



GCSE MARKING SCHEME

ENGLISH

NOVEMBER 2009

INTRODUCTION

The marking schemes which follow were those used by WJEC for the November 2009 examination in GCSE ENGLISH. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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



GCSE ENGLISH NOVEMBER 2009 MARKING GUIDELINES
HIGHER TIER PAPER 1

Mark/Grade Scale

For the Higher Tier Paper 1 we aim to establish the following relationship between marks and grades.

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

GRADE	Qs A1-4 /10	Qs. B1 & B2 /20	GRADE	SECTION /40	PAPER /80	GRADE	Qs A1-4 /10
U/F	0 - 1	0 - 4	U/F	0 - 9	0 - 19	U/F	0 - 1
E/D	2 - 4	5 - 9	E	10 - 14	20 - 29	E/D	2 - 4
C/B	5 - 7	10 - 14	D	15 - 19	30 - 39	C/B	5 - 7
A/A*	8 - 10	15 - 20	C	20 - 24	40 - 49	A/A*	8 - 10
			B	25 - 29	50 - 59		
			A	30 - 34	60 - 69		
			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. Look at lines 1-47

What are your impressions of Mr Bellingham 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.

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 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 details which candidates may explore:

- He is 'bull-necked' and 'white-haired' (in his fifties)
- He speaks 'sharply' to the boys
- He closes his eyes in long-suffering frustration at Colin's 'excuse' for being late
- He raises his voice to talk to the class
- The reaction of the boys suggests that picking on Lorrimer is a normal sport
- He says 'you are not *changed*. *Changed*, you are not' to Lorrimer in a sarcastic way
- He asks 'Are you trying to be funny?'
- He takes a 'deep breath' when Lorrimer answers him
- He calls Lorrimer 'hopeless' and makes him repeat it
- He insists on being called 'sir'
- He mocks Lorrimer's excuses in a 'lispng imitation' and 'sneers'
- He gives Lorrimer a detention and makes him play in his vest
- He dismisses Lorrimer's protest and starts an ironic slow handclap when he is last

Impressions?

- He is the stereotypical PE teacher
- He is intimidating/scary/nasty
- He is a disciplinarian (and enjoys his 'power')/strict (lateness / backchat)
- He is used to the 'excuses'/seen it all before
- He is a bully/picks on individuals
- He demands respect (though he gives none)
- He seems to enjoy humiliating his 'victim'
- He is sarcastic
- He has a short fuse/temper/abrupt/impatient (maybe justified!)
- He is cruel
- Old fashioned teacher
- Arrogant/thinks he can do as he likes
- Thinks he is funny

Reward valid alternatives.

Remember 5 is a grade C.

A2. Look at lines 48-71

How does the writer try to make us feel sorry for Lorrimer in these lines? [10]

Look at:

- **what happens**
- **the writer's choice of words**

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

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

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

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

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

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

Analysis of 'how' is partly a matter of content and structure and partly a matter of language.

Some points that candidates may explore:

- He is made to do PE in his vest
- He emerges 'slowly' and is 'rubbing his crossed arms' and 'squinting' at the sky (pathetic figure)
- He has holes in his vest and several boys wolf-whistle
- Bellingham 'grins' as he tells the boys to stop (he is enjoying this and conspiring with others)
- The boys continue to clap (he is mocked)
- Lorrimer is 'red-faced' and 'on the verge of tears'
- Bellingham 'screams' at him
- Lorrimer is last
- He is out of breath and already has a stitch (in pain)
- Kennedy objects to the way the teams are picked because he knows he will inevitably get Lorrimer
- Bellingham grins maliciously
- Lorrimer is indeed last to be picked/nobody wants him
- Kennedy complains (no sympathy)
- He says 'it's every week the same' (this is not a one-off)
- Teacher and pupils have a victim

Reward valid alternatives.

Remember 5 is a grade C.

A3. Look at lines 72-109

What are Colin'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.

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

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

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

Give 5-7 marks (grades C/B), according to quality, to those who select and begin to analyse appropriate material from the text to reach a sensible understanding of the character. These answers should be making inferences based on the textual detail.

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

Some points that candidates may explore:

- He is 'determined' to cover his goal
- He feels 'nervous' but he 'does not want to be beaten' by Kennedy
- He thinks he must 'wait'
- He feels quietly pleased with himself (tries to make the save look 'routine' as if never in doubt)/smug
- He thinks it was stupid to put Lorrimer in goal for the opposition
- He thinks it is losing the match for Kennedy's team
- He thinks he will not see the ball again
- He thinks about goalkeeping (being in charge of his patch and part of the team but not 'submerged')
- He thinks he likes it when it goes well but he is not so keen on conceding a goal
- He is relieved when the whistle blows
- He feels embarrassed by Bellingham's praise (he mumbles about luck)
- He feels horrified/panic when Bellingham wants him for the team (he swallows hard)
- He feels trapped/unenthusiastic (his tone is flat and he would rather play with his mates)
- He feels he has no choice
- He feels tempted to skip the showers
- He feels sick at the smell of the changing room

Reward valid alternatives.

Remember 5 is a grade C.

A4. Look at lines 110-134

How do you react to Mr Bellingham and Lorrimer in these lines?

[10]

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

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

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

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments based on surface features of the text or show some awareness of implicit meaning. Most answers will probably give a simple response with some reference to 'what happens'. Better answers should attempt to link a personal response to the text.

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

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

Some points that candidates may explore:

What happens?

- Bellingham scans the room for anyone who has not showered
- Lorrimer is already dressed
- He says he has had a shower
- Bellingham 'smiles'
- He goes through the game of questioning the others
- Lorrimer 'glares' at those who don't support him and insists he has had a shower
- He taps Lorrimer on the head and asks if he was carrying an umbrella
- He gets his laugh
- He says Lorrimer's lies are not intelligent
- Lorrimer moans and says it is not fair
- Colin does not agree
- Lorrimer claims to have a bad chest
- Colin does not believe him (everyone knows why he dodges the showers)
- Colin shuts out the bullying
- Lorrimer is being bullied cruelly by the other boys

Reactions?

- Angry at Bellingham
- Bellingham is as vindictive as ever/mean
- Colin is not particularly sympathetic to Lorrimer
- Lorrimer evokes sympathy in some ways
- Some may feel he invites some of the treatment he gets (one of life's victims)
- Shocked by Bellingham's behaviour

Reward valid alternatives.

Remember 5 is a grade C.

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

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

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

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

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

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

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

- B1. Describe the scene outside a cinema where a new children's film is being shown for the first time. [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, parents queueing with children, shoppers walking by, cinema staff checking the queue)
- close and well-selected observation of the people in the scene (a mother with an excited daughter or son, a child in the queue reading the book of the film), 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)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all the children looking excited*)
- limited range of description (for example, no differentiation between people or physical details)
- some attempt to use sense impressions but in a formulaic manner (the scene looked chaotic)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see the parents standing bored and looking at their watches* 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

BLANK PAGE

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 NOVEMBER 2009 MARKING GUIDELINES
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	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 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. What evidence does this factsheet use to show that climate change is already a serious problem? [10]

This question tests knowledge and use of text.

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

- Nowhere is safe
- Glaciers are melting from Switzerland to New Zealand
- This causes avalanches, soil erosion and changes to river flows
- Mt Kenya has lost 92% of its mass since the late 1800s
- 2000 glaciers in the Himalayas have gone
- oceans and seas are warming up
- coral is dying (and marine creatures are at risk)
- the Arctic temperature has increased by 5 degrees in the last 100 years
- sea ice has decreased by 6% in 20 years
- fewer than 44% of polar bears survive
- heatwaves are creating breeding grounds for rats and other pests
- diseases such as malaria and plague are increasing
- it quotes scientists (it is real, it is here, and it is serious)

Reward valid alternatives.

Remember 5 is a grade C.

A2. Explain how and why the problems of climate change are likely to get worse, according to this factsheet. [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 copy unselectively or make 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.

Give 5-7 marks (grades C/B), according to quality, to those who explain clearly, using appropriate detail from the text.

Give 8-10 marks (grades A/A*), according to quality, to those who explain clearly and thoroughly, combining specific detail with overview.

Some points:

- The climate change is rapid (speed of change)
- The world will soon be warmer than it has been for 10,000 years
- Average temperature increase will be up to 5.8 degrees in the next 100 years
- Sea levels will rise
- Low-lying coastal areas could be inundated
- This could be all over the world
- Weather extremes will be more common (floods/drought)
- El Nino periods may become more frequent and intense
- Treasured habitats and species will become 'victims' of climate change
- Some animals will be unable to adapt and they will die
- Some will have no suitable place to which they can move
- The sea ice will reduce by 60% in the Arctic
- Polar bears are at risk
- Britain will also be affected in unpredictable ways
- It could be warmer and wetter OR colder

Reward valid alternatives.

Remember 5 is a grade C.

A3. How does Michael Hanlon try to persuade his readers to ‘think more deeply’ about global warming? [10]

This question tests inference/interpretation and appreciation of language and structure. It allows credit to be given for knowledge and use of text.

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

Give 1 mark to those who copy unselectively or make 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 and/or show some awareness of persuasive technique.

Give 5-7 marks (grades C/B), according to quality, to those who make valid comments 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 features. Better answers will have a clear focus on persuasive technique.

Give 8-10 marks (grades A/A*), according to quality, to those who make valid comments/inferences, combining specific detail with overview. These answers should be clearly engaged with the issue of 'how', with analysis of persuasive technique and use of language.

'How' is partly a matter of content and partly a matter of language, tone and structure, but look for 'how', not just 'what'.

Some points:

- He uses the example of Mt Kilimanjaro which, he says, has become ‘an essential part’ of the environmental movement’s case on climate change
- He makes the ‘green brigade’s case (note the sarcastic language)
- He lists the ‘unwelcome consequences’ we are threatened with (flooding, the spread of deserts, forests disappearing, famine in Africa, the spread of malaria)
- He then springs the trap/switches direction
- He uses ‘scientists’ to dispute the evidence of climate change
- He suggests that environmentalists exaggerate to terrify the public
- The linking of ‘weather events’ and ‘climate change’ is ‘spurious’, he claims
- He uses examples such as Hurricane Katrina, the Boscastle floods etc to make his main point
- He argues that the ‘green brigade’ may be right but they are too simplistic
- Climate change, he argues, is more complicated and confusing
- They exaggerate the pace of change/climate change is a “long-term” issue
- He quotes ‘experts’ to dismiss the ‘old chestnut’ about the Gulf Stream
- They ‘cry wolf’ (sarcasm/humour)
- The tone is deliberately understated/reasonable/not hysterical
- He does throw a question at us
- Language is sometimes dramatic/sometimes conversational

Reward valid alternatives.

Remember 5 is a grade C.

A4. To answer this question you will need to consider both texts.

Compare and contrast what the WWF and Michael Hanlon say about the effects of climate change on Britain. [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:

WWF factsheet

- Change will be serious
- Winters will be wetter and summers will be drier = 1
- Sea levels will rise and threaten the east and south
- Skiing will be a thing of the past in Scotland
- Snowfall will decrease by up to 90%
- The Gulf Stream could be affected and the UK will be colder
- The effects of climate change are unpredictable

Michael Hanlon:

- They may be exaggerated (e.g. Boscastle)
- The weather may change but how is uncertain
- It could be wetter but it could be drier
- It could be warmer
- The weather will be as unpredictable as ever
- Change will take a long time
- The Gulf Stream will not be affected

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. The WWF believes that we must 'act now' to protect the environment.

Write a letter to a newspaper about what, if anything, you think should be done to protect the environment. [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 a formal letter, appropriate salutation and conclusion)

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

- uncertain sense of purpose and register (for example, no clear point of view or misjudging the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic)
- limited development of ideas/opinions and a tendency to simple assertion
- 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)

BLANK PAGE

B2. Write a lively article for a teenage magazine about a famous person you either admire or dislike. [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 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 character 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
- limited development of ideas/opinions and a tendency to simple assertion
- 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)



GCSE ENGLISH NOVEMBER 2009 MARKING GUIDELINES
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
E/D	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 1-23

A1. What are your first impressions of Laurie from 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:

- On his first day of school he became awkward/assertive/wants his own way - refused to wear his shorts; instead wore jeans/belt;
- He has changed/is no longer tied to his mother's apron strings/a Mummy's boy - "sweet-voiced nursery-school tot"
- He became more independent/self-confident – "a long-trousered, cocky character"
- He perhaps doesn't show much thought towards his mother – he forgot to wave goodbye to her;
- He is noisy/loud – "his voice suddenly became aggressive", the front door "slammed open";
- He is untidy or thoughtless – his cap on the floor;
- He appears rude – he demands to know where everyone is; he speaks "rudely" to his father;
- He is clumsy – he spills the baby's milk;
- He lacks manners/he eats with his mouth full;
- He ignores his parents/he leaves the table without being allowed to, taking a biscuit with him;
- He enjoys telling tales about how bad Charles has been in school – he "grinned enormously" and is "chuckling" when he tells the stories about Charles.

Overview

- Going to school changed Laurie for the worse;
- He's not a very nice child – he treats his mother thoughtlessly;
- He doesn't behave well at home;
- He seems to enjoy Charles's bad behaviour at school;
- His behaviour is attention-seeking.

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 24-48

A2. What do you learn about Charles from 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 is rough/nasty/violent with other children – “bounced a seesaw onto the head of a little girl.”
- He is regularly punished by the teacher for his bad behaviour in school/kept in at playtime.
- He is disruptive during lessons/naughty/always messing about -
 - He kept banging his feet on the floor.
 - He is sent out of the class for throwing chalk.
- Laurie’s mother thinks Charles must be “a bad influence” on others/his behaviour affects others.
- He is rude/attention-seeking – he yells during class.
- He disrupts other classes with his noise – a teacher sends a boy in.
- He is kept in school at the end of the day.
- He doesn’t seem to mind being punished – “he just sat there”.
- We learn he is bigger than Laurie, and never wears a jacket.
- Laurie thinks Charles may be thrown out of school because of his bad behaviour.
- He is a bully/aggressive towards other children – he hit a boy in the stomach and made him cry.
- Teachers struggle to control him – he behaves badly day after day (Wed/Thu/Fri).

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 49-61

A3. How has Charles changed in these lines? How do Laurie's parents react to his changed behaviour? [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.

8-10 marks (C/B grades), according to quality, to those who select and begin to analyse appropriate material from the text. These answers should engage with the issue of `how`, even if they do rely on the spotting of key quotations.

Some points that candidates may explore:

How `Charles` has changed in these lines

- He started to behave well in class – he was so good “the teacher gave him an apple”;
- He became the teacher's `helper`;
- He “gave the crayons out and picked up the books afterwards”;
- He was the teacher's helper for a full week;
- He gave things out for the teacher and picked things up;
- He was not kept after school for bad behaviour.

How do Laurie's parents react to his changed behaviour?

- Confusion – + evidence
- Shock/surprise – + evidence
- Disbelief – + evidence
- Her husband is doubtful that Charles has changed – “Wait and see”
- He thinks Charles may be “plotting” more mayhem.

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

Remember 5 marks is just grade E.

To answer this question you will need to concentrate on lines 62-82, but you may wish to refer back to events earlier in the story.

A4. Imagine you are Laurie's mother. Write what you say to your husband when you come back from the Parent-Teacher meeting. [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 show an understanding of the events and begin to show a sense of the mother's character and feelings.

8-10 marks (C/B grades), according to quality, to those who show clear understanding of what happened at the Parent-Teacher meeting and will begin to explore a range of the mother's feelings and attitude in some detail.

Candidates may explore Laurie's mother's thoughts, feelings and reflections, focusing on aspects such as:

- The curiosity she has about Charles's mother and the sympathy she feels for her;
- Her secret search to 'spot' Charles's mother - and her surprise that she was not immediately obvious;
- The initial exchange of pleasantries with the teacher – and the way the teacher talks to her ('she said it in a curious way');
- She hears about Laurie's having "a little trouble adjusting" – but she initially thinks nothing of this – she feels relaxed in her conversation with the teacher;
- her mention of Charles in the class and the teacher's reaction to the name;
- **her immediate thoughts and feelings when she hears there is no-one in the class called Charles;**
- **an exploration of how she feels as she realises that her son has created 'Charles' as a way of telling the story of how he has behaved in school;**
- The links she makes back to earlier incidents involving 'Charles'.

Some candidates may write in the third person. In this case, credit detail relevant to the task set. However, these candidates will penalise themselves by their inability to explore in detail Laurie's mother's feelings and thoughts.

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 outside a cinema where a new children's film is being shown for the first time.

[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, parents queueing with children, shoppers walking by, cinema staff checking the queue)
- close and well-selected observation of the people in the scene (a mother with an excited daughter or son, a child in the queue reading the book of the film), 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)
- general rather than specific description of people and a tendency to use unconvincing stereotypes (for example, *all the children looking excited*)
- limited range of description (for example, no differentiation between people or physical details)
- some attempt to use sense impressions but in a formulaic manner (the scene looked chaotic)
- limited or inappropriate use of dialogue
- little reflection or development of what is observed (for example, a single sentence such as *You see the parents standing bored and looking at their watches* 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

BLANK PAGE

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 NOVEMBER 2009 MARKING GUIDELINES
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
E/D	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 'What a waste!' leaflet and answer the following questions.

- A1. (a) What percentage of waste is recycled in Mid Sussex? [1]
- (b) What percentage of the food we buy in the UK is thrown away? [1]
- (c) Give three examples of unavoidable food waste that could be composted. [3]
- (d) Explain the difference between 'Use by' and 'Best before' dates on food? [2]
- (e) Give three examples of ways to avoid wasting fruit and vegetables. [3]

Award one mark to each correct answer

- (a) 40%
- (b) 30%
- (c) peelings, cores, eggshells, teabags (**note: max = 3**)
- (d) Use-by: food **must** be eaten by this date / safety (1)
Best before: food can still be eaten after this date but may no longer be at its best / quality (1)
- (e) Most fruit and veg can be kept in the fridge to make it last longer (1)
Older vegetables can be made into midweek meals such as soups, curries or casseroles (1)
Buying fresh fruit and veg twice a week rather than bulk buying will mean you throw less away, eat fresher goods and probably save money too (1)

A2. How does the leaflet try to encourage readers to get involved in reducing food waste? [10]

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

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

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

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

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

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

Some points that candidates may explore:

What it says

- It emphasises most waste food is, or was, "perfectly good food";
- It reminds us that throwing away good food is a "terrible waste";
- It gives reasons for food being wasted;
- It tells us the impact on the environment and global warming (methane/greenhouse gases);
- Reducing food waste will save us money (£420 / year);
- It gives examples of what's wasted every day (yoghurt/chickens/ready made meals);
- It tells us ways of reducing some food waste – by home composting;
- and offers compost bins at subsidised prices – to tempt readers to get involved;
- It reminds readers that food with a 'Best before' date is still edible;
- It gives simple, practical tips on reducing food waste;
- It gives examples of how food can be re-used (soups, curries etc.);
- It gives phone, website and email details to get hold of more information;
- 'Re-cycle for a better Mid Sussex' suggests recycling improves your area.

How it says it

- Makes the reader feel guilty + evidence;
- It uses simple comparisons to emphasise the scale of the problem – "That's one shopping bag out of every three!"; "the same impact ... as taking 1 in 5 cars off UK roads";
- It uses "we" to suggest food waste is a problem for everybody;
- It uses statistics to emphasise how much is wasted – "1.3 million unopened yoghurt pots";
- The information/stats shocks the reader
- It uses imperatives: "Check what's in your cupboard";
- The tone of the leaflet is supportive – "Try planning your meals for the week ahead".

The use of pictures and illustrations

- It uses pictures of lots of waste food – unpleasant to look at;
- Silhouette at the foot of page 1 - 4 suggest a "green and pleasant land" we all want;
- Compost bin looks simple to manage.

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. List five reasons why action on food waste is needed.

[5]

This question tests knowledge and use of text

Award one mark to each correct answer

- Food waste is adding to climate change/damaging the environment;
- Waste is increasing by one million tonnes a year;
- We throw away one-third of our food;
- 6.7 million tonnes of food is wasted;
- The cost to households is between £400-£610 a year;
- Much of the food wasted need not be;
- Food waste produces the greenhouse gas, methane;
- Food waste is “shocking” at a time of global food shortages/an outrageous scandal;
- The national cost of the waste is £8 billion/huge financial cost to the nation.

A4. What do we learn about the Waste & Resources Action Programme (WRAP) and its work?

[5]

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

Some points candidates may explore:

- It's a government-funded agency;
- They conducted research into how much food is wasted (3000 households polled/diaries kept);
- The results showed very high levels of food being wasted (in effect, one in three bags of shopping go in the bin);
- They devised a campaign (Love Food Hate Waste) to help people reduce the amount of food they waste;
- They used TV chefs to publicise the campaign;
- Their campaign shows people how to plan shopping/make meals from leftovers;
- Their research showed people threw more away than they thought;
- Their research showed why people wasted food (over-shopped/not planning meals/fridges/'best before');
- They showed that some groups of people were particularly wasteful;
- They also have a website that gives advice and practical help to avoid food waste.

To answer this question you will need to make use of both texts.

A5. These two texts are both about food waste. Compare and contrast what they say about:

- which foods are regularly wasted;
- the reasons why food gets wasted.

[10]

	Leaflet	Newspaper article
Which foods are regularly wasted?	Yoghurt (1.3m pots every day)	Fruit
	Chicken	Vegetables
	Ready meals	Bread
The reasons that food gets wasted.	Too much food was prepared	People `over-shop`/don't plan their shopping / meals
	We don't use leftovers	Fridges are not kept cold enough
	We forgot what was in the cupboard and missed its `Use-by` date	Edible food is thrown away when it is past its `best before` date
		People don't make meals from leftovers

SECTION B (40 marks)

GRADE DESCRIPTORS (QUESTIONS B1 AND B2)

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

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

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

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

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

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

B1. Your local council wants to encourage re-cycling and to reduce waste. They have suggested:

- **separating recyclable waste from rubbish;**
- **charging to collect rubbish;**
- **fining people who don't re-cycle;**
- **only collecting rubbish every two weeks instead of every week**

Write a letter to your local council giving your opinion on some or all of these suggestions. [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 formal letter (for example, a lively, opinionated or earnest approach)
- a clear and coherent approach (perhaps exploring a small number of reasons why some of the suggestions are sensible or should not be adopted)
- a logical structure within which relevant information is conveyed effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to suggestions, information and opinions (relevant use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps showing why one or more of the suggestions would help to reduce waste)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other journalistic devices (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific and relevant examples used within a coherent approach to the topic)
- clear understanding of how a talk can be persuasive

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

- uncertain sense of purpose and register (for example, a lack of clarity about which suggestions should be supported or opposed 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)
- opinions are thin or generalised with little sense of development (for example, a single sentence for each topic such as *I think the idea of charging to collect rubbish is a foolish idea*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *I don't see why anyone should be fined just because they don't re-cycle*)
- very limited awareness of the reader (for example, little use of direct address, 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 writing that gives a clear opinion and develop a clear line of argument

BLANK PAGE

B2. Write a lively article for a teenage magazine about a famous person you either admire or dislike. [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 looking in detail at one aspect of the character 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
- limited development of ideas/opinions and a tendency to simple assertion
- 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)



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