

Year 9 Paper 2 : Marking Guidelines**Section A: Reading****A1. List five things you learn, in these lines, about Thornton and Buck. [5]**

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

- Thornton had been left to get well after injuring his foot
- Thornton's slight limp 'left him' during this time
- Thornton had previously 'rescued' Buck
- Buck 'also won back his strength'
- Buck was 'lazy' as his 'wounds healed'/They were 'all lazing'
- Buck's 'muscles swelled' and flesh returned to 'cover his bones'
- They were 'waiting for the raft to come' that would take them to town
- Skeet looked after Buck – 'washed and cleansed' his wounds
- Buck 'came to look for' Skeet's 'attentions'

Be aware that candidates may express these differently.

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

A2. How does the writer show that Thornton is a good master, in these lines? [5]

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 mark to those who identify and begin to comment on Thornton's actions.

Give 2 marks to those who identify and give straightforward comments on Thornton's actions. These responses will simply identify language for effect and some subject terminology.

Give 3 marks to those who explain Thornton's actions and how language is used to influence the reader with regard to his behaviour. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 4 marks to those who make accurate comments in relation to Thornton's actions and begin to analyse how language and tone are used to achieve effects. Subject terminology is used accurately to support comments.

Give 5 marks to those who make accurate and perceptive comments about Thornton's behaviour and analyse how language and tone are used to achieve effects. 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 other dogs 'share' his 'kindliness and generosity'
- 'Love' was Buck's for the 'first time'/He had 'never experienced' this before
- It had 'taken John Thornton to arouse' the feeling of 'adoration' in Buck
- He was 'the ideal master'
- Did more than 'saw to the welfare' of his dogs/ 'other men' did this

- Thornton saw to them 'as if they were his own children' / 'because he could not help it'
- 'He never forgot a kindly greeting' / or to sit down for a 'gas' with them
- Treats each dog as an individual – he 'had a way of taking Buck's head'
- Provokes reaction in Buck – 'mouth laughing', 'eyes bright', 'can all but speak!'

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

A3. What are Buck's feelings towards Thornton, 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 Buck's feelings towards Thornton in this part of the text.

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

Give 5-6 marks to those who identify Buck's feelings towards Thornton 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 Buck's feelings towards Thornton 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 Buck's feelings towards Thornton 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:

- Buck's 'love was expressed in adoration' (suggestive of worship)
- Thornton speaking to him or touching him sent him 'wild with happiness' (wild suggests unconstrained/out of control)
- He was content to 'adore at a distance' / did not 'seek these tokens'
- He lies 'alert...at Thornton's feet' and studies him with 'keen interest' (constant awareness)
- Or when 'farther away' watches the 'outlines of the man' and drawing his gaze/sense of 'communion' between them (spiritual connection)
- For a long time he 'did not like Thornton to get out of his sight' / Buck 'would follow at his heels' whenever he left the tent (needs to be close)
- He was 'afraid that Thornton would pass out of his life' (scarred by his past/lived in fear)
- He was 'haunted by this fear' at night and 'would stand and listen to the sound of his master's breathing' (reassured by proof of his closeness/mutual protection)

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 show Thornton's power over Buck in these lines?**[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 some examples of Thornton's power over Buck.

Give 3-4 marks to those who identify and give straightforward comments on some examples of Thornton's power over Buck. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who explain how a number of different examples show Thornton's power over Buck 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 show Thornton's power over Buck 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 show Thornton's power over Buck 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:

- Establishes that Buck is 'a thing of the wild' (not a 'dog of civilization' or to be tamed)
- Buck 'could not steal' from Thornton but 'from any other man' he 'did not hesitate' (writer establishes Thornton's hold on Buck as unique)
- Only Skeet and Nig as dogs belonging to John Thornton were safe from the possibility of fighting Buck
- For Buck there was 'no middle course' / 'he must master or be mastered'
- Buck was 'loyal to Thornton alone'
- Thornton 'alone' could 'put a pack on Buck's back' (repetition of 'alone' – Thornton distinct from all other men)
- Writer exemplifies effect other men have on him:
 - 'chance travellers might praise or pet' but 'he was cold'
 - from a 'too demonstrative man' he would 'walk away'
 - Thornton's partners he 'tolerated in a passive sort of way'
- Thornton was 'alone among men' (repeats idea that Thornton 'alone' in appealing to Buck)
- 'Nothing was too great' for Buck to carry out when 'commanded' by Thornton (emphasises how far Buck would go for Thornton)
- Thornton exemplifies how Buck would blindly risk his life if commanded/ "Jump, Buck"
- Thornton recognises it as 'splendid' and 'terrible, too' (sense that he is awed by power he has)
- Pete suggests there would be danger for 'the man' that attacks Thornton in Buck's presence.
- Buck's love for Thornton 'seemed to grow and grow.'

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

A5. Thornton has mixed views about Buck's feelings towards him. He describes them as both a 'splendid' and 'terrible' thing.

What do you think and feel about this?

[10]

You should write about:

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

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 loves Thornton in a unique way – totally different to early experiences in his first home
- Buck feels 'adoration' / 'love that was feverish and burning'
- Thornton is the 'ideal master' and inspires devotion and loyalty in Buck
- He makes his feelings clear 'eyes bright...throat vibrant with unuttered sound'
- Buck and Thornton live in 'communion' – mentally/spiritually together
- Buck 'haunted' by thought of losing Thornton
- Buck still 'a thing of the wild' / 'merciless'
- The laws he lived by 'kill or be killed' etc. could lead to terrible consequences
- Loyal to Thornton 'alone' / 'rest of mankind was as nothing'
- Thornton's power 'Jump, Buck!' could be misused
- Thornton in awe of the dog's devotion 'sometimes makes me afraid'
- Episode when Thornton 'struck' by Burton, Buck went straight for Burton's throat
- Took 'a crowd' to drive Buck off (terrible consequences could have ensued)
- Would have tried again but for 'being forced back by men with clubs' (committed to his 'kill or be killed' law)

Personal response here could go in favour of 'terrible' or 'splendid'. Better answers will probably recognise the validity of both – sometimes in relation to one piece of evidence.

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