

Year 9 Paper 2 : Marking Guidelines**Section A: Reading**

A1 Harry feels uncomfortable as he arrives at school. **List** five details from the text that make this clear. [5]

Give **one** mark for each separate point identified by the candidate, to a **maximum of five**:

- He thinks Pat's uniform emphasises 'how small he was' / 'he wasn't even young yet'
- Harry was 'seized by a moment of panic'
- He could see 'swarms of children' / feels threatened / scared to lose Pat
- 'There were cars double-parked and treble-parked' / busy scene
- 'Vehicles the size of tanks'
- Noise from 'three-foot-high tribe' was 'unbelievable'
- He takes Pat's hand rather than the other way around
- The other 'lone parent' avoided his eye 'as if what I had might be catching'

Be aware that candidates may express these differently.

No mark should be awarded for unabridged quotation of whole sentences.

A2 What impressions does the writer create about the people in the school, in these lines? [5]

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who identify and begin to comment on their impressions of the people in the school.

Give 2 marks to those who identify and give straightforward comments on their impressions of the people in the school. These responses will simply identify language for effect and some subject terminology.

Give 3 marks to those who explain how language is used to create impressions of the people in the school. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 4 marks to those who may begin to analyse how language and tone are used to create impressions of the people in the school. Subject terminology is used accurately to support comments.

Give 5 marks to those who analyse how language and tone are used to create impressions of the people in the school. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments.

Some details the candidates may explore or comment on could be:

- The headmistress is 'kindly'
- She gave a 'brief, breezy pep talk' sense that she is enthusiastic/keen to encourage & get on with business of the day

- Organised – ‘children were all assigned to their individual classrooms’
- ‘Trusted older children’ act as ‘guides’
- Pat’s guide inspired ‘dumbstruck...admiration’ – a role model
- Miss Waterhouse’s class is well-organised / well-mannered children ‘a flock of five-year-olds’ all ‘sitting cross-legged’ and ‘patiently waiting’ for their story
- Miss Waterhouse – ‘hysterical good humour of a game-show host’ – bright, engaging, entertaining, full-on etc.
- Miss Waterhouse – welcoming and reassuring to parents – ‘beamed’ at Harry

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

A3 What are Harry’s feelings, in these lines? How does the writer show this? [10]

You must refer to the language used in the text to support your answer.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on Harry’s feelings in this part of the text.

Give 3-4 marks to those who identify and give straightforward comments on Harry’s feelings in this part of the text. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who identify Harry’s feelings and begin to show some understanding of how language and the organisation of events are used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology to support their comments.

Give 7-8 marks to those who identify a range of Harry’s feelings and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader. Relevant subject terminology is used to support comments effectively.

Give 9-10 marks to those who identify a range of Harry’s feelings and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader. Subtleties of the writer’s technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively.

Some details candidates may explore or comment on could be:

- ‘This time felt a bit different’ to previous experiences of leaving Pat (at nursery school etc.)
- Harry felt as though he was ‘being left’ – emotional/a sense that Harry not ready
- Pat was ‘joining the world’ structured separately – emphasises Harry being left and Pat moving on
- ‘My baby’ Harry struggling to move past his urge to protect
- Pat doesn’t even ‘notice’ Harry leaving – Harry notices that he doesn’t notice
- Clear connection – even ‘among hundreds of children’ he can spot his own child ‘a mile off’
- Harry ‘afraid’ of Pat saying he didn’t like it
- Sense of relief at the normality of detail – ‘he was fine.’ This is reinforced with ‘School was going to be okay’
- Harry thinks Pat won’t eat because of his ‘lousy cooking’
- He had ‘started to worry about his diet’ – concerned with being a good parent
- Aware of his own deficiencies ‘not much’ nutrition in the food he fed him

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

A4 How does the writer make this argument seem realistic?

[10]

You should write about:

- what happens between father and son
- the writer's use of language and structure
- how the argument affects the reader

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some examples of the argument.

Give 3-4 marks to those who identify and give straightforward comments on some examples of the argument. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who explain how a number of different examples make this argument seem realistic and begin to show some understanding of how language and the organisation of events are used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples make this argument seem realistic and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples make this argument seem realistic and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively.

Some details candidates may explore or comment on could be:

- "Yuk" typical child-like language
- "What's *that*?" Use of emphasis to express Pat's disgust/horror/disdain
- Typical parent response "That's called a carrot" – explanatory but patronising style
- "They're good for you." Appealing to the child with reason
- "Eat it all up." Imperative – instructing child on what to do
- Pat 'pushed his plate away' / 'a look of disgust' responds instinctively
- "Not hungry," Pat just saying the essential details – speech abbreviated – not interested in following orders 'making to get down'
- "Hold it" Harry stops him. Exerts authority "You're not going anywhere"
- Pat emphasises key words "*want*", "*yuk*" his argument is clear and unmovable – it tastes horrible, he doesn't want it
- Dialogue used effectively to demonstrate different techniques used by Harry to persuade Pat 'Eat', 'Please', 'Are you...?'
- Orders, requests and questions get the same repeated response 'No.' Pat refuses to eat.
- Harry resorts to 'Then go to bed'
- 'Life's not fair' – tried and tested parental response – realistic
- 'I hate you' – typical emotive response from child
- 'I didn't really blame him...' recognition of mistakes from adult in retrospect

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

A5 In this passage, Harry comes across as someone who does not feel confident about being a parent, but who is trying his best.

[10]

Using your knowledge of the whole passage, explain whether you agree with this view.

You should write about:

- your impressions of Harry as he is presented in these lines and the passage as a whole
- how the writer has created these impressions.

You must refer to the text to support your answer

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who express a simple personal opinion with linked, basic textual reference.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with the text as a whole.

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text as a whole.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. These responses will show critical awareness and clear engagement with the text.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text as a whole.

Areas for possible evaluation:

- He seems very protective of Pat and how ready he is for school – he thinks his new uniform ‘only underlined how small he was’
- He is ‘seized by a moment of panic’ as he faces taking him to school for the first time. He is frightened by the thought that he ‘could lose him’. Emotions take over/ loses his sense of reason
- He thinks he is different, even from the other ‘lone parent’. Thinks the other parent ‘avoided’ him ‘as if what I had might be catching’ – seems vulnerable?
- ‘it felt as though I were being left’ – a sense that he isn’t ready even though Pat is
- ‘My baby was joining the world’ a hint of pride as well as other emotions
- Later reassured by ‘never a possibility of losing him’
- ‘School was going to be okay.’ Clear that when he establishes Pat is fine then Harry becomes more matter of fact too. Seems that worry clouded earlier judgement
- Worries about ‘lousy cooking’
- Acknowledges that he ‘had started to worry’ about Pat’s diet/nutrition
- Tries to improve but admits ‘probably wasn’t edible’
- Argument follows pattern of parent-child interaction
- ‘I didn’t want him to fall asleep hating my guts’ – wants to put things right
- Admits to mistakes/weaknesses ‘I know I’m not a very good cook’/ ‘I’m going to try harder’
- ‘Daddies can’t cook’ corrects this and explains facts – trying to teach son even while admitting to own weakness
- ‘I couldn’t believe it either’ not confident that he would be able to do it but is going to try

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Section B: Writing

	Communication and organisation <i>24 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>16 marks</i>
Band 5	20-24 marks <ul style="list-style-type: none"> The writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) The writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest) Structure and grammatical features are used ambitiously to give the writing cohesion and coherence Communication is ambitious and consistently conveys precise meaning 	14-16 marks <ul style="list-style-type: none"> There is appropriate and effective variation of sentence structures Virtually all sentence construction is controlled and accurate A range of punctuation is used confidently and accurately Virtually all spelling, including that of complex irregular words, is correct Control of tense and agreement is totally secure A wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	15-19 marks <ul style="list-style-type: none"> There is clearly controlled and coherent (plot and character show convincing detail and some originality and imagination) The writing is clearly organised (narrative is purposefully shaped and developed) Structure and grammatical features are clearly used to support cohesion and coherence Communication shows some ambition and conveys precise meaning 	11-13 marks <ul style="list-style-type: none"> Sentence structure is varied to achieve particular effects Control of sentence construction is secure A range of punctuation is used accurately Spelling, including that of irregular words, is secure Control of tense and agreement is secure Vocabulary is ambitious and used with precision
Band 3	10-14 marks <ul style="list-style-type: none"> The writing is mostly controlled and coherent (plot and characterisation show some detail and development) The writing is organised (narrative has shape and direction) Structure and grammatical features are used with some accuracy to convey meaning Communication is clear but limited in ambition 	7-10 marks <ul style="list-style-type: none"> There is variety in sentence structure Control of sentence construction is mostly secure A range of punctuation is used, mostly accurately Most spelling, including that of irregular words, is correct Control of tense and agreement is mostly secure Vocabulary is beginning to develop and is used with some precision
Band 2	5-9 marks <ul style="list-style-type: none"> There is some control and coherence (some control of plot and characterisation) There is some organisation (narrative is beginning to have some shape and development) Structure and grammatical features are used to convey meaning Communication is limited but clear 	4-6 marks <ul style="list-style-type: none"> Some variety of sentence structure There is some control of sentence construction Some control of a range of punctuation The spelling is usually accurate Control of tense and agreement is generally secure There is some range of vocabulary
Band 1	1-4 marks <ul style="list-style-type: none"> There is basic control and coherence (a basic sense of plot and characterisation) There is basic organisation (paragraphs may be used to show obvious divisions) There is some use of structure and grammatical features to show meaning Communication is limited but some meaning conveyed 	1-3 marks <ul style="list-style-type: none"> Limited range of sentence structure Control of sentence construction limited There is some attempt to use punctuation Some spelling is accurate Control of tense and agreement is limited Limited range of vocabulary