

KEY STAGE 3

English Language

Paper 1 Explorations in creative reading and writing
Mark Scheme

Year 7 Pack 1

Version 2.0

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, markers should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

Level of response marking instructions.

Level of response mark schemes are broken down into four levels. There are two, four, five or six marks in each level, dependent upon the question.

Please note: The sample responses in each Content Descriptor column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well in as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Content descriptors in the mark scheme are provided as a guide for examiners. They are not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas.• Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none">• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	<ul style="list-style-type: none">• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none">• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none">• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	<ul style="list-style-type: none">• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	N/A
AO4	✓
	Section B
AO5	✓
AO6	✓

Section A: Reading

0 1 Read again the first part of the Source from **lines 1 to 7**.

List four things about Shmuel's life before the soldiers came from this part of the Source.

[4 marks]

Give 1 mark for each point about Shmuel's life:

- responses must be true, and only drawn from lines 1 to 7 of the text
- responses must relate to **Shmuel's life**
- candidates may quote or paraphrase – each is acceptable
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 7 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

Note: The indicative content must not be treated as exhaustive and reference must be made to the selected section of the text.

AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts.
This assesses bullet point 1 identify and interpret explicit and implicit information and ideas.	
<p>Indicative content; candidates may include:</p> <ul style="list-style-type: none"> • he lived with his mother, father and brother • he lived in a small flat above a store • he ate breakfast with his family every day at 7 o'clock • he went to school • he had a beautiful watch which his father gave him • he wound it up every night <p>Or any other valid responses that you are able to verify by checking the Source.</p>	

0	2
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Look in detail at each example a, b, c and d from the Source.

How does the writer use language in each example to show Shmuel's feelings?

- a) Lines 1 to 3: Before we came here I lived...
- b) Line 5: I had a beautiful watch...
- c) Line 9: They took it from me...
- d) Line 11: The soldiers, of course...

[8 marks]

AO2

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses Language ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

- a) Lines 1 to 3 'Before we came here I lived ...'

Mark	Skills Descriptors	Content descriptors
2	<ul style="list-style-type: none"> Shows clear, detailed understanding of language Analyses effects of writer's choice of language Uses a range of subject terminology accurately 	The writer describes Shmuel's flat as 'small.' The adjective is effective as it suggests Shmuel feels although his home was only modest, it did at least belong to his family and they were free to live their lives there. The simple compound sentence, basic connectives and simplistic language remind the reader of Shmuel's childish feelings of nostalgia and his innocent view of the world.
1	<ul style="list-style-type: none"> Shows some understanding of language Attempts to comment on the effect of language Uses some subject terminology 	Shmuel uses an adjective to describe his flat as 'small,' which shows that he feels his home wasn't very big. The writer uses a long sentence to explain where Shmuel's family used to live.

0	<ul style="list-style-type: none"> No comment on the use of language 	Shmuel feels sad that he isn't living in the flat with his family any more.
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b) Line 5 'I had a beautiful watch...'

2	<ul style="list-style-type: none"> Shows clear, detailed understanding of language Analyses effects of writer's choice of language Uses a range of subject terminology accurately 	The writer chooses to describe the watch as 'beautiful,' showing Shmuel's feeling of pleasure in having such a precious gift. The adjective creates the impression that Shmuel treasured and admired the watch. The fact that he no longer has it means it has a symbolic value for him, representing his Papa and his previous life. The beauty of the watch is in contrast to the horror of captivity.
1	<ul style="list-style-type: none"> Shows some understanding of language Attempts to comment on the effect of language Uses some subject terminology 	Shmuel describes his watch as 'beautiful' which is an adjective. It makes us think that the watch is a very nice one and that Shmuel really liked it and thought it was an amazing present from his dad.
0	<ul style="list-style-type: none"> No comment on the use of language 	I think Shmuel feels sorry that he doesn't have the watch now.

c) Line 9 'They took it from me...'

2	<ul style="list-style-type: none"> Shows clear, detailed understanding of language Analyses effects of writer's choice of language Uses a range of subject terminology accurately 	The fact that Shmuel refers to the Nazi soldiers as 'they' emphasises how he feels about them. The third person pronoun makes the soldiers anonymous, like a nameless, faceless organisation. It reinforces Shmuel's feeling that 'they' are a force he cannot fight against. The simplicity of the small word 'me' reminds the reader of how small and powerless Shmuel feels.
1	<ul style="list-style-type: none"> Shows some understanding of language Attempts to comment on the effect of language Uses some subject terminology 	Shmuel says that they took the watch from him but he doesn't say who did it, he just says 'they.' This means that he doesn't know who they were, but I don't think he wanted to give them the watch.

0	<ul style="list-style-type: none"> No comment on the use of language 	Shmuel was upset that he had to give the watch to them.
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d) The soldiers, of course...

2	<ul style="list-style-type: none"> Shows clear, detailed understanding of language Analyses effects of writer's choice of language Uses a range of subject terminology accurately 	The writer's use of the superlative 'the most obvious thing in the world' reinforces how dominant Shmuel feels the Nazi soldiers have become in his life. The writer also reminds the reader how young Shmuel is by using such a childish phrase. The soldiers are a fact of life for him, but the use of the words 'of course' suggests that Shmuel is surprised that Bruno doesn't understand this.
1	<ul style="list-style-type: none"> Shows some understanding of language Attempts to comment on the effect of language Uses some subject terminology 	Shmuel says that it is the most obvious thing in the world because he thinks it is obvious and the words make him sound like a little boy. He feels that Bruno is stupid because he doesn't understand.
0	<ul style="list-style-type: none"> No comment on the use of language 	Shmuel is surprised that Bruno doesn't understand who took it.

AO2 content may include the effect of ideas such as:

- use of sentence length and type, eg exclamatory sentences
- use of simple, child-like vocabulary
- use of symbolism, alliteration.

0	3
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Complete the grid to show how the text is structured.

Put (1) for the first section and then (2) for the next section to show the correct sequence.

(Grid in paper)

Choose one of these sections to focus on. How does the writer make it interesting for the reader?

[8 marks]

AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views		
This question assesses how the writer has structured a text. Structural features can be: at a whole text level e.g. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / aspects of cohesion; and at sentence level when judged to contribute to whole structure.		
Level	Skills Descriptors	Content Descriptors (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed 7-8 marks	Shows detailed and perceptive understanding of structural features <ul style="list-style-type: none"> Analyses the effects of the writer's choice of <i>structural</i> features Selects a range of judicious examples Uses a range of subject terminology appropriately 	The writer has chosen to structure the text in this form to highlight both the similarities as well as the differences between the two boys. This parallel structure is designed to bring out the idea that these boys are very similar, but because of their background and religion they are on different sides of the fence. The narrative perspective switches back and forth between the two boys to help the reader sympathise with both of them, not just the boy who is behind the fence. In addition, the reader engages with the structure of the text through the sequence of dialogue. The writer gives equal turns to the boys to help the reader see things from their point of view.

<p>Level 3 Clear, relevant</p> <p>5-6 marks</p>	<p>Shows clear understanding of structural features</p> <ul style="list-style-type: none"> Clearly explains the effects of the writer's choice of structural features Selects a range of relevant examples Uses subject terminology accurately 	<p>The writer has chosen to structure the events like this so that the reader can see the similarities between the boys. The writer describes Shmuel's life then he describes Bruno's life being almost the same to show the differences between them. For example, Shmuel is forced to wear his armband whenever he leaves the house, but then the writer shows us Bruno's point of view which is that his father has an armband that he is very proud of. This structural feature is called point of view. By having both come out in the speech of the boys, you get a stronger impression of what each of them are like.</p>
<p>Level 2 Some, attempts</p> <p>3-4 marks</p>	<ul style="list-style-type: none"> Shows some understanding of structural features Attempts to comment on the effect of structural features Selects some relevant examples Uses some subject terminology, not always appropriately 	<p>The events are in this order because the writer chose to put Shmuel first and then Bruno does the same thing, for example, moving house. The writer does this so the reader can see that their lives are nearly the same. If he put them in a different order then you might not notice that the boys are the same. When you read what they are saying to each other, you get drawn in as a reader and see things from their point of view.</p>
<p>Level 1 Simple, limited</p> <p>1-2 mark</p>	<ul style="list-style-type: none"> Shows simple awareness of structure Offers simple comment on the effect of structure Simple references or examples Simple mention of subject terminology 	<p>The events are in order so that Shmuel says what happened to him and then Bruno says the same thing happened to him. One example is when Shmuel says that he moved house and then so did Bruno.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of structure Nothing to reward</p>	

AO2 content may include the effect of ideas such as:

- the parallel structure of events
- the shift in structural focus between the two boys.

0 4

Focus this part of your answer on the second half of the Source from **line 33 to the end**.

Lots of students have written reviews about this novel. One student wrote, “This section which shows the relationship between the boys and their different experiences makes me feel sympathy towards Shmuel.”

To what extent do you agree?

In your response, you could:

- consider your own impressions of their relationship
- evaluate how the writer makes you feel sympathy towards Shmuel
- support your response with references to the text.

[20 marks]

AO4 Evaluate texts critically and support this with appropriate textual references			
Level	Overview Statement	Skills Descriptors	Content Descriptors (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed 16-20 marks	In this level critical evaluation will be perceptive and detailed	<ul style="list-style-type: none"> • Critically evaluates the text in a detailed way • Offers examples from the text to explain views convincingly • Analyses effects of a range of writer’s choices • Selects a range of relevant quotations to validate views 	I too agree with the statement in that Shmuel inevitably engages the reader’s sympathy by the description of how he “hesitated and bit his lip”, but the writer also succeeds in creating a positive response to the more confident Bruno – “of course there were doors” - who for different reasons is also a victim of events. The simple language, light-hearted tone and parallel structure all contribute to the reader comparing their lives.

<p>Level 3</p> <p>Clear, relevant</p> <p>11-15 marks</p>	<p>In this level critical evaluation will be clear and consistent</p>	<ul style="list-style-type: none"> Clearly evaluates the text Offers examples from the text to explain views clearly Clearly explains the effect of writer's choices Selects some relevant quotations to support views 	<p>I know what the student writing the review was trying to get at because I also like the way the writer shows the relationship between the boys. There are differences as well as similarities between the boys and the writer shows us this by comparing how they both went on trains. Shmuel's train was "crowded" and "there was no air to breathe" which makes the reader feel sympathy for him. But the writer describes how Bruno doesn't understand why Shmuel didn't get off, which makes the reader dislike Bruno more.</p>
<p>Level 2</p> <p>Some, attempts</p> <p>6-10 marks</p>	<p>In this level there will be some evaluative comments</p>	<ul style="list-style-type: none"> Attempts evaluative comment on the text Offers an example from the text to explain view(s) Attempts to comment on writer's methods Selects some quotations, which occasionally support views 	<p>I agree. The writer shows the similarities between the boys by describing how they were both on a train but it was different. The reader feels sorry for Shmuel when he says "The train was horrible." I think that Bruno doesn't really understand when it says "he didn't really believe that eleven people could live in the same room."</p>
<p>Level 1</p> <p>Simple, limited</p> <p>1-5 marks</p>	<p>In this level there will be simple personal comment</p>	<ul style="list-style-type: none"> Simple evaluative comment on the text Offers simple example from the text which may explain view Simple mention of writer's methods Simple references or textual details 	<p>I think it is really sad how they treated Shmuel in the book. He has to live all crowded together in one room and then go on a train even though he didn't want to. The boys were both on a train at the same time but Bruno knows where the doors are. "The doors are at the end." This is why the writer wrote it like that.</p>
<p>Level 0</p> <p>No marks</p>	<p>No relevant comments offered in response to the statement, no impressions, no evaluation.</p>		

AO4 content may include the evaluation of ideas such as:

- the boys do similar things but with very different experiences
- the individual characteristics of the boys, their actions and reactions to the situations they describe
- interactions between the boys – how they speak to each other
- how the writer has used, for example, language, structure, tone to make an impression on the reader.

Section B: Writing**0 5**

Your teacher needs examples of creative writing to add to a whole school wall display. A group of students in your class will select which ones to choose.

Either: Write a description of a young person as suggested by this picture: *(Picture of boy behind a barred window)*

Or: Describe a time in your life when you felt scared, lonely or uncertain about something.

(24 marks for content and organisation and
16 marks for technical accuracy)

[40 marks]

AO5 Content and Organisation			
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.			
Level		Skills Descriptors	How to arrive at a mark
Level 4 19-24 marks Compelling, Convincing	Upper Level 4 22-24 marks	Content <ul style="list-style-type: none"> • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4</p>

	<p>Lower Level 4</p> <p>19-21 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4</p>
<p>Level 3</p> <p>13-18 marks</p> <p>Consistent, Clear</p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3</p>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range</p>

		Organisation <ul style="list-style-type: none"> Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of discourse markers 	of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3
Level 2 7-12 marks Some success	Upper Level 2 10-12 marks	Content <ul style="list-style-type: none"> Some sustained attempt to match register to audience Some sustained attempt to match purpose Conscious use of vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> Some use of structural features Increasing variety of linked and relevant ideas Some use of paragraphs and some use of discourse markers 	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2
	Lower Level 2 7-9 marks	Content <ul style="list-style-type: none"> Attempts to match register to audience Attempts to match purpose Begins to vary vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> Attempts to use structural features Some linked and relevant ideas Attempt to write in paragraphs with some discourse markers, not always appropriate 	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2

<p>Level 1</p> <p>1-6 marks</p> <p>Simple, Limited</p>	<p>Upper Level 1</p> <p>4-6 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1</p>
	<p>Lower Level 1</p> <p>1-3 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1</p>
<p>Level 0</p> <p>No marks</p>	<p>Students will not have offered any meaningful writing to assess</p> <p>Nothing to reward</p>		

AO6 Technical Accuracy		
Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)		
Level	Skills Descriptors	How to arrive at a mark
<p>Level 4</p> <p>13-16 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors</p>
<p>Level 3</p> <p>9-12 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors</p>
<p>Level 2</p> <p>5-8 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms 	<p>At the top of the level, a student's response will meet all of the skills descriptors</p>

	<ul style="list-style-type: none"> • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary 	At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors
<p>Level 1</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors</p>
<p>Level 0</p> <p>No marks</p>	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	

Level 1 1-4 marks	<ul style="list-style-type: none">• Occasional use of sentence demarcation• Some evidence of conscious punctuation• Simple range of sentence forms• Occasional use of Standard English with limited control of agreement• Accurate basic spelling• Simple use of vocabulary
Level 0 No marks	Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.