



THE INDIAN PUBLIC SCHOOL, KOCHI

Topic- WRITER'S EFFECT

GRADE –X

MARK SCHEME-1

ANSWERS

1a-

1. sprawled

Line- A young man sprawled in a wicker chair.

2. Snuggled

Line- very still gorilla snuggled against her stomach.

3. Roughed them up

Line- roughed them up a bit, banged his chest, tore at the grass a

4. aggrieved

Line- he were engaged in a very fast, aggrieved conversation with himself.

b)

1. Dehydrated—lose water completely from the body making one weak and ill.
2. scraped up- gathered up by scratching the ground.
3. lose the will to live— they did not have the urge to live any longer.

c) Accept any answer that explains the depraved condition of the gorillas, both physical and mental. Both the example and the explanation have to be correct for full marks.

d) Re-read the paragraphs

(a) The sounds of Magne's approach and his behavior

Responses may give an overview that the sounds of Magne's approach were something like an express train or a riot, a mixture of drumming on the concrete, bangs and weird screaming noises – hence scary or perhaps funny. They may find his behaviour like that of a young person trying desperately hard to show he is boss.

The bolt suggests strength, something metallic, a raw sound and clang (like 'bang') is violent and still associated with metal, suggesting perhaps the release of a prisoner. Magne's scream (worth marks if helpfully reworded) is prolonged, high-pitched, and extremely unpleasant to the ears. It also suggests anger. Sharp would be ear-splitting and barking all the more frightening because it would be perhaps weirdly different from a dog's bark. The other noise is the rumbling, which suggests speed, power and purpose. Candidates need to say that the effect of this on the visitors is frightening, partly because at this point they cannot see Magne. All Magne's movements are violent except detached (because he does not want to hurt the babies); he just roughed them up a bit, as an older brother might do. Although he slapped Yvette, the word suggests a stinging blow rather than a damaging one. When he banged his chest it is almost funny because it is stereotypical, but it is also asserting his command. His only truly violent act is when he tore at the grass, which suggests rage, but that does not hurt anyone.

(b) The writer's impressions of Magne

The description is divided into the effect of Magne's great weight and strength and the face to face close (hence exaggerated) encounter. Good candidates should attempt the imagery. Stupid describes the writer in a state of shock, unable to move because of the weight and solidity, which gives some idea of Magne's thick build. He feels the transmission of this strength through the surge of muscle; surge is sudden, like a surge of electricity, unstoppable. The effect of the writer's contact with Magne's chest hair is described in two sense impressions: bristly would scrape and scratch while rank musk is specifically an animal smell, which the reader might imagine as strong, stale and unpleasant. More important are the three images. The marlin spike image presumably exaggerates the size, but close up that was probably the effect; the image definitely transmits an idea of sharpness – spike is quite strong for a tooth; grinders suggests how they might operate on a victim. The mouth is a pink cavern, again an exaggeration, perhaps going far back, just like a cave with a passage; again justified by the proximity to the writer's face. Sweet is either unexpectedly true or candidates may interpret the expression to be anything but sweet and ironic. Allow either. To cap the general effect, Magne is growling maniacally – again an image since he is not mad, but in the hands of a madman, what might those teeth and muscles do? Aggrieved suggests discontent at being cooped up (and therefore more of a problem to the writer).

Marking Criteria for Question 1

Table A, Reading: Analysing how writers achieve effects

Use the following table to give a mark out of 15 for Reading.

level	Band 1:	Description
5	13–15	<ul style="list-style-type: none"> • Wide-ranging discussion of judiciously selected language with some high quality comments that add meaning and associations to words/phrases in both parts of the text, and demonstrate the writer's reasons for using them. • Tackles imagery with some precision and imagination. • There is clear evidence that the candidate understands how language works.
4	Band 2: 10–12	<ul style="list-style-type: none"> • Explanations are given of carefully selected words and phrases. • Explanations of meanings within the context of the text are secure

		<p>and</p> <p>effects are identified in both parts of the text.</p> <ul style="list-style-type: none"> • Images are recognised as such and the response goes some way to explaining them. • There is some evidence that the candidate understands how language works.
3	Band 3: 7–9	<ul style="list-style-type: none"> • A satisfactory attempt is made to select appropriate words and phrases. • The response mostly gives meanings of words and any attempt to suggest and explain effects is basic or very general. • One half of the text may be better addressed than the other.
2	Band 4: 4–6	<ul style="list-style-type: none"> • The response provides a mixture of appropriate choices and words that communicate less well. • The response may correctly identify linguistic devices but not explain why they are used. • Explanations may be few, general, slight or only partially effective. • They may repeat the language of the original or do not refer to specific words.
1	Band 5: 1–3	<ul style="list-style-type: none"> • The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin.
0	Band 6: 0	<ul style="list-style-type: none"> • The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected.

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