



# GCSE

## English

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**Session:** 1994 June  
**Type:** Mark scheme  
**Code:** 1510



MIDLAND EXAMINING GROUP

## **GCSE EXAMINATIONS SUMMER 1994**

### **MARKING SCHEME**

**for**

**ENGLISH (1510)**

**PAPER 1 (1510/1)**

#### **Notes:**

- 1** This Marking Scheme is a working document prepared for use by Examiners, all of whom are required to attend a Standardisation meeting to ensure that the Marking Scheme is consistently interpreted and applied in the marking of candidates' scripts.
- 2** MEG will not enter into any discussion or correspondence about any Marking Scheme. It is acknowledged that there may be different views about some matters of emphasis or detail of a Marking Scheme. It is also recognised that, without the benefit of attendance at a Standardisation meeting, there may be different interpretations of the application of a Marking Scheme.

**SECTION A****QUESTION 1**

Tick each point clearly made from the following, then consult the level descriptions to arrive at your mark.

**Background**

- Aged 13–17.
- From two Birmingham Council estates.
- Many single parent families.
- High unemployment.

**The offences they admitted to**

- More usually victims than criminals.
- Very few stole cars, robbed or burgled.
- Very few are serious criminals but many commit minor crimes.
- The majority drank under age.
- 40% truants.
- 25% smokers.
- 33% boys/26% girls had hit somebody in public.
- Use of/carrying of weapons.

**The reasons they gave**

- Most young people were bored.
- No leisure facilities.
- Many have no sense of right or wrong.

**Suggestions**

- More police officers are needed on the beat.
- More parental supervision/discipline.

**Relationships with parents**

- There is a consensus of opinion between teenagers and adults.
- Most parents **do** supervise and care/most children **are** under control.
- A sizeable number, however, have nobody checking upon them and are likely to get into trouble.
- Most teenagers can discuss anything with their parents.
- Crime is less likely to occur when young people have a job/stable relationship.

**NOTE:** The number of points will be a good guide, but will not invariably give the level which is appropriate. Please write a brief note explaining your mark if this is the case.

**Question 1 Level Descriptions**

<b>Level</b>	<b>Mark</b>	<b>Description</b>
7	20 19 18 17	A well balanced answer, with a good range of points clearly and concisely made in the candidate's own words.
6	16 15 14 13	A clear and relevant answer containing a range of points. A good understanding of the passage is revealed, although there may be a few examples of lifting.
5	12 11 10 9	Understanding of the passage is revealed and most of the main points are included. Generally a good attempt to explain in the candidate's own words, but with some lifting.
4	8 7 6 5	Some grasp of the material is shown. Attempts to explain in own words sometimes reveal inaccurate understanding and there is recourse to lifting whole phrases and sentences.
Below 4	4 3 2 1	Sections of the text, although broadly relevant to the task, are copied out. The candidate has seriously misunderstood/misinterpreted the meaning of the passage.

THE QUALITY OF THE WRITING AND THE COHERENCE OF THE SUMMARY SHOULD BE BORNE IN MIND WHEN MAKING YOUR PRELIMINARY ASSESSMENT FOR EN3 WRITING AT THE END OF SECTION A.

**[Turn over.]**

## THE PRESENTATION OF THE LETTER

**Layout:** Two addresses.

1 The writer's address and date.

2 The Editor, The Redfield Advertiser, Gigg Lane, Redfield, RF18 2EU.

**Salutation:** Dear Sir, Dear Madam.

**Signature:** Yours faithfully, signature (no title).

**NB:** Require consistent punctuation, open or closed.,

Position of addresses is variable, but reversal of the traditional L-R order is wrong.

Details should be full and correctly spelt.

## TONE AND REGISTER

A consistent and appropriate tone is important.

Since the letter is to be written for newspaper publication it should have some degree of formality.

## Marking Instructions

- Ring or indicate errors of layout.
- Ring errors and tick felicities of expression and content sufficiently to show how you have formed your judgement of levels of achievement.
- Use the Level Descriptions and the detailed guidance on content and presentation to determine the appropriate level and then mark within that level. Photostat examples will be used to assist in the application of these descriptions.
- When marking assess both content and presentation. Both are equally weighted and should be balanced to form the final judgement. For example, a good level 6 in one and a low level 5 in the other would produce a final mark of 12 or 13.
- Other writing skills, as indicated in the linguistic errors and felicities noted, will go towards your initial overall assessment of En3, which should now be made at the end of Section A.

## Question 2 Level Descriptions

		Content	Presentation
7	20 19 18 17	A full and accurate letter which reveals sympathy and understanding. Material from the survey and tables has been selected with discrimination. The letter proceeds naturally from specific incidents to matters of general concern.	The layout is correct, the letter is wholly appropriate to the task in its tone and register and is structured clearly and coherently, with logical paragraph divisions.
6	16 15 14 13	A worthwhile attempt to respond to the pensioner's concerns. Detail from the material is used to sustain the points made by the writer.	The layout is broadly acceptable with one or two minor omissions or errors. The letter is generally appropriate to the task, though some wrong notes may appear. The structure is reasonably clear and complete, aided by sensible paragraphing in the main.
5	12 11 10 9	The material has been understood, but reference to it is less consistent, less well explained and more mechanical. There could be a little lifting.	There may be a major error in the layout or several minor ones. The tone is clearly not quite right. There is a structure to the letter but one or more elements may be missing, inadequate or unsatisfactory. Paragraphs are used, but may be unhelpful.
4	8 7 6 5	Simple examples could be given instead of textual references. Some understanding of the material and task is shown but there are omissions and/or inaccuracies. Lifting increases.	The layout may be seriously flawed. There is little evidence of an attempt to write in an appropriate style, or the attempt may be seriously misguided. The material may be presented in a random, unstructured way with little or no paragraphing.
Below 4	4 3 2 1		

THE QUALITY OF THE WRITING AND THE COHERENCE OF THE SUMMARY SHOULD BE BORNE IN MIND WHEN MAKING YOUR PRELIMINARY ASSESSMENT FOR EN3 WRITING AT THE END OF SECTION A.

**SECTION B – 30 MARKS****Marking Instructions**

- Mark this section to confirm or modify the impression of En3 Writing already received from Section A.
- Ring errors and tick felicities of expression and content sufficiently to show how you have formed your judgement of the level of attainment. Close mark a patch of approximately twelve lines in the middle of the piece.
- Comment briefly on significant strengths and weaknesses in the piece – both its content and linguistic skills.
- Use the table of mark/level descriptions to determine the level. This table reproduces the general characteristics of each level; you may wish to refer to the detailed level descriptions which describe performance in each statement of attainment to refine this judgement to the mark within the level.

**Notes on the Tasks****1 Form and Audience**

- (a) A story should have a beginning, a middle and an end with a climax or point. There should be a setting and some sense of the individuality of the characters. Elements of description, narrative should normally be present. The style chosen may be personal or impersonal, formal or colloquial, but it should be consistent.
- (b) A personal account should be written in an appropriate style. A colloquial approach would be quite acceptable here. It should be structured, and is likely to include the actions, thoughts and feelings of the writer.
- (c) A talk to a teenage audience. An oral register should be clearly distinguishable from the candidate's writing in Section A. Rhetorical devices such as repetition and rhetorical questions may be used and there should be an awareness of the audience who will be addressed directly.

Level	Mark	
7	30 29 28 27 26 25	The candidate is writing with a degree of confidence and security. The structures may be fairly simple and errors may occur when greater complexity is attempted but these errors will not impede communication or distract the reader unduly. Vocabulary may lack richness and "exactness" but will be broad enough to describe and amplify. Subject matter may be naive and/or lacking in balance but will be relevant to the task given. Overall the writing will show competence and good development of skills.
6	24 23 22 21 20 19	<p>Writing at this level is often either:</p> <p>1 Virtuously simple, ie little is attempted. The structures are simple, the subject matter straightforward and little risk is taken. There is very little error, meaning is entirely clear – the answer is relevant and well organized – but is unambitious.</p> <p>OR</p> <p>2 "Over-reaching", ie the candidate has a great deal to say, is interesting and potentially sophisticated, but in attempting to write racy, vivid English makes frequent grammatical errors and may attempt vocabulary which is imperfectly understood.</p>
5	18 17 16 15 14 13	The writing shows a basic level of competence in simple tasks and an awareness of the possibilities of more complex structures and vocabulary. There is likely to be frequent single word error, but meaning is not impeded. The task has been addressed and the answer is clearly relevant to the assignment.
4	12 11 10 9 8 7	The reader should feel that the candidate has made a constructive attempt to carry out the assigned tasks and has produced writing that conveys information and/or ideas and has some appropriate "shape". There are likely to be many linguistic errors but communication does not break down. The errors will tend to be of the single word type that could be corrected to produce accurate expressions without reconstructing the sentence.
Below 4	6 5 4 3 2 1	



**PRESENTATION – 10 MARKS**

Award a mark out of 10 for performance over the paper as a whole in accordance with the Level/Mark Descriptions below.

Examiners should seek to balance strengths and weaknesses when awarding marks. The level will usually be determined by criterion (a) spelling, but may be adjusted up or down by one or at most two levels if achievement is at a markedly different level in one or more of the other criteria: (b) correction, (c) handwriting, (d) layout. Appropriate allowance should be made for nervousness at the beginning of a paper and haste at the end. It may be that the candidate's performance somewhere in the middle of the script will give the fairest indication of the Level attained.

Level	Mark
7	10–9
6	8–7
5	6–5
4	4–3
Under 4	2–1

**Level 7 – 10–9 Marks*****En4/5 7(a)***

Spelling is accurate over the full range of the candidate's working vocabulary. Errors may occur where difficult words are attempted which either present particular spelling problems or which lie on the margin of the candidate's vocabulary. These errors, however, will not be frequent and will not impair communication.

***En4/5 7(b)***

Where corrections are made, first draft errors will have been, in most cases, eliminated neatly.

***En4/5 7(c)***

Handwriting will be easily legible although faults in letter formation may slow the reader initially. Communication will, however, be unaffected.

***En4/5 7(d)***

Instructions regarding layout will usually have been followed helpfully for the reader. Communication remains clear.

**Level 6 – 8–7 Marks*****En4/5 6(a)***

Spelling of commonly used words will be accurate and more sophisticated vocabulary will be understandable to the reader, even when there are spelling defects. Spelling errors will generally occur in single letters or single syllables of words.

***En4/5 6(b)***

Where corrections are made they will be generally accurate and neat enough not to impair communication or reading speed.

***En4/5 6(c)***

Handwriting will be sufficiently legible to sustain clear communication, although letter formation defects may sometimes disturb the reading of the script.

***En4/5 6(d)***

Scripts are presented as instructed in the rubric. There may be inconsistencies and untidiness but communication is not hampered by the layout of the script.

**Level 5 – 6–5 Marks*****En4/5 5(a)***

Simple words will be spelt correctly on most occasions and words of greater complexity are sometimes attempted with success. Words with inflectional suffixes (-ed, -ing), where consonant doubling is required (running) and where 'e' deletion is necessary (coming) are usually spelt correctly.

***En4/5 5(b)***

Scripts show evidence of having been checked for error. Some errors have been identified and corrected.

***En4/5 5(c)***

Handwriting is generally legible. Distinction in formation of capitals and lower case letters is clear.

**Level 4 – 4–3 Marks****En4 4(a)**

Simple words will usually be spelt correctly, including words involving the more commonly used prefixes and suffixes.

**En4 4(b)**

There is evidence that the script has been checked and that some errors have been identified and corrected.

**En5 4(c)**

The script will be presented employing joined-up writing with a degree of fluency. Capitals and lower case letters are usually employed correctly.

**Level 3 – 2 Marks****En4 3(a)**

Simple words, including some of more than one syllable, are spelt correctly. The candidate recognizes and can spell correctly words with commonly used word endings, eg -ing, -ion, -ous. Words with common stems are recognized and, on some occasions, correctly distinguished, eg grow – growth, growing, etc.

**En4 3(b)**

There is evidence that the script has been checked and that some errors have been identified and corrected.

**En5 3(c)**

Legible, joined-up writing is used and communication is achieved.

**Levels 1 and 2 – 1 Mark**

Scripts that fail to achieve the minimum criteria for Level 3 should be awarded one mark, using the presence (or absence) of communication as the main criterion. Such scripts are likely to be rare among GCSE/KS4 candidates. The mark of 0 should be reserved for scripts where no response at all has been made to tasks.



MIDLAND EXAMINING GROUP

## **GCSE EXAMINATIONS SUMMER 1994**

### **MARKING SCHEME**

**for**

**ENGLISH (1510)**

**PAPER 2 (1510/2)**

#### **Notes:**

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## SECTION A – 40 MARKS

## QUESTION 1 – 20 MARKS

**BEFORE**

Small flat in council block.  
High-rise, crowded community, busy streets.

Neighbours to whom she talked.  
She had some sort of income (rag trader).  
She had a pension.  
She owed money (rent, etc) but life was fairly under control.  
She had a TV.  
She had a few possessions.

Tibby was well looked after.  
Fed.  
Fondled by Hetty.  
Appreciated for what he brought back – pigeon.

In poor condition (fleas, ragged, scarred).  
Much competition – life was a struggle.  
Below pedigree cats in hierarchy.

**BUT**

Despised by neighbours – the pigeon.  
Not liked by children – she embarrassed them.  
Attitude of council officials.  
Plagued by the television rep.

Remained lonely.

**AFTER**

One room in a slum condemned.  
House, semi-rural feel (canal, islands), proximity of wealthy neighbourhood.  
Still had neighbours.  
Carried on with trading. Her trading improved.  
Did not collect her pension.  
Was scared and so didn't dare contact others.

Still had TV but now it was stolen.  
Still had her possessions.

Hetty can keep her cat.

Fine hunting area round the building – birds, rats, etc.

Flourished, plenty of space.

Fathered litters, established his place, less need to fight.

Still no contact but didn't want contact.

Sold the television.

Not lonely – made a good friendship with a woman; in fact, had a relationship with five children in the building.

## MARKING METHOD

- Tick details; indicate with ✓c where comparison (implicit or explicit) is made.
- Indicate substantial lifting by 'L' in the margin.
- Add a brief note identifying strengths/weaknesses of the answer.
- Use the mark/level descriptions to award the final mark. Photostat examples will give guidance in their application.

Award the level to the degree to which the account given is a full account of the comparison and is in own words in the main, acknowledges quotations and is written in reasonable style.

Level	Mark	Description
7	17 – 20	10 or more points of comparison to be made in own words, including a clear explanation of the basic points about loneliness being replaced by friendship, and probably the parallel between the lives of Hetty and her cat.
6	13 – 16	7 or more points of comparison to be made in own words, including reference to loneliness being replaced by friendship.
5	9 – 12	5 or more points of comparison to be made in the main in own words, including some reference to loneliness and other people who are around.
4	5 – 8	3 or more points of comparison which may well use quite a lot of lifting but in which the candidate shows some understanding.
Below 4	1 – 4	

**En3:** Question 1 should be used to help form an initial impression of the level of achievement demonstrated in En3 Writing. Note especially the candidate's ability to organize the information coherently.

**QUESTION 2 – 20 MARKS****Poem****Passage**

- |   |  |
|---|--|
| <p><b>1 Description</b> Old.<br/>Filthy clothes.<br/>Painfully thin limbs.<br/>Visibly exhausted/asleep.<br/>Lying down/in one place.</p>   | <p>Very old.<br/>Dressed in rags – filthy.<br/>Physically very weak "shuffles".<br/>For a time she looks dead or certainly ill – incapable of moving.<br/>Had been in different locations/positions.</p>   |
| <p><b>2 Attitude</b> Initially, like others, no feeling towards the beggar – simply a good subject for a photograph. There is then some feeling of guilt – poet talks of his "presumption" – NB last 2 lines.</p> | <p>There is a changing attitude here:</p> <ul style="list-style-type: none"> <li>(i) This woman is taken for granted – not even noticed.</li> <li>(ii) The woman is looked at but no responsibility is taken – looked at and ignored.</li> <li>(iii) Some concern is shown – questions are asked – the woman is approached and looked at. Eventually the hospital is visited.</li> <li>(iv) At the same time as the concern, there is a feeling of fear – of having caught some disease from the flies, etc around the woman.</li> </ul> |
| <p>Others: The crowd are most interested in entertainers – the beggar is just one of many.</p>  | <p>Others: They have no time to listen/not their business/hospital will only help if she is brought in.</p>  |

Understanding of the poet's feeling of guilt and the writer's concern mixed with fear will be good indicators for the higher levels.

### 3 Language

The imagery:

Thinness of limbs – "cracks in the stone" "routes for the ants' journeys" "veined into stone" "a fossil man".

Idea of ordinariness through the simile "his shadow thrown aside like a blanket".

Essentially, though, the writing is simple, eg lines 1, 2, 3 creating the picture – stanza 3 – even the title the poet gives to the picture emphasizes the ordinariness of the scene. [NB Its pun may be recognised and understood by level 7 candidates.]

The only complexity is in the last stanza where the poet seeks to put across the wrongness and the contrast between art and hunger.

The writing in the prose passage is essentially straightforward. There is a lack of imagery – but refuse dump is an appropriate – symbolic – setting.

What is important here is the detail of the description and examples should be given of that detail –

the animals  
the flies  
the smell  
the washerman "eating food"

the bathing

the description of the doctor

which indicate absolute contrast, etc.

The writing is deliberately simple and almost repetitive as the writer wants the reader to see the scene.

Reward meaningful comment on the effectiveness of the ending.



**MARKING METHOD**

- Note with numbered ticks where the criteria have been met.
- Note that the level of response to 'Decomposition' may reasonably be expected to reflect the candidate's familiarity with it.
- Add a brief note identifying the strengths/weaknesses of the answer.
- Use the mark/level descriptions to award the final mark. Photostat examples will give guidance in their application.

<b>Level</b>	<b>Mark</b>	<b>Description</b>
7	17 – 20	Answers which show a clear understanding of both poem and passage and which respond well under all three headings.
6	13 – 16	Answers which show a substantial degree of understanding of both poem and passage and which make some comment under all three headings, and recognise some change in the poet's attitude.
5	9 – 12	Answers which show understanding. The writing on the poem might be better than that on the passage (as it was in pre-released material.) Sensible things are said although there may be little or nothing under the 'language' heading. A strong performance on only one section can justify this level.
4	5 – 8	There is an attempt to answer the question and some sensible things are said. The bulk of the answer may be on the description.
Below 4	1 – 4	

## SECTION B – 30 MARKS

### Marking Instructions

- Mark this section to confirm or modify the impression of En3 Writing already received from Section A.
- Ring errors and tick felicities of expression and content sufficiently to show how you have formed your judgement of the level of attainment.
- Comment briefly on significant strengths and weaknesses in the piece – both its content and linguistic skills.
- Use the table of mark/level descriptions to determine the level. The table of level/mark descriptions reproduces the general characteristics of each level; you may wish to refer to the detailed level descriptions which describe performance in each statement of attainment to refine this judgement to the mark within the level.
- After determining this mark, consider **the level of empathy** demonstrated using the table describing levels of empathy. In many cases no significant adjustment will be required, but where there is a clear disparity between the quality of the task considered solely as a piece of narrative writing and as a response to the passage, you should adjust the initial mark by a maximum of 5 marks, ie:  
 If the Empathy is clearly 1 level above or below En3 give  $\pm 1/2$ .  
 If the Empathy is clearly 2 levels above or below En3 give  $\pm 3/4$ .  
 If the Empathy is clearly 3 or more levels above or below En3 give  $\pm 5$ .
- Show the final mark thus:  $22 + 0 = 22$ ;  $16 + 3 = 19$ ;  $11 - 2 = 9$  etc.

### Notes on the Tasks

In considering the content of these answers, there will be an element of En2 Reading in your assessment since they should show a degree of empathy with the passage studied in Section A.

Both tasks are looking for development of the personality and, especially, the attitudes of the writer. In task 3 Hetty's children might well be increasingly horrified by what is found. In task 4 the candidate must have an attitude to the situation which s/he finds.

### Table of Levels of Empathy

#### Consider:

- how the task uses the facts of the passage;
- how far and how imaginatively it develops other aspects such as character, setting, atmosphere, ideas, concerns, tone, style etc.

Level	Description
7	Full and consistent: shows a full understanding of the facts of the passage and develops other aspects of it very well.
6	Clearly evident and generally consistent: shows a sound understanding of the facts of the passage and develops some of its aspects with some success but may rely quite heavily on the passage for its detail.
5	Variable – sometimes evident: shows an acceptable level of understanding of the facts of the passage and includes some development of one or more of its aspects, but may rely heavily on the passage for its detail or contains much material which is irrelevant to it.
4	Recognizable but superficial: the task is related to the passage but the links may be very largely factual or only tenuous. There is little attempt at imaginative development.
Below 4	Barely evident: Apart from the most superficial links (such as names of characters) there is almost no connection with the passage.

[Turn over

Table of Level/Mark Descriptions

Level	Mark	
7	30 29 28 27 26 25	The candidate is writing with a degree of confidence and security. The structures may be fairly simple and errors may occur when greater complexity is attempted but these errors will not impede communication or distract the reader unduly. Vocabulary may lack richness and "exactness" but will be broad enough to describe and amplify. Subject matter may be naive and/or lacking in balance but will be relevant to the task given. Overall the writing will show competence and good development of skills.
6	24 23 22 21 20 19	<p>Writing at this level is often either:</p> <p>1 Virtuously simple, ie little is attempted. The structures are simple the subject matter is straightforward and little risk is taken. There is very little error, meaning is entirely clear – the answer is relevant and well organized – but is unambitious.</p> <p>OR</p> <p>2 "over-reaching", ie the candidate has a great deal to say, is interesting and potentially sophisticated, but in attempting to write racy, vivid English makes frequent grammatical errors and may attempt vocabulary which is imperfectly understood.</p> <p>Communication is clear and the sprinkling of language errors does not confuse or mislead the reader. Interest is maintained throughout. The overall effect may be rather pedestrian and/or laborious. Simple structures are correct and more complex language, if attempted, is sometimes successful. The candidate is making a reasonable attempt to respond to the task.</p>
5	18 17 16 15 14 13	The writing shows a basic level of competence in simple tasks and an awareness of the possibilities of more complex structures and vocabulary. There is likely to be frequent single word error, but meaning is not impeded. The task has been addressed and the answer is clearly relevant to the assignment.
4	12 11 10 9 8 7	The reader should feel that the candidate has made a constructive attempt to carry out the assigned tasks and has produced writing that conveys information and/or ideas and has some appropriate "shape". There are likely to be many linguistic errors but communication does not break down. The errors will tend to be of the single word type that could be corrected to produce accurate expressions without reconstructing the sentence.
Below 4	6 5 4 3 2 1	

**PRESENTATION – 10 MARKS**

Award a mark out of 10 for performance over the paper as a whole in accordance with the Level/Mark Descriptions below.

Examiners should seek to balance strengths and weaknesses when awarding marks. The level will usually be determined by criterion (a) spelling, but may be adjusted up or down by one or at most two levels if achievement is at a markedly different level in one or more of the other criteria: (b) corrections, (c) handwriting, (d) layout. Appropriate allowance should be made for nervousness at the beginning of a paper and haste at the end. It may be that the candidate's performance somewhere in the middle of the script will give the fairest indication of the level attained.

Level	Mark
7	10–9
6	8–7
5	6–5
4	4–3
Under 4	2–1

**Level 7 – 10–9 Marks*****En4/5 7(a)***

Spelling is accurate over the full range of the candidate's working vocabulary. Errors may occur where difficult words are attempted which either present particular spelling problems or which lie on the margin of the candidate's vocabulary. These errors, however, will not be frequent and will not impair communication.

***En4/5 7(b)***

Where corrections are made, first draft errors will have been, in most cases, eliminated neatly.

***En4/5 7(c)***

Handwriting will be easily legible although faults in letter formation may slow the reader initially. Communication will, however, be unaffected.

***En4/5 7(d)***

Instructions regarding layout will usually have been followed helpfully for the reader. Communication remains clear.

**Level 6 – 8–7 Marks*****En4/5 6(a)***

Spelling of commonly used words will be accurate and more sophisticated vocabulary will be understandable to the reader, even when there are spelling defects. Spelling errors will generally occur in single letters or single syllables of words.

***En4/5 6(b)***

Where corrections are made they will be generally accurate and neat enough not to impair communication or reading speed.

***En4/5 6(c)***

Handwriting will be sufficiently legible to sustain clear communication, although letter formation defects may sometimes disturb the reading of the script.

***En4/5 6(d)***

Scripts are presented as instructed in the rubric. There may be inconsistencies and untidiness but communication is not hampered by the layout of the script.

**Level 5 – 6–5 Marks*****En4/5 5(a)***

Simple words will be spelt correctly on most occasions and words of greater complexity are sometimes attempted with success. Words with inflectional suffixes (-ed, -ing), where consonant doubling is required (running) and where 'e' deletion is necessary (coming) are usually spelt correctly.

***En4/5 5(b)***

Scripts show evidence of having been checked for error. Some errors have been identified and corrected.

***En4/5 5(c)***

Handwriting is generally legible. Distinction in formation of capitals and lower case letters is clear.

**Level 4 – 4–3 Marks*****En4 4(a)***

Simple words will usually be spelt correctly, including words involving the more commonly used prefixes and suffixes.

***En4 4(b)***

There is evidence that the script has been checked and that some errors have been identified and corrected.

***En5 4(c)***

The script will be presented employing joined-up writing with a degree of fluency. Capitals and lower case letters are usually employed correctly.

**Level 3 – 2 Marks*****En4 3(a)***

Simple words, including some of more than one syllable, are spelt correctly. The candidate recognizes and can spell correctly words with commonly used word endings, eg -ing, -ion, -ous. Words with common stems are recognized and, on some occasions, correctly distinguished, eg grow – growth, growing, etc.

***En4 3(b)***

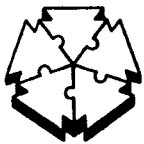
There is evidence that the script has been checked and that some errors have been identified and corrected.

***En5 3(c)***

Legible, joined-up writing is used and communication is achieved.

**Levels 1 and 2 – 1 Mark**

Scripts that fail to achieve the minimum criteria for Level 3 should be awarded one mark, using the presence (or absence) of communication as the main criterion. Such scripts are likely to be rare among GCSE/KS4 candidates. The mark of 0 should be reserved for scripts where no response at all has been made to tasks.



# MEG

MIDLAND EXAMINING GROUP

## **GCSE EXAMINATIONS SUMMER 1994**

## **MARKING SCHEME**

**for**

**ENGLISH (1510)**

**PAPER 3 (1510/3)**

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**SECTION A****Question 1 – 20 Marks**

The following points may be noted:

***Dogs***

- 1 Register your dog with a vet/make sure that he is protected against disease.
- 2 House train him. This point also applies to pigs.
- 3 Get him used to a collar and lead/exercise him regularly.
- 4 Feed him properly and regularly.
- 5 Make sure that you groom him/shampoo him regularly.
- 6 Train him in obedience.
- 7 Do not allow him to be noisy.
- 8 Give him plenty of attention and friendship/love.
- 9 Treat your pet with respect.

***Pigs***

- 10 Obtain a licence.
- 11 Only walk pigs on safe routes away from farm animals.
- 12 Have their tusks and hooves trimmed regularly.
- 13 Remember that pigs need a large garden/need exercise/have specific needs.

***Dog Owners and Other People***

- 14 Remember hygiene: Do not let him use your towels/food dishes/isolate him if he is ill.
- 15 Pick up any mess he makes out of doors/take him to a designated area/obey byelaws.
- 16 Keep your own self respect – if you demean your pet then you demean yourself.

***Pig Owners and Other People***

- 17 When you buy a young animal, check that it will not grow too large for you to control.
- 18 Think of yourself as well as your pets/remember that it is your house not theirs.
- 19 Do not try to domesticate inappropriate animals.
- 20 Remember that they are animals, not humans/do not treat them as you would your children.

**Marking Method**

- \* As you read through the summary, tick and number the points.  
Put a bracket round the tick if a point has not been made clearly.
- \* Use the mark/level descriptions to decide on the mark.  
Photostat examples will give guidance on how to apply them.
- \* **NB:** The number of points is a guide only; their clarity will also be taken into account.  
Please write a brief note of explanation if the mark awarded does not fit the Level description.



**Mark/Level Descriptions for Question 1**

<b>Level</b>	<b>Mark</b>	<b>Description</b>
10 9	20 19 18 17 16 15	Usually, 15 or more points are clearly and fluently put forward. A balanced answer is produced which includes a range of the more sophisticated points numbered 14–20. Look for lapidary concision at level 10.
8	14 13 12	Usually, 12–14 points are clearly and fluently made in the candidate's own words. Points will include some of those numbered 14–20.
7	11 10 9	Usually, 9–11 points are clearly made. There is a good understanding of the owner's responsibility to his pet, expressed generally in the writer's own words, and some reference to points 14–20.
6	8 7 6	Usually 8 or less points are made. The answer will concentrate on the more simple dog points. It may be rather brief or may be too close to the exam paper material, which could lead to excessive length.
Below 6	5 4 3 2 1	

## Question 2 – 20 Marks

The question allows for responses at various levels. Weaker candidates will score points on layout and presentation, whilst the language elements will stretch even the best.

Candidates may have noted the following:

### (a) **Layout**

The photograph – pigs look silly in a living room.  
The heading and sub-headings (eg "a cautionary tale". The idea that we are to be informed and amused).  
The caption: "and these little pigs..."  
The use of the two balanced inset quotations.  
Accept criticisms of the placing of the photograph.

### (b) **Presentation**

The names Colin and Hilary sound like a suburban married couple.  
The pigs act like humans, watch television, sit on the settee, knock at the door, occupy the lounge, Colin drinks Brown Ale.  
The pigs are in charge – the humans seem subservient.  
The first view of Colin as selfish, unfeeling and dominant contrasts with the way in which Hilary clearly adores him.  
They are presented as a couple ("his partner") and their relationship is described in human terms ("he's horrible to her.... she's devoted to him").  
Kay and Geoff are seen as concerned parents in their relationship with Colin.  
They speak of him first as their baby ("new arrival...so sweet").  
They describe him as if he has human qualities ("cheerful, entertaining, amenable").  
He is now seen as a rebellious teenager. He "hangs around the house looking moody" and "does as he pleases".

### (c) **Language**

Hopefully candidates will approve of the sharp/witty/amusing use of language.  
Credit comments which refer to the use of direct speech.

The choice of words deliberately stresses the link with people: "Essex... swaggers... knocking at the door."

At level 6 candidates may note the use of puns/plays on words: "home ground – the sitting room... the patter of tiny hooves... pet enthusiasm".

At level 7 "male chauvinist pig" should be identified as a metaphor, and at higher levels a more analytical and sophisticated approach could deal with:

Anti-climax: "a vista of churned mud... the only thing that Colin cares for is the rabbit... kiss us with his snout... stretching out on the settee with a grunt."

Irony: the pigs hate mud and dirt/the owners are disappointed that Hilary is "piggy".

The quotation from 'Animal Farm'.

Reward references to variety of tone.

### **A Further Point**

If a candidate does not approve of the passage for religious or cultural reasons then respect these and mark the script by impression.

### Question 2 Marking Method

As you read through the answer use a tick and the letters A, B or C to show where the candidate has made valid points. Put brackets round ticks if the points are not well made.

Use the following mark/level descriptions. Photostat examples will give you guidance on how to apply them.

Level	Mark	Description
10 9	20 19 18 17 16 15	A fluent and analytical approach which responds in detail to two or three elements of the question. A number of judgements are made which are convincingly supported. Level 10 candidates will be distinguished by the greater detail and subtlety of their answers.
8	14 13 12	A convincing answer which clearly deals with two or three elements of the question and supports its judgements by appropriate quotation and reference.
7	11 10 9	A response which deals competently with the question. Content/presentation comments will be secure and some reference will be made to layout or language.
	8 7 6	The candidate responds quite well to the content/presentation elements of the question. An attempt may be made to deal with the language but this may well be descriptive rather than analytical.
Below 6	5 4 3 2 1	

**En3 (Writing)**

**NB:** In both tasks 1 and 2, examiners should form a general impression of the level of achievement in writing. Selective ringing of errors and ticking (in the margins) of good expression will assist this process. At this stage a preliminary assessment of En3 level should be made which may be modified, confirmed or refined by Section B.

**SECTION B****Marking Instructions**

- Mark this section to confirm or modify the impression of En3 Writing already received from Section A.
- Close mark a patch of about 12 lines in the centre of the piece. Look particularly at vocabulary and punctuation.
- Ring errors and tick felicities of expression and content sufficiently to show how you have formed your judgement of the level of attainment.
- Comment briefly on significant strengths and weaknesses in the piece – both its content and linguistic skills.
- Use the table of mark/level descriptions to determine the level. This table reproduces the general characteristics of each level; you may wish to refer to the detailed level descriptions which describe performance in each statement of attainment to refine this judgement to the mark within the level.

**Notes on the Tasks****Form and Audience**

- (a) A STORY or piece of PERSONAL WRITING should have a beginning, a middle and an end with a climax or point. There should be a setting and some sense of the individuality of the characters. Elements of description and narrative should normally be present. The style chosen may be personal or impersonal, formal or colloquial, but it should be consistent.
- (b) A TALK to a teenage audience should have an oral register which is clearly distinguishable from the candidate's writing in Section A. Rhetorical devices such as repetition and rhetorical questions may be used, and the audience may be addressed directly.

**Question 5**

This question has been deliberately phrased to allow freedom of response, and may be taken literally or metaphorically according to the ability of the candidate.

**Content**

Examiners should ensure that the relative difficulty of discursive as against narrative writing does not disadvantage those candidates who choose this form.

**Table of Level/Mark Descriptions**

<b>Level</b>	<b>Mark</b>	<b>General Characteristics</b>
10	30 29 28 27 26	The writing is clear and precise and shows skills characteristic of mature literature. It may not be flawless and may lapse occasionally, but there is no doubt about the high level of linguistic and intellectual development shown.
	25 24 23 22 21	The candidate is writing with confidence and assurance. Apart from an occasional "first draft" slip, the work is error free. Skill is shown in choosing the right vocabulary for a particular effect and there is evidence of a large and varied vocabulary. Stories show shape, progression and detailed character delineation. Arguments are logical and persuasive. Material is ample and the quality of the writing is sustained. The candidate shows flexibility in selecting the appropriate tone.
8	20 19 18 17 16	The writing is thoroughly competent. Meaning is clear but also becoming more precise. The candidate demonstrates a degree of linguistic security so that the content of the writing comes to the reader unimpeded by linguistic imperfection. Based on this accuracy narratives are relevant and may achieve poignancy or excitement or illustrate a moral. Arguments are logical – even persuasive. The piece may be a little naive or over-written but produces in the reader a definite feeling of competence and security.
7	15 14 13 12 11	The candidate is writing with a degree of confidence and security. The structures may be fairly simple and errors may occur when greater complexity is attempted but these errors will not impede communication or distract the reader unduly. Vocabulary may lack richness and 'exactness' but will be broad enough to describe and amplify. Subject matter may be naive and/or lacking in balance but will be relevant to the task given. Overall the writing will show competence and good development of skills.
6	10 9 8 7 6	Writing at this level is often either:  1 Virtuously simple, ie little is attempted. The structures are simple, the subject matter straightforward and little risk is taken. There is very little error, meaning is entirely clear - the answer is relevant and well organized – but is unambitious.  OR  2 "Over-reaching", ie the candidate has a great deal to say, is interesting and potentially sophisticated, but in attempting to write racy, vivid English makes frequent grammatical errors and may attempt vocabulary which is imperfectly understood.
5	5 4 3	The writing shows a basic level of competence in simple tasks. There is likely to be frequent single word error but meaning is not impeded. The task has been addressed. The answer is relevant.
4	2 1	The writing conveys information and has some shape. There are many linguistic errors but communication does not break down.

**PRESENTATION – 10 MARKS**

Award a mark out of 10 for performance over the paper as a whole in accordance with the Level/Mark Descriptions below.

**NB:** Examiners should seek to balance strengths and weaknesses when awarding marks. The level will usually be determined by criterion (a) spelling, but may be adjusted up or down by one or at most two levels if achievement is at a markedly different level in one or more of the other criteria: (b) correction, (c) handwriting, (d) layout. Appropriate allowance should be made for nervousness at the beginning of a paper and haste at the end. It may be that the candidate's performance somewhere in the middle of the script will give the fairest indication of the Level attained.

Level	Mark
10	10
9	9
8	8
7	7
6	6
5	5
Under 5	4–1

**Level 10 – 10 Marks****En4/5 10(a)**

Spelling is flawless. At this level, candidates are using a wide and sophisticated vocabulary but will spell even the most difficult words correctly.

**En4/5 10(b)**

No allowances need to be made for the first draft status of examination answers. Scripts will have been checked for spelling errors and corrected.

**En4/5 10(c)**

Handwriting will be clear and well-formed – pleasant to the eye. Scripts can be read easily at normal speed without hesitation or danger of misreading.

**En4/5 10(d)**

Where layout is important, eg letters or diagrams, the script will be entirely accurate and helpful to the reader. **NB:** It is not necessary for the candidate to demonstrate aesthetic (artistic) skills to achieve this level.

**Level 9 – 9 Marks****En4/5 9(a)**

Spelling of a large, varied and sophisticated vocabulary will be accurate. A **very** occasional slip in the spelling of a particularly 'difficult' word will not disqualify from an award at this level.

**En4/5 9(b)**

First draft errors will have been checked and eliminated. Any corrections or amendments will be neat and easily legible.

**En4/5 9(c)**

Handwriting will be clear, enabling the script to be read without difficulty at normal speed. Occasional eccentricity of letter formation may occur but will not slow the reader or hamper communication

**En4/5 9(d)**

Layout will be appropriate and helpful. Where instructions have been given regarding form of presentation, they will be obeyed.

**Level 8 – 8 Marks****En4/5 8(a)**

Spelling will be accurate with an occasional slip over difficult words. Spelling of words in frequent use will be entirely accurate.

**En4/5 8(b)**

Corrections and amendments will be made accurately and clearly. The occasional error may be missed, particularly towards the end of the script.

**En4/5 8(c)**

Handwriting will be easily legible at normal reading speed. Occasional eccentricities of letter formation may occur but will not slow the reader or hamper communication.

**En4/5 8(d)**

Scripts are presented with an appropriate layout, carrying out the instructions of the rubric. Clarity of communication is maintained.

**Level 7 – 7 Marks****En4/5 7(a)**

Spelling is accurate over the full range of the candidate's working vocabulary. Errors may occur where difficult words are attempted which either present particular spelling problems or which lie on the margin of the candidate's vocabulary. These errors, however, will not be frequent and will not impair communication.

**En4/5 7(b)**

Where corrections are made, first draft errors will have been, in most cases, eliminated neatly.

**En4/5 7(c)**

Handwriting will be easily legible although faults in letter formation may slow the reader initially. Communication will, however, be unaffected.

**En4/5 7(d)**

Instructions regarding layout will usually have been followed helpfully for the reader. Communication remains clear.



**Level 6 – 6 Marks****En4/5 6(a)**

Spelling of commonly used words will be accurate and more sophisticated vocabulary will be understandable to the reader, even when there are spelling defects. Spelling errors will generally occur in single letters or single syllables of words.

**En4/5 6(b)**

Where corrections are made they will be generally accurate and neat enough not to impair communication or reading speed.

**En4/5 6(c)**

Handwriting will be sufficiently legible to sustain clear communication, although letter formation defects may sometimes disturb the reading of the script.

**En4/5 6(d)**

Scripts are presented as instructed in the rubric. There may be inconsistencies and untidiness but communication is not hampered by the layout of the script.

**Level 5 – 5 Marks****En4/5 5(a)**

Simple words will be spelt correctly on most occasions and words of greater complexity are sometimes attempted with success. Words with inflectional suffixes (-ed, -ing), where consonant doubling is required (running) and where 'e' deletion is necessary (coming) are usually spelt correctly.

**En4/5 5(b)**

Scripts show evidence of having been checked for error. Some errors have been identified and corrected.

**En4/5 5(c)**

Handwriting is generally legible. Distinction in formation of capitals and lower case letters is clear.

**Level 4 – 4 Marks****En4 4(a)**

Simple words will usually be spelt correctly, including words involving the more commonly used prefixes and suffixes.

**En4 4(b)**

There is evidence that the script has been checked and that some errors have been identified and corrected.

**En5 4(c)**

The script will be presented employing joined-up writing with a degree of fluency. Capitals and lower case letters are usually employed correctly.

**Level 3 – 2 Marks****En4 3(a)**

Simple words, including some of more than one syllable, are spelt correctly. The candidate recognizes and can spell correctly words with commonly used word endings, eg -ing, -ion, -ous. Words with common stems are recognized and, on some occasions, correctly distinguished, eg grow – growth, growing, etc.

**En4 3(b)**

There is evidence that the script has been checked and that some errors have been identified and corrected.

**En5 3(c)**

Legible, joined-up writing is used and communication is achieved.

**Levels 1 and 2 – 1 – 2 Marks**

Scripts that fail to achieve the minimum criteria for Level 3 should be awarded one mark, using the presence (or absence) of communication as the main criterion. Such scripts are likely to be rare among GCSE/KS4 candidates. The mark of 0 should be reserved for scripts where no response at all has been made to tasks.



MIDLAND EXAMINING GROUP

## **GCSE EXAMINATIONS SUMMER 1994**

### **MARKING SCHEME**

**for**

**ENGLISH (1510)**

**PAPER 4 (1510/4)**

#### **Notes:**

- 1** This Marking Scheme is a working document prepared for use by Examiners, all of whom are required to attend a Standardisation meeting to ensure that the Marking Scheme is consistently interpreted and applied in the marking of candidates' scripts.
- 2** MEG will not enter into any discussion or correspondence about any Marking Scheme. It is acknowledged that there may be different views about some matters of emphasis or detail of a Marking Scheme. It is also recognised that, without the benefit of attendance at a Standardisation meeting, there may be different interpretations of the application of a Marking Scheme.

## TASK 1 – 20 MARKS

## CRITERIA

- 1 Understanding of what happens in the story.
- 2 Empathic response: the ability to imagine what it is like to be Rosie.
- 3 Understanding of ways in which the writing enables the reader to do so.

To meet these criteria, candidates will need to respond to a substantial number of the following features of the story:

- 1 **What happens:** (NB: The task does not require a summary of this, but understanding of it should be implicit in the candidate's answer)
  - Rosie complains to the police about the boys' attacks after Wednesday market-day visit to town.
  - They tell her to lay charges for assault, and promise to witness the next occasion.
  - Rosie 'charges' the boys like a ram (successfully and comically).
  - She is angry/frustrated by the disapproval of the police (presumably her violent response prevents their charging the boys) and she returns to her lonely life on the mountain.
- 2 **What it's like to be Rosie**
  - **her poor eyesight:** stumbling over roots and stones/sees vague 'movements' and stands still/confused impressions of the police station and the boys' attack/dim view of sheep through cracked lenses.
  - **her poor hearing:** doesn't hear the policemen clearly/"she couldn't sort out what was being said".
  - **her limited intelligence:**
    - She can only do one thing at a time (see, hear, move... "watch, listen, smell, think..." Ears and eyes can't both register together).
    - seizes a familiar idea – 'charging' like a ram.
    - only dimly aware of her own body (heartbeat = a heavy stone/bleeding nose = running with damp/legs and voice seem independent of her).
  - **her feelings and thoughts:**
    - Fear of the boys
    - Kinship with the sheep
    - Memories of childhood failure
    - Longing for approval
    - Gratitude for kindness
    - Enjoyment of charging the boys
    - Disappointment at the end
    - Loneliness
    - Anger (with boys and police)
    - Frustration

- 3 **How the writing helps** NB: Look for specific references to words and phrases with comments on their effectiveness.

Candidates may refer to features such as:

- There are several examples of her being described as *sheep-like* (she bleated... voice like a ewe... sheep-like grunt).
- She is seen initially through sheep's eyes as if she were one of the flock.
- She identifies with the old tup Tommy.
- Her wellingtons are described as having a life of their own.
- The way the beret is used as a source of comfort or as a kind of equivalent for her brain.
- Descriptions of her appearance give the reader an external viewpoint to contrast with the impression of what is happening inside her.

### MARKING METHOD

- Note with ticks where criteria 2 and 3 have been met (identify clear examples of criterion 3 by a numbered tick) and use E to indicate example, or useful extension of points in 2. Use PR to indicate personal response.
- Add a brief note identifying strengths/weaknesses of the answer.
- Use the mark/level descriptions to award the final mark. Photostat examples will give guidance in their application.

**Table of Level/Mark Descriptions**

Mark	Level	Description
20 19 18	10	A full and consistently analytical answer which shows a complete understanding of what happens, and gives a very detailed and perceptive account of what it is like to be Rosie. There are a number of specific references to ways in which the writing produces effects. A clear and strong personal response is usually included.
17 16 15	9	
14 13 12	8	
11 10 9	7	A reasonably detailed answer which is generally relevant to the task though it may sometimes be narrative rather than analytical. There is a generally clear understanding of what happens and a good to acceptable account of what it is like to be Rosie. There is some attempt to meet criterion 3 at a fairly elementary level. A personal response is usually included which may be rather conventional.
8 7 6	6	The story has been understood and this is a recognisable attempt at the task. The account of what it is like to be Rosie is limited in its detail and concentrates on the most obvious features. There is little or no attempt to describe the way the story is written.
5 4 3 2 1	Below 6	Much of the answer may merely reproduce the story with little or no comment or may contain major distortions and misunderstandings.

## TASK 2 – 20 MARKS

## CRITERIA

- 1 **Understanding** of the poems. Note that candidates may be expected to show a good level of understanding of "Old Man, Old Man" which they have studied.
- 2 Ability to make **comparisons** between them.
- 3 The quality of the **response** to the two poems.

1 **Understanding**

A full understanding of the poems should include a significant number of the following details:

**"Old Man, Old Man"**(a) **Then**

- a handyman, surrounded by tools, glue, nails...
- lived in an orderly world.
- prided himself on being able to do anything practical, to put things right.
- told jokes.
- knew his way round the streets of London.

(b) **Now**

- nearly blind (loses hammer/dirty plates/sees daughter as a 'cloud').
- probably widowed... indifferent to his wife.
- loss of memory (can't remember local topography/has he had his cigarette?)
- the 'timetabled' cigarette suggests attempt at ordered life.
- resents his helplessness.
- inefficient washing-up: sad change of rôle/contrast with neat efficiency.
- morose/surly.
- uninterested in TV.
- near to tears/tries to control his emotions.

(c) **Relationship**

- Better with things than with people/never very close to his daughter.
- "Disinherited children" – no longer in contact with them? She feels she has lost him.
- The daughter loves him and longs to comfort and help him to establish some kind of intimacy.

**"It Was Right for Us"**(a) **Then**

- "Fine features" – a good-looking man.
- "Natural Charm".
- A sailor.
- Told stories of his adventures – Albatross/Newfoundland fogs/ship models.
- Maintained standards of gentility in a rough neighbourhood.

(b) *Now*

- Probably widowed.
- He is looked after by a slovenly neighbour and her kids.
- Very ill (fighting for breath/dry voice/talks haltingly/confined to fire-side).
- He is ashamed at being reduced to dependence on people whom he would formerly have kept 'sealed' out.
- At the end of the visit he is totally withdrawn into a world of memory (which 'dissolved the walls of sick-rooms').

(c) *Relationship*

- Brian used to enjoy his life in the Square – sealed from the 'rough' areas of Islington.
- "Too far away for stopping" – wishes now to keep him at arm's length.
- Ada, his wife, resents the contact of dirty, slovenly children with her child.
- This illness makes him totally withdrawn - 'remote'.
- Brian had an enchanted childhood listening to his stories by gaslight.
- He wanted to pass on his experiences to excite and stimulate to adventure.  
"Those hints of possibility that goad young blood."

2 **Comparisons**

The contrasts and comparisons may often be implicit in the accounts of the two poems but the answer should contain some specific comparisons.

- Details from (a) and (b) may be compared and contrasted to show the **factual** similarities and contrasts (widowed/sick/decline of faculties/different careers and interests but both engrossed in their interests and lives).
- More subtle comparisons may be drawn about their attitudes (withdrawn, indifference, resentfulness, shame) and their relationships with their children.

3 **Response**

- Look for some overall comment on and response to the poems. Candidates may describe their own feelings about the sadness of the situations described, and may relate them to their own experience. Higher level answers may make valid comments on the contrasts of language and form between the poems.

**MARKING METHOD**

- Note with ticks where the criteria have been met. Indicate comparisons by ✓ c.
- Note that the level of response to "Old Man, Old Man" may reasonably be expected to reflect the candidate's familiarity with it.
- Add a brief note identifying strengths/weaknesses of the answer.
- Use the mark/level descriptions to award the final mark. Photostat examples will give guidance in their application.

**Mark/Level Description - Task 2**

Mark	Level	Description
20 19 18	10	The answer shows a very good and reasonably complete understanding of both poems, giving a clear description of both old men when they were younger and as they are now and exploring with subtlety their relationships with their children. There are a number of explicit and perceptive points of comparison and contrast. The candidate has responded adequately to the poems. Level 10 candidates will show an equal depth of understanding and appreciation of both poems and will be distinguished by a greater subtlety and sophistication of response.
17 16 15	9	
14 13 12	8	
11 10 9	7	Both poems have been understood in some detail, though there may be a marked disparity between the level of understanding of the pre-released and unseen poems. The accounts may concentrate largely on factual detail and have little to say about relationships or attitudes. Comparisons may be largely implied or at a rather obvious, factual level. There may be some imbalance in the answer, but both poems are adequately described. The candidate has included a personal response, but it may be perfunctory or superficial.
8 7 6	6	The poems have been generally understood, but the accounts lack detail and may reveal some significant misunderstandings or misinterpretations. The answer is a recognizable response to the task but it may be rather incoherent and narrative rather analytical in approach. Some attempted comparisons are made which are factual and not always convincing. There may be a marked disparity between the level of response to the pre-released and unseen poems, or a marked imbalance in the discussion of them.
5 – 1	Below 6	

**NOTES on the TEXTS (Empathic Response)**

- 3 Best answers will give the officer an appropriate and consistent voice (and may set up the situation and include some response from the new officer). The incident will be fully and accurately described from the officer's viewpoint and a number of recommendations made on how to treat her, supported by reference to her disabilities.
- NB This task offers more limited opportunities to display some skills. From the En3 Table, note that B and H should figure prominently; C is largely "given" and is rewarded under empathy; E and G will be legitimately limited by the 'voice' adopted – use the full range of levels to reward consistency and originality.
- 4 Best answers will expand the "cold, cruel, nagging" atmosphere and Rosie's attempts to succeed, and demonstrate a number of the features described in Task 1, criterion 2.
- 5 Best answers will expand on many of the factual details described in the poems and especially will develop the relationships between father and child implied in them.



## SECTION B – 30 MARKS

### MARKING INSTRUCTIONS

- Mark this section to confirm or modify the impression of En3 Writing already received from Section A.
- Ring errors and tick felicities of expression and content sufficiently to show how you have found your judgement of the level of attainment.
- Use the table of mark/level descriptions to determine **the level of En3 Writing**. This table reproduces the general characteristics of each level; you may need to refer to the detailed level descriptions which describe performance in each statement of attainment to refine this judgement to the mark within the level.

- After determining this mark, consider **the level of empathy** demonstrated using the table describing levels of empathy. In many cases no significant adjustment will be required, but where there is a clear disparity between the quality of the task considered solely as a piece of narrative writing and as a response to the passage, you should adjust the initial mark by a maximum of 5 marks, ie:

If the Empathy is clearly 1 level above or below En3 give  $\pm 1/2$ .

If the Empathy is clearly 2 levels above or below En3 give  $\pm 3/4$ .

If the Empathy is clearly 3 or more levels above or below En3 give  $\pm 5$ .

- Show the final mark thus:  $22 + 0 = 22$ ;  $16 + 3 = 19$ ;  $11 - 2 = 9$  etc.
- Add a brief comment on the significant strengths and weaknesses in the piece – both its content and linguistic skills.

### Table of Levels of Empathy

#### Consider:

- how the task uses the facts of the passage;
- how far and how imaginatively it develops other aspects such as character, setting, atmosphere, ideas, concerns, tone, style etc.

Level	Description
10	Very detailed, consistent and subtle: shows a comprehensive grasp of the facts of the passage and develops other aspects of it in a wholly convincing and imaginative way.
9	Full and consistent: shows a full understanding of the facts of the passage and develops other aspects of it very well.
8	Clearly evident and generally consistent: shows a sound understanding of the facts of the passage and develops some of its aspects with some success but may rely quite heavily on the passage for its detail.
7	Variable – sometimes evident: shows an acceptable level of understanding of the facts of the passage and includes some development of one or more of its aspects, but may rely heavily on the passage for its detail or contains much material which is irrelevant to it.
6	Recognizable but superficial: the task is related to the passage but the links may be very largely factual or only tenuous. There is little attempt at imaginative development.
Below 6	Barely evident: Apart from the most superficial links (such as names of characters) there is almost no connection with the passage.

[Turn over

Table of Level/Mark Descriptions

Level	Mark	General Characteristics
10	30 29 28 27 26	The writing is clear and precise and shows skills characteristic of mature literature. It may not be flawless and may lapse occasionally, but there is no doubt about the high level of linguistic and intellectual development shown.
9	25 24 23 22 21	The candidate is writing with confidence and assurance. Apart from an occasional "first draft" slip, the work is error free. Skill is shown in choosing the right vocabulary for a particular effect and there is evidence of a large and varied vocabulary. Arguments are logical and persuasive. Material is ample and the quality of the writing is sustained. The candidate shows flexibility in selecting the appropriate tone.
8	20 19 18 17 16	The writing is thoroughly competent. Meaning is clear but also becoming more precise. The candidate demonstrates a degree of linguistic security so that the content of the writing comes to the reader unimpeded by linguistic imperfection. Based on this accuracy narratives are relevant and may achieve poignancy or excitement or illustrate a moral. Arguments are logical – even persuasive. The piece may be a little naive or over-written but produces in the reader a definite feeling of competence and security.
7	15 14 13 12 11	The candidate is writing with a degree of confidence and security. The structures may be fairly simple and errors may occur when greater complexity is attempted but these errors will not impede communication or distract the reader unduly. Vocabulary may lack richness and 'exactness' but will be broad enough to describe and amplify. Subject matter may be naive and/or lacking in balance but will be relevant to the task given. Overall the writing will show competence and good development of skills.
6	10 9 8 7 6	<p>Writing at this level is often either:</p> <p>1 Virtuously simple, ie little is attempted. The structures are simple, the subject matter straightforward and little risk is taken. There is very little error, meaning is entirely clear – the answer is relevant and well organized – but is unambitious.</p> <p>OR</p> <p>2 "Over-reaching", ie the candidate has a great deal to say, is interesting and potentially sophisticated, but in attempting to write racy, vivid English makes frequent grammatical errors and may attempt vocabulary which is imperfectly understood.</p> <p>Communication is clear and the sprinkling of language errors does not confuse or mislead the reader. Interest is maintained throughout. The overall effect may be rather pedestrian and/or laborious. Simple structures are correct and more complex language, if attempted, is sometimes successful. The candidate is making a reasonable attempt to respond to the task.</p>
Below 6	5 ) 4 ) 3 2 1	<p>= level 5</p> <p>= level 4</p> <p>= level 3</p> <p>= level 2</p>

**PRESENTATION – 10 MARKS**

Award a mark out of 10 for performance over the paper as a whole in accordance with the Level/Mark Descriptions below.

Examiners should seek to balance strengths and weaknesses when awarding marks. The level will usually be determined by criterion (a) spelling, but may be adjusted up or down by one or at most two levels if achievement is at a markedly different level in one or more of the other criteria: (b) correction, (c) handwriting, (d) layout. Appropriate allowance should be made for nervousness at the beginning of a paper and haste at the end. It may be that the candidate's performance somewhere in the middle of the script will give the fairest indication of the Level attained.

Level	Mark
10	10
9	9
8	8
7	7
6	6
5	5
Under 5	4–1

**Level 10 – 10 Marks****En4/5 10(a)**

Spelling is flawless. At this level, candidates are using a wide and sophisticated vocabulary but will spell even the most difficult words correctly.

**En4/5 10(b)**

No allowances need to be made for this first draft status of examination answers. Scripts will have been checked for spelling errors and corrected.

**En4/5 10(c)**

Handwriting will be clear and well-formed - pleasant to the eye. Scripts can be read easily at normal speed without hesitation or danger of misreading.

**En4/5 10(d)**

Where layout is important, eg letters or diagrams, the script will be entirely accurate and helpful to the reader. **NB:** It is not necessary for the candidate to demonstrate aesthetic (artistic) skills to achieve this level.

**Level 9 – 9 Marks****En4/5 9(a)**

Spelling of a large, varied and sophisticated vocabulary will be accurate. A **very** occasional slip in the spelling of a particular 'difficult' word will not disqualify from an award at this level.

**En4/5 9(b)**

First draft errors will have been checked and eliminated. Any corrections or amendments will be neat and easily legible.

**En4/5 9(c)**

Handwriting will be clear, enabling the script to be read without difficulty at normal speed. Occasional eccentricity of letter formation may occur but will not slow the reader or hamper communication.

**En4/5 9(d)**

Layout will be appropriate and helpful. Where instructions have been given regarding form of presentation, they will be obeyed.

**Level 8 – 8 Marks*****En4/5 8(a)***

Spelling will be accurate with an occasional slip over difficult words. Spelling of words in frequent use will be entirely accurate.

***En4/5 8(b)***

Corrections and amendments will be made accurately and clearly. The occasional error may be missed, particularly towards the end of the script.

***En4/5 8(c)***

Handwriting will be easily legible at normal reading speed. Occasional eccentricities of letter formation may occur but will not slow the reader or hamper communication.

***En4/5 8(d)***

Scripts are presented with an appropriate layout, carrying out the instructions of the rubric. Clarity of communication is maintained.

**Level 7 – 7 Marks*****En4/5 7(a)***

Spelling is accurate over the full range of the candidate's working vocabulary. Errors may occur where difficult words are attempted which either present particular spelling problems or which lie on the margin of the candidate's vocabulary. These errors, however, will not be frequent and will not impair communication.

***En4/5 7(b)***

Where corrections are made, first draft errors will have been, in most cases, eliminated neatly.

***En4/5 7(c)***

Handwriting will be easily legible although faults in letter formation may slow the reader initially. Communication will, however, be unaffected.

***En4/5 7(d)***

Instructions regarding layout will usually have been followed helpfully for the reader. Communication remains clear.

**Level 6 – 6 Marks****En4/5 6(a)**

Spelling of commonly used words will be accurate and more sophisticated vocabulary will be understandable to the reader, even when there are spelling defects. Spelling errors will generally occur in single letters or single syllables of words.

**En4/5 6(b)**

Where corrections are made they will be generally accurate and neat enough not to impair communication or reading speed.

**En4/5 6(c)**

Handwriting will be sufficiently legible to sustain clear communication, although letter formation defects may sometimes disturb the reading of the script.

**En4/5 6(d)**

Scripts are presented as instructed in the rubric. There may be inconsistencies and untidiness but communication is not hampered by the layout of the script.

**Level 5 – 5 Marks****En4/5 5(a)**

Simple words will be spelt correctly on most occasions and words of greater complexity are sometimes attempted with success. Words with inflectional suffixes (-ed, -ing), where consonant doubling is required (running) and where 'e' deletion is necessary (coming) are usually spelt correctly.

**En4/5 5(b)**

Scripts show evidence of having been checked for error. Some errors have been identified and corrected.

**En4/5 5(c)**

Handwriting is generally legible. Distinction in formation of capitals and lower case letters is clear.

**Level 4 – 4 Marks****En4 4(a)**

Simple words will usually be spelt correctly, including words involving the more commonly used prefixes and suffixes.

**En4 4(b)**

There is evidence that the script has been checked and that some errors have been identified and corrected.

**En5 4(c)**

The script will be presented employing joined-up writing with a degree of fluency. Capitals and lower case letters are usually employed correctly.

**Level 3 – 2 Marks****En4 3(a)**

Simple words, including some of more than one syllable, are spelt correctly. The candidate recognizes and can spell correctly words with commonly used word endings, eg -ing, -ion, -ous. Words with common stems are recognized and, on some occasions, correctly distinguished, eg grow – growth, growing, etc.

**En4 3(b)**

There is evidence that the script has been checked and that some errors have been identified and corrected.

**En5 3(c)**

Legible, joined-up writing is used and communication is achieved.

**Levels 1 and 2 – 1–2 Marks**

Scripts that fail to achieve the minimum criteria for Level 3 should be awarded one mark, using the presence (or absence) of communication as the main criterion. Such scripts are likely to be rare among GCSE/KS4 candidates. The mark of 0 should be reserved for scripts where no response at all has been made to tasks.