

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

**A1. Name the dog app mentioned in the article?** [1]

Give one mark for the correct answer.

- Doggity

**A2. Name one place where you should never get a dog from.** [1]

Give one mark for one of the following.

- Gumtree
- A pet shop
- Google
- “puppy farming”

**A3. Write down two qualities that some people like about cats?** [2]

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

- their aloofness
- their fickleness
- the fact that they like you well enough but can basically take you or leave you

**A4. Look at paragraph three. Explain what India Knight means when she says dogs are, ‘enthusiasts’.** [2]

Give one mark to candidates who only refer to the details from the text or only explain the meaning of ‘enthusiasts’.

Give two marks to candidates who explain the meaning of ‘enthusiasts’ **and** refer to the text to support their answer.

Enthusiasts: to be filled with enthusiasm or passion /joy in life

**A5. In the final paragraph, India Knight mentions that her partner is looking, 'wistful'. What do you think the writer means when she uses this phrase?** [2]

Give one mark to candidates who only refer to the details from the text or only explain the meaning of 'wistful'.

Give two marks to candidates who explain the meaning of 'wistful' **and** refer to the text to support their answer.

Wistful: full of yearning or longing but also sadness. He is clearly missing his dog.

**A6. India Knight tells us that she has become a 'dog person'. How does she persuade the reader that she loves having a pet dog?** [10]

**Give 0 marks** for responses where there is 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 and will struggle to line up details across the table.

**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 alongside some understanding of persuasive methods/language, e.g. she sees the counter arguments and discounts these.

Pupils may wish to explore some of the following:

Quote	How does this persuade you that she likes having a dog?	Techniques used (if any)
Dogs are also having a moment in my house.	After explaining that there has been an increased interest in pets she tells us that this trend has had an effect on her.	Repetition of idea of trend/fashionable item.
It was passionate love at first, well, second ... sight.	She directly tells us that she loves having the dog.	Slight humour/emotive language
But I've always been more dog than cat.	She prefers dogs to other pets.	Comparison
All of the things that people admire in cats ... are traits I don't find very likeable.	Compares cats to dogs and highlights undesirable cat qualities	Comparison
They love everything. They love walks. They love grass. They love leaves.	Lists many things dogs love to show how enthusiastic/fun/positive they are.	Listing
They are the most extraordinary life-enhancers.	Tells us that they make your life better.	Listing to demonstrate the many good qualities
It's extraordinarily touching. I think dogs make you a better person.	Suggests they will improve you as a person. Not only comfort but enhance.	Strong personal view, engaging tone
'We are dog people, and it's a complete joy.	Confirms how much of a positive impact owning a dog has had.	Repetition of 'dog people'

Now read the article, 'Pet Cruelties'.

**A7. Look at the first paragraph. How does a dog behave when it has been told off by its owner? [2]**

Give one mark for any of the following to a maximum of two.

- one wistful look at the well-loved face – shows it is upset
- creep away out of sight
- throw himself down in a corner
- big sigh

**A8. In the second paragraph the writer uses the word, 'peevisish'. What does this word mean? Read the whole paragraph to help you work out the meaning of this word. [1]**

Give one mark to an answer which suggests the following:

- to be irritated or annoyed/bad mood

**A9. Give 5 reasons why the writer thinks that dog owners should be kind to their pets. [5]**

Give one mark for any of the following to a maximum of five.

- for no friend in the world can love you better
- they are particularly faithful
- you can do no wrong in their eyes
- they share your emotions (e.g. when you are sad)
- they have short lives
- they like to spend their time with you
- they miss their owners 'thinks a very great deal about the absent mistress'.
- they are fun/full of joy

**A10. According to these two writers, how can owning a dog improve the life of its owner? [4]**

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

**Give 1 mark** to those who make a basic, positive comment about dog ownership.

**Give 2 marks** to those who include some selection of relevant detail from both texts.

**Give 3 marks** to those who include a range of relevant details from both texts and show some understanding of the task.

**Give 4 marks** to those who demonstrate clear understanding and provide an overview drawn from a range of relevant detail from both texts.

Pupils do not need to state which text they got their information from and may include:

- dogs make our lives better 'enhance it'
- they share our lows i.e. share our grief when we are sad
- dogs bring fun to our lives
- dogs make us happy
- they give us companionship/ are sociable
- they make us better people

**A11. Both of these texts are about owning a dog. Compare what the writers say about what makes a poor dog owner.** [10]

**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 the ability to collate and select information. Better answers will engage with both texts.

**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 to make clear comparisons.

**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.

Possible areas for comment:

Information from text 1	Information from text 2	Differences or similarities
Putting dogs in designer handbags	Not to make too much of another animal	Text 1 - do not spoil your dog Text 2 – do not spoil other dogs
People who buy dogs on the spur of the moment		Text 1 focuses on before you buy the dog but text 2 does not
Never obtain a dog from Gumtree or a pet shop; google “puppy farming”		Text 1 focuses on where you buy the dog from but text 2 does not
Looking after dogs properly takes a lot of time	Always see before you leave the house that your favourite has a good supply of food and water.	Both texts agree that poor dog owners will not look after their dogs properly although text 2 focuses on the basics of food and water
Don't allow their dogs to do the things they love	You never should leave a pet animal when going from home without a kind word	Both texts suggest that poor dog owners are unkind or don't show enough affection
Being left alone for long periods of time	Dogs especially will not and cannot be happy unless they have a good deal of your society.	Both writer agree that poor owners don't give their dogs enough time
	"Get out of the way, dog, or I'll give you a kick."  Never, I pray you, be cross with your poor dog	Text 2 suggests that poor owners are cruel to their dogs

**Component 2 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 well 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> </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>

	<ul style="list-style-type: none"><li>• Writing has some basic clarity/meaning is limited</li></ul>	
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