

**Year 8 Paper 2 : Marking Guidelines**

**Reading**

**A1. How long did it take Allan Massie to break through the ice on the horse trough? [1]**

**Give one mark** for the correct answer.

- (a good) ten minutes

**A2. In the second paragraph, Allan Massie says, ‘we have become acclimatised to real winter weather’. What does acclimatised mean? [1]**

**Give one mark** for an answer which suggests either of the following:

- To get used/accustomed to something
- To respond to something/adjust/adapt

**A3. How far away from home was the woman who ‘is stranded in a friend’s caravan? [1]**

**Give one mark** for the correct answer.

- 11 miles

**A4. List two enjoyable things that people can do during winter weather. [2]**

**Give up to two marks** for any of the following to a maximum of two.

- sledging
- skating
- skiing

**A5. Alan Massie lives in the countryside. Explain how you know this. [3]**

**0 marks:** nothing attempted or nothing worthy of credit.

**Give 1 mark** to those who identify a straightforward detail and show basic understanding.

**Give 2 marks** to those who identify and give straightforward details from the text alongside some understanding.

**Give 3 marks** to those who give clear details from the text alongside some valid explanations for each detail included.

Pupils may wish to explore:

- lives in a rural environment as he has livestock ‘water for our horses’
- tells us ‘In the country we tend to be a bit scornful about the fuss’ showing he is not only from the country but that they are critical of towns
- where traffic is light at any time shows us that he is in a quiet location
- tells us that he ‘probably don't appreciate just what havoc even a light fall of snow can cause in a big city rush-hour’ showing he is not accustomed to bigger cities
- reiterates that he has (more) livestock to tender ‘must go out to see if the trough has frozen over again and the hens' water is in the same condition’

**A6. How does the writer persuade us that winter weather is not really that bad? [10]**

**0 marks:** nothing attempted or nothing worthy of credit.

**Give 1 mark** to students who copy unselectively. These answers will struggle to engage with the question and/or the text.

**Give 2-4 marks**, according to quality, to those who make simple comments based on surface features of the text and/or show some awareness of more obvious implicit meanings/persuasive methods. These students may be unselective in their choice of textual material.

**Give 5-7 marks**, according to quality, to those who engage with the question and include valid textual details alongside some valid explanations.

**Give 8-10 marks**, according to quality, to those who cover a range of valid details and valid comments/inferences. The best answers will show some clear understanding of persuasive methods/language.

Example of points pupils may wish to explore:

| What does he say about winter weather? | How does this detail persuade us that winter weather is not really that bad? |
|--|--|
| “a couple of inches”                   | Trivialises it – seems like no big deal                                      |
| “10 minutes’ work”                     | Makes the task sound quite easy  |
| “acclimatised”                         | We can get used to the cold  |
| “does it really matter?”               | Questions whether weather is a problem                                       |
| “smiling”                              | This weather brings enjoyment  |
| “just like old times”                  | Nostalgia/reminisce – makes people happy                                     |
| “grit”                                 | Things are easily remedied   |
| “only a <u>few</u> roads are blocked”  | Seems like a minor issue   |
| “sledging, skating or skiing”          | Sounds like fun  |
| “wrong kind of snow”                   | Humorous approach  |

**A7. In the first paragraph, the writer tells us that she is ‘fearful’. Explain what happens in the first paragraph to make her afraid? [4]**

**0 marks:** nothing attempted or nothing worthy of credit.

**Give 1 mark** to those who identify straightforward detail(s) and show basic understanding.

**Give 2 marks** to those who identify and give straightforward details from the text alongside some understanding.

**Give 3 marks** to those who give some clear details from the text alongside some valid explanations for each detail included.

**Give 4 marks** to those who give a range of clear details from the text alongside valid explanations.

Pupils may explore some of the following:

- She is trapped “Snow-bound for three days!”
- Tells us “I never spent a more fearful night” showing her fear/she was afraid
- She is isolated/alone “alone in my cabin in the storm”
- The storm is a powerful one “the roof lifting, the mud cracking and coming off”
- Tells us the storm is destructive “breaking of dead branches, went on incessantly”
- Painful sounds used to convey horror of the storm, “screechings, howlings, thunder...”
- Tells us the sounds are “unfamiliar” making her more afraid as they are so different
- Tells us she is unable to get out, “blocked me in”

**A8. List two things that the people do to occupy themselves during the snow storm. [2]**

Give up to two marks for any of the following to a maximum of two.

- Chess
- Music
- Stopping ink from freezing
- Tending to the fire

**A9. Read the second paragraph. What are your thoughts and feelings about Isabella Bird in this paragraph? [6]**

**0 marks:** nothing attempted or nothing worthy of credit.

**Give 1-2 marks** to pupils who make simple comments or unsupported assertions with occasional references to the text, or copy unselectively. These answers may struggle to engage with the question and/or the text.

**Give 2-4 marks**, according to quality, to those who make straightforward or literal comments based on surface features of the text or some development.

**Give 5-6 marks** to those who reach a valid, sensible explanation based on a range of appropriate evidence from the text. These answers should show understanding and some cohesion.

Pupils may explore the following:

- “window frame is secure ... bed is six feet from it” prepared for the weather

- “gone to sleep with six blankets on, and a heavy sheet over my face” accepts it will be bad and is prepared
- “the cabin being shifted from underneath by the wind” in an extreme situation
- “Getting up to investigate matters” brave/measured/curious
- “I lay in bed freezing till sunrise” endures a tough ordeal
- “some of the men came to see if I was alive” and to dig me out.” difficult situation - relieved
- “I was lifted off my feet, and deposited in a drift” tough, practical, resilient
- Some possessions are “irrecoverable” so we pity her

**A10. The two writers in these passages both experience winter weather. Compare the following:**

- **What happens to each writer**
- **The way that the weather is presented** [10]

**0 marks:** nothing attempted or nothing worthy of credit.

**Give 1 mark** to those who copy unselectively. These answers will struggle to engage with the question and/or the texts (fail to identify writers/texts).

**Give 2-4 marks**, according to quality, to those who see a limited range of points and only show some ability to collate and select information. Better answers should engage in some way with both parts of the question.

**Give 5-7 marks** to those who identify the texts/writers, see a range of valid points and organise their answer clearly and appropriately. These answers will include materials from both sources and will attempt both parts of the question.

**Give 8-10 marks**, according to quality, to those who identify the texts/writers, see a wide range of valid points and organise their answers clearly and appropriately. These clear and coherent answers will collate material from both sources and will focus on all aspects of the question.

Pupils may explore the following:

What happens to Allan Massie:

- “breaking ice with the heavy hammer” he has extra work
- “we have all become acclimatised to real winter weather” he gets used to it
- “We rarely did so, sledging, skating or skiing instead” he sees the fun in winter
- “And now I must go out to see if the trough has frozen” continual effort
- “lovely winter weather” he enjoys it

What happens to Isabella Bird:

- “Snow-bound for three days!” she is trapped by it
- “I lay in bed freezing” she suffers and is cold
- “dig me out” she has to be helped as she can’t get out
- “I was lifted off my feet, and deposited in a drift” she is powerless compared to nature

- “Some including a valuable photograph, are irrecoverable” she loses some possessions

How does Allan Massie present winter:

- “it feels quite warm” not as bad as we expect it to be
- “it’s not so nice for everyone” sees that some people struggle
- “Conditions are not as extreme in cities and towns” the effects vary from place to place
- “People are sliding and falling on pavements, but no worse than that” trivial accidents
- “bit scornful about the fuss” people over react
- “We just can’t tell” it is unpredictable

How does Isabella Bird present winter:

- “snowing fiercely” it is aggressive”
- “blocked me in” can trap people/isolate them
- “the bed was thickly covered with fine snow” you can’t escape it
- “gust of fine, needle-like snow stung my face” it is painful
- “isolation is extreme” makes people isolated/alone
- “The cold is awful” it is unpleasant

## Section B Writing Mark Scheme

| Band | Content, Structure and Organisation  | Written accuracy and vocabulary   |
|------|--|---|
| 5    | 11-12 marks <ul style="list-style-type: none"> <li>Confident, consistent purpose and format</li> <li>Sustained awareness of reader/audience</li> <li>Appropriate register confidently adapted to task</li> <li>Content is effective and judged</li> <li>Ideas convincingly developed with relevant detail</li> <li>Shape and structure used for effect</li> <li>Writing is effective and engaging at this level</li> </ul> | 8 marks <ul style="list-style-type: none"> <li>Appropriate and effective sentence variety</li> <li>Sentence construction is controlled and effective</li> <li>Range of punctuation used accurately/confidently</li> <li>Virtually all spelling is accurate</li> <li>Control of tense/agreement secure</li> <li>Range of vocabulary is used effectively</li> </ul> |
| 4    | 8-10 marks <ul style="list-style-type: none"> <li>Consistent understanding of purpose and format</li> <li>Secure awareness of reader/audience</li> <li>Register consistently adapted to task</li> <li>Content is thoughtful and developed</li> <li>Clear shape and structure</li> <li>Writing has fluency and clarity</li> </ul>   | 6-7 marks <ul style="list-style-type: none"> <li>Sentences are varied with some effect</li> <li>Sentence construction is controlled and accurate</li> <li>Range of punctuation used accurately</li> <li>Spelling is secure</li> <li>Control of tense/agreement secure</li> <li>Vocabulary is used with precision</li> </ul>                                       |
| 3    | 5-7 marks <ul style="list-style-type: none"> <li>Clear awareness of purpose and format</li> <li>Clear awareness of reader/audience</li> <li>Register appropriately adapted to task</li> <li>Content is developed with appropriate reasons</li> <li>Ideas are organised</li> <li>Some shape and structure gives clear sequence</li> <li>Writing is mostly fluent</li> </ul>   | 4-5 marks <ul style="list-style-type: none"> <li>Sentences are varied</li> <li>Sentence construction is mostly secure</li> <li>Range of punctuation is used, mostly accurately</li> <li>Most spelling is secure</li> <li>Control of tense/agreement is mostly secure</li> <li>Vocabulary is beginning to develop and is used with some precision</li> </ul>       |
| 2    | 3-4 marks <ul style="list-style-type: none"> <li>Some awareness of purpose and format</li> <li>Some awareness of reader/audience</li> <li>Attempt to adapt register appropriately</li> <li>Some appropriate reasons</li> <li>Some sequencing of ideas</li> <li>Writing has some fluency and clarity</li> </ul>   | 2-3 marks <ul style="list-style-type: none"> <li>Some sentences are varied</li> <li>Some control of sentence construction</li> <li>Some range of punctuation</li> <li>Most spelling is accurate</li> <li>Some control of tense/agreement</li> <li>Some range of vocabulary</li> </ul>   |
| 1    | 1-2 marks <ul style="list-style-type: none"> <li>Basic awareness of purpose and format</li> <li>Basic awareness of reader/audience</li> <li>Basic attempt to adapt register appropriately</li> <li>Limited reasons – content may be thin/limited</li> <li>Simple sequencing of ideas</li> <li>Writing has some basic clarity/meaning is limited</li> </ul>   | 1 mark <ul style="list-style-type: none"> <li>Limited range of sentence structures</li> <li>Limited control of sentence construction</li> <li>Some attempt to use punctuation</li> <li>Some spelling is accurate</li> <li>Control of tense/agreement is limited</li> <li>Limited range of vocabulary</li> </ul>   |