when Dunbar makes his 'helpful' suggestion, she steps away in 'alarm'
- she 'cries' that they are crazy
- she glances 'imploringly' for help
- she repeats that they are both 'crazy'
- she discovers the soldier in white is dead with "horror"
- use of dialogue

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

**Remember 5 is a grade C.**

**A4. Look at lines 60-82**

**What happens in these lines? How do you react to what happens?**

**[10]**

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

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

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

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

Give 5-7 marks (grades C/B), according to quality, to those who select and begin to analyse appropriate material from the text. These answers should show clear understanding of 'what happens' and at least begin to engage with the issue of personal response.

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

Some points that candidates may explore:

What happens?

- the fighter pilot begins a discussion of what the soldier in white did to deserve to die
- Dunbar and Yossarian both comment enigmatically about going to war
- Yossarian then decides to stay in the hospital because of the war
- he reflects on the madness outside (men going mad and being rewarded with medals/people dying and no one seems to care or notice / boys laying down their lives for 'what they had been told was their country')
- he thinks there is 'no end in sight', except his own
- he thinks about his last meeting with Clevinger
- Yossarian claims 'they' are trying to kill him
- Clevinger tries to tell him that no one is specifically trying to kill him
- Yossarian asks why they are shooting at him
- Clevinger insists they are shooting at everyone
- but Yossarian does not see that it makes any difference
- Yossarian has challenged his principles and beliefs and Clevinger is enraged and frustrated
- Yossarian is convinced he is right because he drops bombs on strangers who shoot at him with cannon

Reactions?

- sympathy for the men
- amused but horrified at the 'madness' of it all (plenty to discuss here)
- response to Yossarian (mad but totally sane) and Clevinger (sane but totally mad)
- critical response to Yossarian

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response. Look for involvement with theme/character.

**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 an Art Class in a primary school****[20]*****Content and organisation (13 marks)*****0 marks:** nothing written**Band 1      1-3 marks**

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

**Band 2      4-6 marks**

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

**Band 3      7-9 marks**

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

**Band 4      10-13 marks**

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

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

### **Band 1      1 mark**

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

### **Band 2      2-3 marks**

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

### **Band 3      4-5 marks**

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

### **Band 4      6-7 marks**

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

## **Additional task-specific guidance**

Good answers may include some of the following features:

- a clear and coherent perspective (third-person is the best option)
- a logical structure, observing from a fixed point or across a short period of time
- an evident sense of cohesion with material linked effectively to create overview of the scene
- a range of appropriate and well-selected physical details (for example, the decoration, the furniture, the equipment)
- close and well-selected observation of the people in the scene (pupils and staff), their appearance and behaviour and the interaction between them (for example, couples, individuals, and the other characters who enliven the scene)
- use of the senses to convey the sights but also the sounds, smell and atmosphere
- close observation of body language and the emotions of characters
- skilful use of snatches of dialogue to establish atmosphere and a sense of character
- some development of reflections on what is observed or experienced by the narrator
- positioning and establishing a relationship with the reader via devices such as asides, statements, questions, humour, active or passive voice
- ability to move from the general to the particular, observing details precisely and individually (such as facial expressions or physical objects)

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

- uncertain sense of purpose and perspective (for example, a tendency to slip into narrative, particularly first-person, or the writer spends too long describing the journey to the school and fails to arrive there)
- less secure control of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development (for example, a single sentence for each topic such as *Everyone is talking*)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all people looking bored, 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

## GCSE ENGLISH 2011

### 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)**

### **A1. (a) What arguments does Max Hastings put forward in favour of flying? [5]**

*This question tests knowledge and use of text.*

0 marks: nothing worthy of credit or nothing attempted.

Give 1-2 marks, according to quality, to those who select some material from the text or copy unselectively. These answers will be limited in relevance and/or coherence.

Give 3-5 marks, according to quality, to those who select relevant material from the text and organise it into a coherent, clear response.

Give one mark for each of the following points up to a maximum of five:

- personal freedom to see distant places/inaccessible places/opportunities to travel widely
- helping the economies of poor countries (tourism)
- creating employment in poor countries (export trade)
- people in developing countries can experience the 'joys of holidaying abroad'
- hypocrisy to start limiting or discouraging flying
- cheap
- we would lose imported goods

### **(b) According to Max Hastings, why is it difficult to change our behaviour when it comes to flying? [5]**

Give one mark for each of the following points up to a maximum of five:

- it is not popular to reduce travel/people have a passion for flying
- it is hypocritical to stop the poor flying/hard to make it fair
- no-one wants to pay more/hard to enforce/we like cheap flying
- an international agreement is impossible
- most nations will not deprive their people of the right to fly
- only a minority will impose self-discipline/care enough about the environment

Reward valid alternatives.

- A2. Explain carefully why, according to Mark Hodson, Porini Camp and Grootbos can be 'a great force for good'.** [10]

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

0 marks: nothing attempted

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

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

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. Better answers should be combining textual detail with overview.

Some points the candidates may explore:

Porini:

- he admits that national parks can leave locals excluded and patronised
- Porini is outside the national park on land owned by the Masai
- the Masai benefit from tourism
- local people were employed to build it
- they also run it (they are given responsibility)
- they are paid rent
- the Masai have an incentive to conserve animals
- they also conserve 'a vast area of wilderness'
- only twelve visitors a day so animals stay wild

Conservation  
Employment

Grootbos:

- it is an 'eco-resort'/environmentally-friendly
- it even lectures its guests about trees and seaweed
- it is luxurious but also shows 'social responsibility'
- it encourages 'conservation'/respect for environment
- there is a gardening school to train jobless men
- they have built football pitches for local kids
- children are 'bribed' into recycling
- guides are recruited locally
- a huge variety of plants (conservation)

Reward valid alternatives.

Look for coherence/cohesion as well as detail.

**Remember 5 is a grade C.**

- A3. How does Mark Hodson try to persuade his readers that Shinta Mani and Zeavola are worthwhile places to visit? [10]**

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

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

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

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

Give 5-7 marks (grades C/B), according to quality, to those who make valid comments/inferences based on appropriate detail from the text. These answers should be addressing the issue of 'how', although they may rely on some spotting of key words or quotations. 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/structure and partly a matter of language/tone. Look for a clear sense of 'how' as opposed to simply 'what'.

Some points:

Shinta Mani:

- he stresses that it is 'different' (you can order live piglets! / it is 'no ordinary hotel')
- it appeals to our better nature or conscience (it works with the local community / it tries to take young people out of poverty by putting 20 disadvantaged youngsters through its hospitality school each year / it gives guests an opportunity to sponsor a student or support local villagers with donations / it doesn't cost a lot to help)
- it is also a good hotel with 'outstanding' service and 'polite and friendly' staff / self-interest

Zeavola:

- he makes us feel that the people deserve our support (they are resilient and enterprising / they have suffered / victims)
- the hotel is 'sumptuous' and a 'sparkling example' of Phi Phi's resurgence
- the villas are 'traditional'
- guests dine on the seafront
- the beach is 'white-sand'
- the hotel is also appealing to our consciences (working with a local school, linking donations to guests' stays / the hotel also does good work in the community, donating staff and materials)

Overview:

- the appeal combines luxury and the exotic with an appeal to our moral concerns (we can do good by indulging ourselves!)
- authentic voice/genuine knowledge

Reward valid alternatives.

**Remember 5 is a grade C.**

**A4. Compare these texts.**

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

- the effects of flying and tourism on the environment
- the effects of flying and tourism on the people of poor countries [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 texts and/or the question

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

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

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

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

Some points:

The effects on the environment:

Hastings:

- it is environmentally disastrous
- it creates climate change
- carbon emissions soar

Hodson:

- it can be environmentally disastrous (spews carbon into the atmosphere)
  - it can lead to conservation of animals
  - it can fund conservation of wilderness
  - it can support environmental projects
- = help the environment

The effects on the people:

Hastings:

- flying provides employment in export trade
- tourism does 'great things' for people/economic benefit
- they want to join the travel boom

Passage = Hastings

Article = Hodson

Hodson:

- many people rely on tourism
- tourism can be insensitive or patronising
- it can provide income/benefit and employment/training
- it can bring people together
- facilities and education can be provided for children
- encourages enterprise

Reward valid alternatives. There must be some reference to both texts.

**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. Many people think that we should take holidays in Britain rather than travel abroad.**

**Write a letter to a newspaper giving your views on this issue. [20]**

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

**Content and organisation (13 marks)**

**0 marks: nothing written**

**Band 1 1-3 marks**

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

**Band 2 4-6 marks**

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

**Band 3 7-9 marks**

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

**Band 4 10-13 marks**

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

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

#### **Band 1      1 mark**

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

#### **Band 2      2-3 marks**

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

#### **Band 3      4-5 marks**

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

#### **Band 4      6-7 marks**

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

## **Additional task-specific guidance**

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a letter to a newspaper (for example, a lively, opinionated or witty approach)
- a clear and coherent approach (perhaps looking in detail at one aspect of the topic or ranging more widely)
- a logical structure within which any argument is pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps involving alternative views)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other devices (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format

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

- uncertain sense of purpose and register (for example, ignoring the requirement for a letter)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone knows it rains a lot in Britain*)
- limited development of ideas/opinions and a tendency to simple assertion
- very limited awareness of the reader/audience
- a tendency for comments to stay at the level of the ‘general’ and to lack specific examples limited understanding of the features of formal letters

- B2. Write a lively article for your school or college magazine with the title: ‘How to Survive Your GCSE year.’** [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 informative and aimed at a teenage audience)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the article)
- a logical structure within which any argument is pursued effectively and clearly (for example, the writing is organised methodically into paragraphs with a clear and developing argument)
- an evident sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/ideas)
- some development of ideas and opinions
- positioning and establishing a relationship with the reader via devices such as references to shared experience, use of active or passive voice (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)

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 )
- limited development of ideas/opinions and a tendency to simple assertion (for example, *teenagers will not like it*)
- very limited awareness of the reader
- a tendency for comments to stay at the level of the ‘general’ and to lack specific examples

## GCSE ENGLISH 2011

### 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)**

### **A1. Look at lines 1-23.**

**What do you learn about Blind Bill in these lines?**

**[10]**

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

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

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

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

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

Some points that candidates may explore:

- he liked routine – his days were 'like any other';
- he liked spending time in his garden;
- he gets lonely – he phoned his son in 'the really lonely times';
- he enjoyed passing his time talking to visitors and neighbours;
- He is smart/clever/perceptive etc:
  - he could recognise Mrs Jobson from her 'heavy footsteps';
  - he knew her routine – shopping on Wednesday / washing before shopping;
  - he listened to the sound of the wind in the valley to know if it was good drying weather;
  - he could feel the weather changing even with the slightest changes;
- he enjoyed teasing Mrs Jobson;
- he didn't like being driven inside by the rain;
- he was good at quizzes;
- he used TV quizzes to 'stuff his brain with new facts' to avoid going mad/to keep him occupied;
- he regarded being indoors like being in a prison cell;
- the sounds he heard in his garden brought back memories of when he could see;
- he hated being blind and at times was in despair about it.

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.**

**A2. Look at lines 24-53.**

**What impressions do you get of the boy and of the girl in these lines?**

**You must refer to the text to show how the writer creates these impressions. [10]**

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

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

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

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

8-10 marks (C/B grades), according to quality, to those who select and employ appropriate material from the text. Better answers will use textual details effectively as evidence to support their inferences, and explore the impact of particular words and phrases to probe how the impressions are created.

Some points that candidates may explore:

- the boy and girl are complete opposites:
  - the girl is pleasant/innocent/nice/'small and dark with a shy smile';
  - the boy is unpleasant ... caused fights ... bullied ... stole
  - the girl has a 'soft timid voice'
  - the boy's voice is 'rough, uneven'.
- the girl is nervous/intimidated about going up the lane/into the field – 'what we doing here Trev?';
- she gives excuses for not going into the field – 'Won't the farmer mind...?' 'We haven't anything to sit on' etc.
- he is devious/clever/planned what to do;
- he is in control of her / he gets her to do what he wants;
- he doesn't really respect her – he ignores her excuses/concerns;
- she becomes anxious about getting her best dress dirty;
- they don't know each other well – there is 'a long awkward silence' between them;
- the boy doesn't think twice about snatching the apples from the tree;
- she is concerned about the broken branch;
- he seems resentful – he calls the people in the lane 'snobs', saying 'sod 'em';
- he implies that he lives in a less pleasant area - he says there are no apple trees where he lives;
- he speaks incorrectly – 'don't have no apple trees...'.

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.**

**A3. Look at lines 54-61.**

**What are Bill's thoughts and feelings in these lines?**

**[10]**

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

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

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

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

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 should be making inferences and will have some sense of sequence.

Some points candidates may explore:

- he is furious that the boy behaves in the way he does;
- he feels helpless/frustrated that he cannot challenge the boy;
- he knows the boy would knock him down and kick him;
- he feels scared – he sits 'trembling';
- he feels relieved when the boy and girl go away;
- he realises he was right not to tackle the boy;
- but feels humiliated that he couldn't do anything;
- he reflects on the way the world had changed – in the past boys would not have behaved in that way;
- he thinks about how innocent the girl had sounded;
- he feels guilty about not helping her;
- he remembers the boy's voice and how much it had upset him;
- he thinks that something terrible is bound to happen;
- he feels helpless/frustrated as he can 'only wait and listen';
- he is determined to listen 'as he'd never listened before'.

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.**

**A4. Look at lines 62-87.**

**What happens in these lines? What are your thoughts and feelings about this as an ending to the story? [10]**

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

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

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

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

- Bill hears a scream 'of pure terror';
- he hears footsteps running past his gate and down the lane;
- he phones for the police;
- he gives a detailed description of the boy;
- when the police arrive they confirm the girl had been found and was alive/seriously injured;
- the policeman tells Bill the girl would have died but for his intervention;
- the boy had been arrested because of Bill's detailed description;
- the policeman asks how the description had been so accurate when Bill was blind;
- Bill explains how the noises he heard and the information he had collected had allowed him to give an accurate description;
- the policeman compliments him and Bill allows himself 'the smallest of smiles'.

Personal reaction:

- it provides a clear resolution to the story;
- we are glad the boy is arrested and the girl is saved;
- we are pleased that Bill feels he has been of real use to the police;
- Bill's blindness has not prevented him from being a 'good citizen'.

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. Describe the scene in a primary school classroom during an art lesson. [20]**

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

**0 marks:** nothing written

**Band 1                    1-6 marks**

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

**Band 2                    7-9 marks**

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

**Band 3                    10-13 marks**

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

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

**Band 1      1-3 marks**

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

**Band 2      4-5 marks**

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

**Band 3      6-7 marks**

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

## **Additional task-specific guidance**

Good answers may include some of the following features:

- a clear and coherent perspective (third-person is the best option)
- a logical structure, observing from a fixed point or across a short period of time
- an evident sense of cohesion with material linked effectively to create overview of the scene
- a range of appropriate and well-selected physical details (for example, the decoration, the furniture, the equipment)
- close and well-selected observation of the people in the scene (pupils and staff), their appearance and behaviour and the interaction between them (for example, couples, individuals, and the other characters who enliven the scene)
- use of the senses to convey the sights but also the sounds, smell and atmosphere
- close observation of body language and the emotions of characters
- skilful use of snatches of dialogue to establish atmosphere and a sense of character
- some development of reflections on what is observed or experienced by the narrator
- positioning and establishing a relationship with the reader via devices such as asides, statements, questions, humour, active or passive voice
- ability to move from the general to the particular, observing details precisely and individually (such as facial expressions or physical objects)

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

- uncertain sense of purpose and perspective (for example, a tendency to slip into narrative, particularly first-person)
- less secure control of structure and uncertain or even random sequencing (for example, an uneasy sense of chronology)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion
- physical details described in a generalised, formulaic manner with little development (for example, a single sentence for each topic such as *Everyone is talking*)

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

**[20]**

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

**0 marks:** nothing written

**Band 1      1-6 marks**

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

**Band 2      7-9 marks**

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

**Band 3      10-13 marks**

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

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

**Band 1      1–3 marks**

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

**Band 2      4–5 marks**

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

**Band 3      6–7 marks**

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

## GCSE ENGLISH 2011

### 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)**

- A1. Look at the newspaper article, `Antarctic Adventure` in the separate Resource Material.**

**Using information from the first two columns, list ten of the problems the men faced on their expedition. [10]**

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

- thought they were going to die
- crevasses / huge crack in ice
- crevasses hidden by snow or ‘dragged down’ into them
- started to panic
- had to cover 481 miles
- tougher than expected / ‘a toll on our bodies’ / ‘hardest thing’
- frostbite    - on nose  
                    - on fingers
- burnt lips
- blisters
- hypothermia
- thought they’d not finish
- pneumonia
- chest infections
- bitterly cold winds
- very low temperatures / -50°C
- white-outs
- hostile terrain
- every day was gruelling / 16 hours a day skiing / only four hours sleep a day

- A2. Look at the rest of the newspaper article (from 'They burnt up to 9,000 calories....' to the end of the article).**

**What did the men do to help themselves get through the hardships of the expedition?**

[10]

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

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

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

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

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

Some points candidates may explore:

- they put on weight beforehand
  - they had porridge 'with lots of sugar'
  - constantly ate snacks
  - they used powdered food (extra mark for reason)
  - enjoyed their food
  - there was a variety of food
  - drank melted snow / tea and coffee (extra mark for reason)
  - explanation of use of small stove
  - Fogle took Earl Grey tea bags as a treat
  - Small tent would preserve body heat
  - Lightweight tent was easy to carry
  - Tent could withstand Antarctic storms
  - They got on well with each other
  - They 'had a laugh'
  - They never had rows
  - Coats listened to Blackadder
  - Cracknell listened to 'History of Modern Britain'
  - Fogle thought about places he'd been on holiday
  - Fogle took a series of messages his wife had given him to open each day
- } max 2
- } max 2
- } max 2
- } max 2

*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.**

**A3. Now look at the extract, taken from Ben Fogle's book, "Race to the Pole".**

**How does Ben Fogle show the problems he had coping with the extreme conditions of the expedition?**

**You should consider:**

- what he says
- how he says it

**[10]**

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

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

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

Give 5-7 marks (grades E/D), according to quality, to those who say what is in the extract, making appropriate references to the text. Although they may rely on some 'spotting' and listing of key words/quotations, better responses will begin to explore the language.

Give 8-10 marks (grades C/B), according to quality, to those who make valid comments based on appropriate details in the text. These answers will address the issue of 'how' and explore the impact of specific words and phrases.

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

Some points that candidates may explore:

- he talks about the 'fierce wind' they battled against
- he talks about the very cold conditions and its effect on him
- he gives facts about the conditions – 'it was minus 40 degrees celsius' outside
- in the tent it was minus 25 degrees
- he uses powerful images - 'toes felt like ice cubes'; 'every breath stung'
- he is desperate to increase his blood circulation – 'shook my arms furiously'
- he explains the dangers from the very cold conditions (losing fingertips to frostbite)
- he writes about how tired their journey made them – legs 'buckling with tiredness'; and collapsing 'with exhaustion'
- he emphasises the difficulty of unzipping the tent by saying it was like 'buttoning a shirt with an oven glove'
- the cold had frozen their lighter and the stove would not light
- it becomes a race against time to light the stove – or they would freeze
- although they were tired and thirsty, the most important thing was to get warm
- even heating water for drinks proved to be difficult
- he has to 'peel' the balaclava from his face because of the frost and ice
- he longs for the warmth of his sleeping bag
- he remains anxious about the danger of frostbite and cannot warm them – 'they remained frozen like a claw'
- even pulling gloves over his hands is difficult

*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.**

**A4.** To answer the following question you need to use the extract on the opposite page and the first column only from the newspaper article.

- (a) Write down five things the book extract says about Ben Fogle's thoughts and feelings.
- (b) Write down five things the newspaper article says about Ben Fogle's thoughts and feelings [10]

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

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

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

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

Give 8-10 marks (grades C/B), according to quality, to those whose responses show a good selection and collation of appropriate details from across the two texts.

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

**Book extract**

- felt very cold / 'cold cut through to the core' / 'toes felt like ice cubes' / 'the freezing air burnt my throat'
- his bones ached
- concern about his fingers – lose them / fingers numb
- felt his body had been 'pushed to its limit'
- felt 'it was time to admit defeat, get inside and warm up'
- felt exhausted
- felt the pressure of the situation to light the stove / he'd freeze if the stove was not lit
- felt he needed food / water
- longed for warmth of sleeping bag

**Newspaper article**

- thought he was going to die
- felt snow shifting / terrified he would 'be dragged down'
- felt panic
- he was not disappointed at losing the race
- he was delighted to have finished the race
- surprised at the toll it had taken on his body
- felt it was the hardest thing he'd done / didn't think it would be so hard
- thought they would not finish the race

*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.** Students from your school/college have been selected to join an expedition to a remote part of the world. Your year group is debating whether to raise money to support this. Some students believe the expedition should be supported because of the opportunities it offers all those involved. Others disagree, saying that there are more deserving local charities.

You take part in the debate. Write the speech you would make to your year group. [20]

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

**Content and organisation (13 marks)**

**0 marks:** nothing written

**Band 1        1-6 marks**

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

**Band 2        7-9 marks**

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

**Band 3        10-13 marks**

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

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

#### **Band 1      1-3 marks**

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

#### **Band 2      4-5 marks**

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

#### **Band 3      6-7 marks**

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

## **Additional task-specific guidance**

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

- a sustained sense of register and purpose which meets the requirement for a speech (for example, an opinionated or earnest approach)
- a clear and coherent approach (perhaps exploring and developing a small number of arguments about why the expedition does or does not deserve students' support)
- a logical structure within which relevant information is conveyed effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to suggestions, information and opinions (relevant use of facts/figures/anecdotes)
- some development of ideas and opinions (for example, those opposing such a suggestion could explore the way a specific local charity would benefit from school support, those supporting the suggestion could explore the opportunities an expedition would present to some students)
- positioning and establishing a relationship with the reader via devices such as questions, humour, use of active or passive voice
- ability to move from the general to the particular or vice-versa (specific and relevant examples used within a coherent approach to the topic)
- clear understanding of how a speech can be persuasive

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

- uncertain sense of purpose and register (for example, offering arguments both in support and opposition to the expedition proposal, or showing limited sense of audience)
- less secure control of structure (uncertain or random sequencing)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- arguments are thin or generalised with little sense of development (for example, a single sentence for each topic such as *it would not be fair for just a small number of students to have this opportunity*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *it's an opportunity those taking part will never get again*)
- very limited awareness of the reader (for example, little use of direct appeal, rhetorical questions etc)
- a tendency for comments to stay at the level of the general and to lack specific examples
- limited understanding of the features of a formal letter that needs to persuade.

**B2. Write a lively article for your school or college magazine with the title: How to Survive Your GCSE Exam Year. [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 should be informative and offer advice, and be aimed at a teenage audience)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention of the article)
- a logical structure within which information and advice is offered effectively and clearly (for example, the writing is organised methodically into paragraphs that offer information and advice)
- an evident sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/ideas)
- some development of ideas and opinions
- positioning and establishing a relationship with the reader via devices such as references to shared experience, use of active or passive voice (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)

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 sense of audience)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of development of information and advice)
- 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)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *teenagers will not like it*)
- very limited awareness of the reader
- a tendency for comments to stay at the level of the ‘general’ and to lack specific examples



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