

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

GCSE ENGLISH SPECIMEN PAPER 2004
MARKING GUIDELINES
HIGHER TIER PAPER 1

Examiners' Conference

The Examiners' Conference will be held on _____ at _____ from 10.00 a.m. - 4.00 p.m.

The first priority is for you to become thoroughly familiar with the material on which the question paper is based. Secondly you should mark provisionally (in pencil) a number of your scripts to form an idea of the range of responses.

Recording Marks

All marking must be in red. There must be evidence of marking on every page used by a candidate; for example, it must be clear to a checker that you have read the final two sentences on the back page of a script. The total mark for Section A and B (/40 in each case) will be ringed in the right hand column and transferred to the front page clearly indicated (e.g. A - 24, B - 28).

Although your totals will be checked, it is of the utmost importance that you record and add marks for Section A correctly. One of the most common sources of error is simply not recording the score once a question has been marked. For this reason it is advisable to develop the habit of always entering the mark gained, even if the candidate has effectively "missed" the question, so that the checker knows how many sub-totals to look for. The only exception to this should be very poor scripts where the candidate ignores several questions.

For some questions ticks at the point at which the mark is gained will be sufficient evidence of your assessment, and these can simply be totalled. Elsewhere, ticks, underlinings and comments should show how you have judged the quality of an answer. **All comments will be based on the criteria established by the C.E. for the examination.**

If any reason you have particular problems in marking a script (e.g. unlikely interpretation, handwriting) you should either contact your Team Leader directly to decide how to proceed or write on the front cover "Refer to C.E." and **send a separate covering letter** to the office at the end of your marking. My attention will be directed to it during the awarding/borderlining process. Please explain clearly the nature of the difficulty and give centre and candidate numbers.

Timetable for marking

10 specimen scripts (covering a range of ability) must be sent to your Team Leader as soon as possible after the Conference. A note of the examination numbers of these candidates and marks given must be kept. **The last dispatch of scripts must be made by**

General

The mark scheme is not intended to put a barrier between candidates' responses and *your* responses to *their* responses. The success of the marking will depend on your sensitive reading of texts in Section A and your professional judgement of candidates' answers. The mark scheme offers some examples and tentative suggestions but does **not** provide a set of correct responses. It usually points to levels of achievement expected.

The paper (one hopes) will allow all candidates who have been properly entered for this examination to show what they know, understand and can do. What follows are only best guesses about how the paper will work out, and are subject to revision after we have looked at as many scripts as possible before and during the Conference.

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

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

SECTION A

A1 Read lines 1-36

What are your impressions of Lorna in these lines? How does the writer create these impressions?

This question tests reading with insight and engagement and the ability to use text to develop and sustain interpretation. It also tests appreciation of how writers use language and structure to achieve effects.

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

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

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments with reference to surface features of the text or show some awareness of implicit meaning. Better answers will at least begin to address the issue of technique.

Give 5-7 marks (grades C/B), according to quality, to those who select and begin to analyse appropriate material from the text to reach a valid interpretation. Better answers will show some grasp of the writer's technique.

Give 8-10 marks (grades A/A*), according to quality, to those who select and analyse appropriate detail from the text to reach an insightful interpretation. These answers should show overview and be clearly engaged with the craft of the writer, particularly use of linguistic and structural devices.

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

Some impressions that candidates may reach:

- she was glad that she did not go to the grammar school
- she has an obsession with cleanliness and hygiene
- she also thinks that the grammar school is not a good influence/it encourages bad habits
- she approves of education in theory but is not convinced by her experience of 'educated people'
- she judges people as well as places by appearances and cleanliness
- she is sensitive and touchy
- she has some strange views
- she likes modern things

There are lots of textual details to explore:

- she preferred the secondary modern because it was light and airy
- she disapproved of the dust and untidiness in the grammar school
- she relates her experience at the solicitor's office almost entirely in terms of the lack of hygiene or tidiness
- she disapproves of Mr Gresham because he is 'far from smart'
- the tea-cups become a major issue
- her reaction to Mr Heygate
- her assumption that his words are an insult
- the reasons for her happiness at Low's
- the writer's use of first-person narrative
- the use of tone and repetition of key phrases to establish character

Reward valid alternatives and look for the closely-woven response. This is not a checklist and the question should be marked in levels of response.

Remember 5 is just grade C.

(10)

A2 Read lines 37-64

What are Lorna's thoughts and feelings about Dr and Mrs Darby?

This question tests the ability to read with insight and engagement and develop and sustain interpretation.

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

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

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments with reference to surface features of the text or show some awareness of implicit meaning. Better answers will at least begin to address the issue of technique.

Give 5-7 marks (grades C/B), according to quality, to those who select appropriate detail from the text to reach valid, sensible interpretations. These answers will be clearly making inferences.

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

Some points that candidates may explore:

- they were among the 'educated people' who 'opened her eyes'
- she thinks Mrs Darby's hair is 'too long'
- but she admits Mrs Darby was 'nice' to her
- she disapproves of the untidy house
- she is not impressed by the 'old-fashioned' furniture
- she thinks they are kind and well-intentioned
- she appreciates the attention but still dislikes their slovenly behaviour
- she sees them as a means of meeting people
- she is appalled by the shabby clothes of the children, especially for a doctor's family!
- she is embarrassed by the behaviour of John and his mother's reaction
- she has mixed feelings about the Darbys' friends
- she is not enthusiastic about having a baby at home

In general, she likes and appreciates the Darbys in some ways but she is rather shocked by some aspects of their lifestyle, particularly where it conflicts with her own narrow set of values.

There is some room for interpretation of the textual details. Look for a sustained, coherent interpretation of the relationship.

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

Remember 5 is just grade C.

(10)

A3 Read lines 65-94

How do you react to the relationship between Lorna and Willy? Why do you react as you do?

This question tests the ability to read with insight and engagement and develop and sustain interpretation. It also tests appreciation of how writers use language and structure to achieve effects.

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

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

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments with reference to surface features of the text or show some awareness of implicit meaning. Better answers will at least begin to address the issue of technique.

Give 5-7 marks (grades C/B), according to quality, to those who select appropriate detail from the text to reach valid, sensible interpretations. These answers should engage with the issue of 'why', 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 reach a well-considered personal response based on a sustained interpretation of the textual evidence. These answers should show insight into the writer's technique and use of language.

Some points that the candidates may explore:

- he is an artist and, according to the Darbys, he is talented
- he sits beside her when they first meet
- he is young but his cleanliness is an unresolved issue for her
- he wants to paint her but she has to ask her Mum
- she is horrified by his place because it is a 'mess'
- she likes Willy but notices the unmade bed and the sheets
- he does not attempt to go 'to the full extent'
- when she criticises the place, he calls her a 'joy'
- he takes her out in his car but it is dirty!
- he is rich and from a good family
- she only notices that he does not change, or buy, clothes
- he is generous to her and others
- she allows her prejudices to lead her to reject him
- she thinks she would 'sink so low' if she married Willy

There is room for personal, thoughtful interpretation of these details and the candidates could find it:

- sad that she turns her back on him
- amusing that she does so for such reasons
- puzzling that she behaves as she does

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

Remember 5 is just grade C.

(10)

A4 Consider the passage as a whole.

How does the writer reveal Lorna's character and attitudes?

This question tests appreciation of language and structure. It allows some credit to be given for reference to text and interpretation.

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

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

Give 2-4 marks (grades E/D), according to quality, to those who make simple comments with reference to surface features of the text or show some awareness of implicit meaning. Better answers will at least recognise features of her character and attitudes.

Give 5-7 marks (grades C/B), according to quality, to those who recognise and begin to analyse the effect of appropriate detail from the text. Better answers will be focused on the writer and her technique.

Give 8-10 marks (grades A/A*), according to quality, to those who select and analyse appropriate details from the text, showing insight into linguistic and structural devices and how they achieve their effects. These answers will show understanding of the craft of the writer.

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

Some points that candidates may explore:

- the use of the first-person narrator is a key device
- the distinctive tone and manner
- the use of key words and phrases
- her attitude to schools and education
- her obsession with hygiene
- her inverted snobbery
- her tendency to be judgemental
- her 'modern' tastes
- her reaction to the Darbys and their lifestyle
- her 'prim and proper' attitudes
- her relationship with Willy and the reasons for its failure
- her tendency to disapprove (of almost everything!)
- her narrow, fixed opinions

There is room for personal interpretation and analysis here but good answers will maintain the focus on the writer and the use of devices to create particular effects.

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

Remember 5 is just grade C.

(10)