



2014 English

Intermediate 2 Close Reading

Finalised Marking Instructions

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Part One: General Marking Principles for: English Intermediate 2 – Close Reading

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: English Intermediate 2 – Close Reading

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Question	Expected Answer(s)	Max Mark	Additional Guidance
1	<p>(Clearly) signals (the two areas of concern/the focus of the piece, namely)</p> <p>concern with the physical symptoms/evidence/ the untidiness (1) and the emotional dimension (1)</p> <p>Accept also selection of “untrained eye” (1) introducing the idea of the lack of (psychological) expertise of the average parent (1)</p>	2 E	
2	<p>(List of) abandoned/damaged/useless things (1) gives idea of rubbish/litter (1)</p>	2 U	Candidates may choose to focus on particular words, especially “discarded”
3	<p>The books are being misused (1) and so this is not something to be pleased about (1) OR They suggest a positive element (1) but what has happened is not desirable (1)</p>	2 A	No “mix and match”
4	<p>It doesn't usually/the boy doesn't use it (correctly)/the writer is surprised/she didn't expect it</p>	1 U	
5	<p>Relation back to opening of paragraph. OR impact of brief sentence/(idea of) subordinate clause used as a sentence OR continuation of idea of single socks OR similarity to structure of previous sentence OR impact of (self-deprecatory) humour OR climactic positioning (sentence or word) as a conclusion to the paragraph</p>	1 A	
6	<p>(idea of) euphemism – may be expressed as the term being polite for a mess OR (typically British) tact, politeness OR (sardonic/self-effacing) insight</p>	1 A	

Question	Expected Answer(s)	Max Mark	Additional Guidance
7	<p>Glosses of (famously) easy-going disproportionate reaction bizarrely out of character</p> <p>eg because Peel was so laid-back/tolerant (1)</p> <p>this was an excessive/inappropriate (1)</p> <p>response (1)</p> <p>this was strangely (1)</p> <p>untypical of him/not like him/abnormal (1)</p> <p>Any three points</p> <p>Accept also an answer to the effect that her children were young/she had not had experience of teenagers (1)</p> <p>And so she thought his response (1) was excessive (1)</p>	3 U	NB lifts alone = 0

Question	Expected Answer(s)	Max Mark	Additional Guidance
8	<p>“I understand” looks forward (1) “those feelings” looks back (1) OR “I understand” looks forward (1) to explanation/reference to or quotation of “powerlessness ... the sense of failing” etc (1) OR “those feelings” looks back (1) to “feelings” in the previous paragraph (1)</p> <p>Accept also “Now” looks back to/contrasts with (1) “Years ago” (1) OR “Now” looks forward to/introduces (1) statement of current situation (1) OR “Now I understand” looks back to/contrasts with (1) idea of bafflement/astonishment at Peel’s reaction (1)</p>	2 A	
9	<p>retrieval of “end up”/“flea-ridden squat” or (idea of) hyperbole (1) shows extent of (irrational/excessive) concern (1) OR interrogative (1) complements the idea of uncertainty (1) OR (idea of) balance/contrast of two alternatives (1) shows concern about prospects (1)</p>	2 A	<p>NB Please do not reward mere reproduction of “worry”</p> <p>Please note that “squalor” and “chaos” are not in the specified sentence</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
10	<p>Comment may express approval or disapproval.</p> <p>Approval likely to concern itself with clarity/ recognisability/forcefulness of expression/ expression of defiance (of authority) (1)</p> <p>Disapproval may be to do with vulgarity/ overstatement of gesture/expression of defiance (of authority) (1)</p>	1 E	
11	<p>What follows the one in line 49 is a list/expansion (1) of the “pressing reasons” mentioned before the colon (1); OR What follows the one in line 53 is a clarification (1) of what the “new one” (mentioned before the colon) is (1)</p>	2 A	
12	<p>Approval: Just as rope connects/links/unites two different things (1) So there are (emotional) bonds between parents and children (1)</p> <p>Disapproval: “pull on the rope” suggests using it for support (1) which is not what the writer wishes to convey (1)</p> <p>Watch for condensed answer, eg “pull on the rope” is ambiguous = (2)</p> <p>Other analyses may be offered, eg reference to the unyielding nature of a rope, comparability to an umbilical cord, comparability to tug of war, idea of restraint – these are acceptable, but there must be some comment on appropriateness for full marks.</p>	2 E	
13	They exemplify/explain/clarify what “trivia” means/refers to	1 A	Please do not reward formulaic responses, eg “extra information”, or mere repetition of “trivia”

Question	Expected Answer(s)	Max Mark	Additional Guidance
14	<p>Glosses of “Adolescence is about making the transition from dependent child to independent adult”</p> <p>“There are all these changes happening (to the) biological, psychological and social elements”</p> <p>“whirled about” or “confusing”</p> <p>Any two</p>	<p>eg teenage years are a period of development/ growing up (1)</p> <p>various (physical and mental) aspects are developing (1)</p> <p>and it is a bewildering/ perplexing/puzzling time (1)</p>	<p>2 U</p> <p>Please watch for condensed answers combining two points.</p> <p>Maximum mark is 2.</p>

Question	Expected Answer(s)			Max Mark	Additional Guidance
15	imagery	“as if it has had an encounter with Hurricane Katrina” (1)	illustrates idea of (excessive) mess or is a topical/notorious reference (1)	2 E	
	tone	hyperbole of “permanently” or “as if it has had an encounter with Hurricane Katrina” (1)	lends humorous effect (1)		
	structure	linking function of the sentence (1) OR the brevity (1)	helps the flow of the argument (1) gives impact or is stylistically consistent with other paragraphs (1)		
	word choice	“But” (1)	contributes to the link/change of direction (1)		
16	Idea of getting priorities right, realising what is important (1); Retrieval of “You haven’t failed as a parent” OR “Your daughter won’t go off the rails” (1)			2 U	

Question	Expected Answer(s)	Max Mark	Additional Guidance
17	<p>Possible ideas include:</p> <p>use of humour – eg any appropriate example (1) lightens, modifies, is attractive to the reader (1)</p> <p>inclusion of herself – eg “as parents our response” (1) promotes empathy (1)</p> <p>use of expert evidence – eg “according to Professor Tanya Byron, a clinical psychologist” (1) underpins argument (1)</p> <p>logical explanation of reasons for teenagers’ behaviour eg “sometimes the bedroom mess is their way of saying ...” (1) underpins argument (1)</p> <p>endorsement of parents’ likely behaviour, eg “it’s still OK to set boundaries” (1) provides reassurance (1)</p> <p>“just a messy room” (1) underpins the idea of getting the right perspective (1)</p> <p>conclusion, summing up ideas (1) provides effective/convincing coda (1)</p> <p>Evaluation element may be implicit.</p>	2 E	<p>This is not an exhaustive list. Please reward any sensible selection and correct analysis of its function/effect.</p>

[END OF MARKING INSTRUCTIONS]



2014 English

Intermediate 2 Critical Essay

Finalised Marking Instructions

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Part One: General Marking Principles for English Intermediate 2 Critical Essay

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Marking Principles for Critical Essay are as follows.
- The essay should first be read to establish whether it achieves success in **all** the Performance Criteria for Grade C, including relevance and the standards for technical accuracy outlined in Note 1 below.
 - If minimum standards are not achieved in any **one** or more of the Performance Criteria, the maximum mark which can be awarded is 11.
 - If minimum standards have been achieved, then the supplementary marking grids will allow you to place the work on a scale of marks out of 25.
 - The Category awarded and the mark should be placed at the end of the essay.

GENERAL MARKING ADVICE: English Intermediate 2 Critical Essay

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

1. “Sufficiently accurate” can be best defined in terms of a definition of “consistently accurate”.
 - *Consistently accurate*
A few errors may be present, but these will not be significant in any way. The candidate may use some complex vocabulary and sentence structures. Where appropriate, sentences will show accurate handling of clauses. Linking between sentences will be clear. Paragraphing will reflect a developing line of thought.
 - *Sufficiently accurate*
As above but with an allowance made for speed and the lack of opportunity to redraft.

2. Using the Category descriptions.

- Categories are not grades. Although derived from Performance Criteria at C and the indicators of excellence for Grade A, the four categories are designed primarily to assist with placing each candidate response at an appropriate point on a continuum of achievement. Assumptions about final grades or association of final grades with particular categories should not be allowed to influence objective assessment.
- Once an essay has been deemed to pass the basic criteria, it does not have to meet all the suggestions for Category II (for example) to fall into that Category. More typically there will be a spectrum of strengths and weaknesses which span categories.

3. Referrals to PA

- Essays based on wrong genre should be marked out of 25 and referred.
- Essays in response to Section E – Language should be marked out of 25 and referred.

Part Two: Marking Instructions for each Question

Critical Essay

GRADE C Performance Criteria	
a) Understanding	As appropriate to task, the response demonstrates understanding of key elements, central concerns and significant details of the text(s).
b) Analysis	The response explains in some detail ways in which aspects of structure/style/language contribute to meaning/effect/impact.
c) Evaluation	The response reveals engagement with the text(s) or aspects of the text(s) and stated or implied evaluation of effectiveness, substantiated by some relevant evidence from the text(s).
d) Expression	Structure, style and language, including use of some appropriate critical terminology, are deployed to communicate meaning clearly and develop a line of thought which is generally relevant to purpose; spelling, grammar and punctuation are sufficiently accurate.

It should be noted that the term “text” encompasses printed, audio or film/video text(s) which may be literary (fiction or non-fiction) or may relate to aspects of media or language.

Language Questions 13 – 15

The “text” which should be dealt with in a language question is the research which the pupil has done. Examples taken from their research must be there for you to see.

However, to demonstrate understanding and analysis related to these examples there has to be some ability to generalise from the particular, to classify and comment on what has been discovered. It is not enough merely to produce a list of words in, say, Dundonian with their standard English equivalents. This is merely description and without any further development does not demonstrate understanding of any principle underlying the choice of words.

The list of features at the head of the section is supportive. A marker would reasonably expect that some such features would be mentioned in the course of a candidate’s answer.

Intermediate 2

Critical Essay

Supplementary Advice

This advice, which is supplementary to the published Performance Criteria, is designed to assist with the placing of scripts within the full range of marks. However, the Performance Criteria as published give the primary definitions. The mark range for each Category is identified.

IV 8 – 11	III 12 – 15	II 16 – 19	I 20 – 25
<ul style="list-style-type: none"> An essay which falls into this category may do so for a variety of reasons <p>It could be</p> <ul style="list-style-type: none"> that it fails to achieve sufficient technical accuracy or that any knowledge and understanding of the material is not deployed as a response relevant to the task or that analysis and evaluation attempted are unconvincing or that the answer is simply too thin. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge of the text(s), and a basic understanding of the main concerns will be used. <p>.....</p> <ul style="list-style-type: none"> to provide an answer which is generally relevant to the task. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge and understanding of the central concerns of the text(s) will be used. <p>.....</p> <ul style="list-style-type: none"> to provide an answer which is mainly relevant to the task. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Secure knowledge and some insight into the central concerns of the text(s) will be demonstrated at this level. <p>.....</p> <ul style="list-style-type: none"> and there will be a line of thought consistently relevant to the task.
	<ul style="list-style-type: none"> Some reference to the text(s) will be made to support the candidate's argument. 	<ul style="list-style-type: none"> Reference to the text(s) will be used as evidence to promote the candidate's argument. 	<ul style="list-style-type: none"> Reference to the text(s) will be used appropriately as evidence which helps to develop the argument fully.
	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be an explanation of the contribution of literary/linguistic techniques to the impact of the text(s) 	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be an explanation of the effectiveness of the contribution of literary/linguistic techniques to the impact of the text(s). 	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be some insight shown into the effectiveness of the contribution of the literary/linguistic techniques to the impact of the text(s).
	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be some engagement with the text(s) which will state or imply an evaluation of its effectiveness. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be some engagement with the text(s) which leads to a generally valid evaluative stance with respect to the text(s). 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be a clear engagement with the text(s) which leads to a valid evaluative stance with respect to the material.
	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will communicate the argument clearly, and there will be appropriate critical terminology deployed. Spelling, grammar and punctuation will be sufficiently accurate. 	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will communicate the argument clearly, and there will be an appropriate critical terminology deployed to aid the argument. Spelling, grammar and punctuation will be sufficiently accurate. 	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will communicate effectively making appropriate use of critical terminology to further the argument. Spelling, grammar and punctuation will be sufficiently accurate.

[END OF MARKING INSTRUCTIONS]