



THE INDIAN PUBLIC SCHOOL, KOCHI
Topic- WRITER'S EFFECT
GRADE –X
MARK SCHEME-2

ANSWERS

1a-

1. Jostled

Line- the brood of Rivera children jostled for position on the back seat,

2. Lingered

Line- Although the sadness of the previous day lingered

3. Irate

Line- An irate, hairy little man jumped out of the driver's seat

4. Demise

Line- That day signalled the demise of peace and quiet,

b)

1. Resigned- having accepted something unpleasant that one cannot do anything about.

2. to take charge.—assume control or responsibility

3. endear—cause to be loved or liked.

c) Accept any answer that explains the writers experiences and feelings that winter. Both the example and the explanation have to be correct for full marks.

d) Re-read the paragraphs

The arrival of the new family in paragraph 3

Credit responses which can see the humour as well as the horror of the new neighbours – for example, the idea of cartoon exaggeration.

Squeal of brakes: possible associations with the idea of pig/dirt could contrast this with the 'purr of the engine' of the other family – also the wreck of a van/ominous use of the word 'wreck' as this is what happens to the garden later.

Thick with dark plumes of exhaust clouds blowing, cartoon style, out of the back: the dark plumes sound ominous (perhaps from a warrior's helmet) but also there is a sense of how thick they are that they look solid as painted in cartoons/also the matter isn't 'funny' to the mother.

Grey pallor of neglect suggesting ill health/consumption and faded T-shirts and dirty, torn jeans also suggests neglect of the father – perhaps lanky could be linked to strangers to a decent meal, malnourished.

An irate, hairy little man ... danced around the back: again adds to the dark humour of the situation as he kicks and smacks the dying car.

(b) The new 'garden' in paragraph 8

The general effect is one of an ugly fantasy with garish colours and immobility.

Murky pond, deep and dark is unexpected and menacing, totally contrasting with the artificial colours and objects around it.

Struggled to make the scummy surface move: sinister image like dark pea soup, thick and impenetrable/also reflecting the poor job done – on a simpler level.

Globules of cement fashioned into lumps: even the 'rocks' are fake to add to the picture overall.

Gaudy, plastic: cheap and nasty in contrast to the time and effort given to the 'project' reflects on the 'taste' of the new neighbours.

Large, green alligators with lolling tongues and distorted fangs: the alliteration and repetition of 'll' sounds are quite soporific as though the animal is basking but the 'distorted' fangs again suggest a cheap lilo.

Lopsided fuchsia flamingos up to their knobbly knees in concrete: is again both horrific and yet strangely comedic – also there is an ominous permanence about everything stuck in cement or the indestructibility of plastic plants means the family are here to stay!

'Garden' sang: a cacophony of high pitched whining from the manic spinning windmills and a jangling of steel from the wind chimes: a sense of madness, of everything trapped with only these items to give vent to their petrified state or the only 'life' that exists in this place or some may link it to being the final straw that attracts the neighbours and echoes their state.

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:	<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

	10–12	<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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