

**Year 9 Paper 2 : Marking Guidelines**

**Reading**

**Read the newspaper article in the separate Resource Material.**

**A1. Why did Jamie Oliver start the Feed Me Better campaign? [1]**

Give one mark for the correct answer.

- He felt that school meals ‘failed to provide a balanced diet’

**A2. Name one head teacher mentioned in the article. [1]**

Give one mark for either of the following correct answers.

- Rockmount head teacher Tracey Langridge
- Greenleas primary school head teacher, Rebecca Clarke

**A3. List one positive effect that a good school meal can have on children. [1]**

Give one mark for the correct answer.

- Makes children take an interest in food
- Makes children take an interest in health
- Helps their ability to concentrate

**A4. Matthew Jenkin tries to persuade us that good school dinners are important. How does this text try to do this?**

You should comment on:

- what he says to influence readers;
- his use of language and tone;

- the way he presents his ideas.

**[10]**

**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 but struggle to engage with the text and/or the question.

**Give 3-4 marks** to those who identify and give straightforward comments. These responses may simply identify some subject terminology alongside their selected evidence.

**Give 5-6 marks** to those who explain how a number of different examples persuade, and begin to show some understanding of how language and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology to support their comments.

**Give 7-8 marks** to those who make accurate comments about how a range of different examples persuade, and begin to analyse how language and structure are used to achieve effects and influence the reader. Subject terminology will be used to support some comments effectively.

**Give 9-10 marks** to those who make accurate comments about how a wide range of different examples persuade, and provide detailed analysis of how language and structure are used to achieve effects and influence the reader. The writer's techniques are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology will be used to support comments effectively.

Pupils may comment on:

- it is time when children enjoy a meal
- providing healthy choices
- improving the mealtime
- tells us the problems, 'many schools resemble a factory production line'
- it is part of education, 'understanding of the different food groups'
- having a positive effect
- more children are choosing school lunches
- learn where their food comes from
- links to other essential skills e.g. 'gardening'
- children embrace the changes and it can become 'established' for life
- in the past meals were dreadful 'calorific, processed'

- shares details of good initiatives (parents having school meal samples)
- children learn vital skills ‘the opportunity to evaluate their choice of food
- positive results
- ‘nothing we do more from the day we are born to the day we die, than eat’ – vital
- ‘crucial if schools are to combat a global childhood obesity crisis’ vital to prevent illness
- ‘we are literally killing our kids with processed food’

How ideas are presented:

- a range of experts are cited (head teachers)
- the language is passionate and positive
- wide range of examples are given
- shows improvement (comparing past to present)
- also compares food from the past to the present to show how bad it was previously
- list of negative foods
- rhetorical questions highlight importance, ‘why shouldn’t it be just as important as maths and English?’
- blunt about possible problems/shocking truths

**To answer the following questions read ‘Victorian School Dinners’.**

**A5. What types of things does the writer find in the school lunch baskets?**

**[2]**

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

- two slices of bread and dripping
- a pickled onion
- two slices of bread and jam
- a slice of bread and cheese
- an apple

**A6 What does the writer mean by "the pick of the baskets."**

**[1]**

Give one mark to an answer which suggests the following:

- the best of what was available

**A7 What do you think and feel about the writer's views on how to improve school meals? You should comment on:**

**[10]**

- what is said
- how it is said

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

**Give 1 mark** to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

**Give 2-4 marks**, according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning. These answers may be thin or tending to be unselective in their choice of textual material.

**Give 5-7 marks**, according to quality, to those who select appropriate detail from the text to show clear understanding. These answers should be mostly secure in focus on the question. Better answers should sustain a valid interpretation and be at least beginning to make inferences.

**Give 8-10 marks**, according to quality, to those who select appropriate detail from the text to sustain a valid interpretation. These answers should be thorough as well as methodical, covering a range of points accurately.

Pupils may comment on:

- it is very necessary to improve them, 'pinched faces and eat the meagre dinner'
- the children get very little food, 'slice of bread and cheese and an apple'
- the writer seems caring, 'I often think of the little cold tired children'
- the writer appears focused 'determined to make things better for them if I can'
- the writer has a practical approach, 'soup must be nourishing, and.. it must pay for itself.'
- open approach, 'no feeling of pauperising hard-working, honest, respectable people'
- clear plan, 'Sixty children each paying a halfpenny a day'
- best intentions for the children, 'a basin of good warm nourishing soup'
- happy to be flexible, 'can easily bring a slice of sweet home-made bread...to supplement it.'
- again, clear goals, 'Our object is economy'

Overview:

- the writer is very modern in their views

- the writer has the children's best interests at heart
- the writer is both caring and compassionate

**A8. According to these two writers, why should people change their attitude to school dinners? [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 that demonstrate clear understanding and provide an overview drawn from a range of relevant detail from both texts.

Candidates may include comments on:

- it is in the best interests of the children
- some children may not get enough food at home
- it will help children be healthy
- it is the morally right thing to do
- the wrong food does not help learning
- people in schools invest a huge amount of time and effort into food
- it was tough in the past so people should be grateful

**A9 These texts are about school dinners. Compare the following:**

• the writers' opinions about school dinners

• how they present their views.

**[10]**

*You must use the text to support your comments and make it clear which text you are referring to.*

**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.

**The writers' opinions:**

- both writers see the value in school dinners
- both writers feel that quality is important
- the first text sees a clear link between good food and learning
- the first text feels that food is intrinsically linked with learning and development
- the second text has a strong sense of pity
- all head teachers feel that they have a moral obligation to provide children with good food
- the second text focuses on economy and how to make it cheap

**How they present their views:**

**Text 1**

- factual, case study style with evidence and supporting facts
- by criticising food in the past
- some passionate language 'killing our kids'
- anecdotes about dining
- pointing to best practice

**Text 2**

- filled with emotion, empathy, sympathy and moral obligation/duty
- by criticising the current situation
- in a narrative style to tell the story of what happens

**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> <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>