

Year 8 Paper 2: Marking Guidelines**Reading****A1. List 3 reasons why Peter did not think that he was 'difficult'. [3]**

Give one mark for each separate point identified by the candidate, to a maximum of three.

- He wasn't 'dirtier or more stupid' than anyone else
- His name was 'easy to say and spell'
- His face was 'easy enough to remember'
- He went to school and didn't make 'that much fuss about it'
- He was 'only as horrid to his sister as she was to him'

A2. What do you find out about Peter in these lines? [2]

Give one mark for any candidate who identifies that Peter is a daydreamer or that he enters another world.

Give two marks to any candidates who go on to further explore this point in relation to the evidence. *E.g. Peter is a daydreamer. He 'did not hear you when you called his name' which suggests that he becomes lost in a world of his own.*

A3. How does the writer create the impression that Peter's parents have tried to prepare him for taking his sister to school? [4]

You should think about:

- *what happens in these lines*
- *any advice or instructions given to Peter*
- *the way Peter's parents behave towards him*

Give one mark for any of the following points (which must be supported by relevant evidence) identified by the candidate, to a maximum of four.

- It is referred to as a 'mission' that he has been 'entrusted with' which suggests that they are giving him a great responsibility
- They repeatedly give him instructions – 'the night before', 'when he woke up' and then 'all through breakfast'
- His mother even 'ran through the rules one last time' as they were walking out of the door
- The rules are sensible and seem to cover every step of the journey 'they were to sit downstairs', no 'conversations with lunatics' etc.
- His parents seem overcautious/overzealous 'kept going on about it'

A4. In these lines Peter starts to daydream. Write down the sentence which shows Peter's attention has drifted from his task. [1]

'Suppose they were alone together on a mountain pass and came face to face with a pack of hungry wolves, he would know exactly what to do.'

A5. In Peter's daydream he imagines he is a hero who protects his sister. How does the writer create this impression? [4]

Give 1 mark to those who identify and begin to comment on evidence in relation to Peter as a hero.

Give 2 marks to those who identify and make straightforward comments in relation to evidence that suggests Peter is a hero.

Give 3 marks to those who are able to identify and explain varied evidence in relation to Peter as a hero. These responses may begin to use relevant subject terminology accurately to support their comments.

Give 4 marks to those who make accurate comments on a range of evidence in relation to Peter as a hero. Some subject terminology will be used accurately to support comments.

Some details which candidates may explore are (evidence provided in the question is emboldened):

- He is well prepared for dangerous situations – he has remembered 'his hunting knife and a box of matches'
- The danger is made clear through vivid vocabulary - the wolves are 'so hungry they are drooling and growling and baying'
- '**He knows he has to concentrate on his plan**' there is the clear sense that he alone is responsible for their survival
- This is in contrast to Kate who is 'sobbing' in his imagination
- '**Quickly and skilfully Peter gathers them up...**' adverbs suggest his skill levels and speed
- '**He has to get this right.**' He can operate under pressure – short sentence used for emphasis and to create tension
- He successfully lights a fire 'soon the little pile is blazing'
- 'The wolves are backing off' he has achieved his aims

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

A6. (a) What has happened in these lines? [2]

Give one mark for each separate point identified by the candidate, to a maximum of two.

- He pulls himself back from the daydream aware that he 'could miss his stop'
- The bus had stopped and he only just got off in time
- He realises that he has forgotten his sister

(b) What do you think about Peter at this point in the story? [2]

Give one mark for each valid personal response that is supported by relevant evidence, to a maximum of two.

Some examples of valid response are:

Disbelief that he could have forgotten her/Humour at his predicament/Concern for what will happen to his sister as the bus pulls away/Pity or sympathy for Peter who has got this wrong and can only say 'come back'.

A7. How does the writer make these lines seem dramatic? [5]

Give 1 mark to those who identify and begin to comment on one or two simple examples of drama in this part of the text.

Give 2-3 marks to those who identify and give straightforward comments on some examples of drama. These responses will simply identify some subject terminology.

Give 4-5 marks to those who explain how a number of different examples create drama, and begin to show some understanding of how language and the organisation of events are used to achieve effects and influence the reader.

Examples which candidates may explore or comment on could be:

- One of the boys has to thump Peter on his back to get his attention
- Peter must look ill or strange – the boy asks him if he's 'seen a ghost?'
- His voice 'seemed to come from far away' which suggests he is in shock
- '...then he started to run.' He comes to his senses quickly and commits to action
- The distance he needs to cover seems too far 'a quarter of a mile' but the bus is slowing 'for its next stop'
- 'Peter sprinted' use of short sentence and specific vocabulary suggest his urgency now
- His thoughts begin to turn towards a daydream 'if he spread his arms...' but he pulls them back 'But no!'
- 'The bus was moving away again' he wasn't going to make it this time
- 'He was closer than before' so he urged himself to 'forget the terrible pain' and 'just keep running' his urgency is clear to see

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

A8. List two phrases which suggest that Peter is exhausted from running: [2]

Give one mark for each separate point identified by the candidate, to a maximum of two.

- 'Peter didn't have the strength to turn his head'
- 'Can't stop,' he panted'
- 'Clutching at his chest'
- 'He collapsed on the grass at his sister's feet'

A9. What impressions do you get of Kate in these lines?**[5]**

Give 1 mark to those who identify and begin to comment on one or two simple impressions of Kate.

Give 2-3 marks to those who identify and give straightforward impressions of Kate, supported by evidence from the text. These responses will simply identify some subject terminology.

Give 4-5 marks to those who explain a number of different impressions of Kate, and begin to show some understanding of how language of the text is used to influence the reader.

Examples which candidates may explore or comment on could be:

- She's calm initially as she tries to get his attention 'Hey, Peter, Peter!'
- She's capable – has clearly managed to get herself off the bus and is 'standing by the bus shelter'
- She's confident and in control of herself and the situation 'Peter! Stop!'
- She's calm and composed and is capable of taking care of her older brother 'Mind that dog mess'
- She takes charge of their next steps 'Come on now. We'd better walk back'
- 'You'd better hold my hand if you're going to stay out of trouble' role reversal
- She's not above turning the situation to her own advantage – promising to keep quiet 'in return for Peter's Saturday pocket money.'

A10. What are your thoughts and feelings about Peter in this extract?**[5]**

Give 1-2 marks to those who express a simple personal opinion with linked textual reference, e.g. I feel sorry for Peter because he can't concentrate on instructions.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references, e.g. I feel sorry for Peter because he can't concentrate on instructions even when they have been given to him over and over again like his parents did before he and Kate left the house.

Give 5 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, e.g. I feel sorry for Peter. He doesn't seem to be able to concentrate or remember instructions because his mind wanders off. It's clear that he goes into a trance when daydreams overtake him, 'he often left his body', and all other thoughts seem to leave his mind.

Areas candidates may respond to:

- His lack of understanding about him being a 'difficult' child
- The daydreams that seem to take over his mind
- His good intentions towards looking after his sister
- His pride when he gets as far as the bus
- His desire to be a hero in his dreams
- His shock at getting off the bus without his sister
- His desire to make amends
- The reversal of roles between Peter and Kate

A11. Do you think Peter's parents were right to trust him to take his sister to school? Explain your answer using evidence from the text. [5]

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

Give 3-4 marks to those who give personal opinions supported by straightforward textual references/justifications.

Give 5 marks to those who provide a personal evaluation of the overall text and its context, supported by appropriate textual references. These responses will show some critical awareness of the text.

Candidates may respond in favour or against Peter's parents being right to trust him. They may also make a case for both sides of the argument.

There are many areas from the text that candidates may consider here depending on their viewpoint. Reward valid supporting evidence and coherently linked viewpoints.

Section B Writing Marking Scheme

	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 coherent and controlled (plot and characters are developed with detail and imagination) The writing is clearly and imaginatively organised Structure and grammatical features are used carefully to give the writing cohesion and coherence Communication of meaning is precise 	14-16 marks <ul style="list-style-type: none"> There is appropriate and effective variation of sentence structures Sentence construction is controlled and accurate A range of punctuation is used confidently Virtually all spelling is correct Control of tense and agreement is fully secure A wide range of appropriate and ambitious vocabulary is used
Band 4	15-19 marks <ul style="list-style-type: none"> There is clear control and coherence in writing (plot and character show convincing detail and imagination) The writing is clearly organised Structure and grammatical features are clearly used to support cohesion and coherence Communication of meaning is clear 	11-13 marks <ul style="list-style-type: none"> Sentence structure is varied to achieve particular effects Sentence construction is clearly secure A range of punctuation is used with accuracy Spelling is secure Control of tense and agreement is secure Vocabulary is used carefully and with precision
Band 3	10-14 marks <ul style="list-style-type: none"> The writing is mostly controlled and coherent (plot and characterisation develop in some detail) The writing is organised Structure and grammatical features are used with some accuracy to aid meaning Communication of meaning is clear but limited in ambition 	7-10 marks <ul style="list-style-type: none"> There is variety in sentence structure Sentence construction is mostly secure A range of punctuation is used mostly with accuracy Most spelling is secure Control of tense and agreement is mostly secure Vocabulary beginning to develop
Band 2	5-9 marks <ul style="list-style-type: none"> The writing shows some control and coherence (some control of plot and characterisation) The writing shows some organisation Structure and grammatical features are used to show meaning Communication of meaning is limited but generally clear 	4-6 marks <ul style="list-style-type: none"> Some variety of sentence structure Some control of sentence construction Some control of a range of punctuation Spelling is usually accurate Control of tense and agreement is generally secure Some range of vocabulary
Band 1	1-4 marks <ul style="list-style-type: none"> The writing shows basic control and coherence (a basic sense of plot and characterisation) The writing shows basic organisation Some use of structure and grammatical features is used 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 Some attempt to use punctuation Some spelling is accurate Control of tense and agreement is limited Limited range of vocabulary