2015 English

Intermediate 2 Close Reading

Finalised Marking Instructions

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 <u>always</u> 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.

Part Two: Marking Instructions for each Question

Question			Expected Answer(s)	Max Mark	Additional Guidance
1			(Fancy or ephemeral) gadgets/widgets/devices/contraptions/examples of (computer) technology	1 U	
2			**Choice of:** "object" } "against" } "(Unspeakably) irritating" } "incompatible with… } gives idea of responsible self- } criticised/ government" } denounced/ } condemned "(the ultimate) } irresponsible (medium)" } "attacked" } "clobbered" } Example **(1)**, meaning **(1)**	2 U	
3			Just as a swamp is So this development is voluminous large-scale dangerous threatening capable of inundation destructive unproductive of little value unconfined uncontrolled Any one area of similarity where synonyms are used, or any two areas employing the same term. **Accept for 1 mark for the comment that the term is an overstatement.**	2 E	Candidates may well answer in terms of "overwhelming"

Question			Expected Answer(s)		Max Mark	Additional Guidance
4	**(a)**		"(We are communicating in writing) as never before" **(1)**	indicates improvement on what was previously the case **(1)**	**2 A**	
			"we are now able to speak instantly" **(1)**	indicates speed/facility (which by inference was not there before) **(1)**		
			"across cultures and among languages" **(1)**	indicates (by inference new) breadth of audience **(1)**		
			"millions are alert to" or "a way once restricted to an intellectual elite" **(1)**	indicates new universality of communication facility **(1)**		
			"millions are alert to the importance of words" **(1)**	Indicates increased awareness of the power of language **(1)**		
			Any one idea, quotation **(1)** + extrapolation **(1)**			

Question			Expected Answer(s)		Max Mark	Additional Guidance
4	**(b)**		"so far from killing off literature"	Gives the idea of (unexpectedly) not damaging writing/word usage	**2 A**	
			"more closely in touch with words than any before it"	gives idea of unprecedented nature of development/improvement		
			"surging"	conveys rapid/powerful development		
			("around and) across the world"	Indicated far reaching/global aspect		
			"extraordinary"	indicates remarkable quality		
			"unstoppable"	indicates inexorable quality		
			"blizzard"	(image) suggest power/density		
			"(at a rate and on a scale that is) mind-boggling"	indicates impressive nature of development		
			"more than 100 billion entries a day on Facebook "**OR"** more than one billion tweets a week"	(statistic) indicates enormity of phenomenon		
			OR both these statistics	indicate (by inference welcome) diversity of phenomenon		
			"(E-book sales are) soaring"	indicates rapidity/large-scale nature of development		
			Example **(1)** + extrapolation **(1)**			

Question			Expected Answer(s)	Max Mark	Additional Guidance
5	**(a)**		Purists = those who are (excessively/in an old-fashioned manner) concerned with correct usage/traditionalists/people who love language/fanatics **(1)** Shudder = are repelled by/dislike/disapprove/are horrified **(1)**	**2 U**	
5	**(b)**		*Gloss of any of:* ungrammatical — eg incorrect misspelt — eg wrongly spelled/incorrect letters slang — eg colloquial/informal spam — eg unwanted / unselective / inconsequential material mangles — eg distorts simplifies — eg makes easy abbreviates — eg shortens	**1 U**	
5	**(c)**		It (neatly/correctly/aptly) introduces the contrast **(1)** contained in "written words, deliberately chosen" **(1)** **OR** It shows that the writer disagrees **(1)** with the sticklers **(1)** **OR** It works like "however" **(1)** showing the writer disagrees **(1)** Accept for 1 mark (more generalised) critical comment that the world is old-fashioned	**2 E**	

Question			Expected Answer(s)		Max Mark	Additional Guidance
6	**(a)**		Idea is of superficiality and/or rapidity and/or multi-tasking		**1 U**	Please do not reward "skipping", "skim", or "browse"
6	**(b)**		**Imagery**		**2 A**	
			"magpies" **OR** "shiny object" **(1)**	suggests ease of reader's attraction to/distraction by **OR** shallowness or triviality of what distracts **(1)**		
			Word choice			
			"skipping" **OR** "skim" **OR** "browse" **(1)**	suggests brevity of attention span or lack of depth of attention to what is read **(1)**		
			Accept also a claim that "skipping" **(1)**	suggests a (new) exhilaration **(1)**		
			Example **(1)**, analysis **(1)**			
7			"app" **(1)**	refers to/is an example of new development/aspect of technology or one which gives something additional **(1)**	**2 A**	
			(Any one of) "critical notes…annotations and the sound of Eliot reading" **(1)**	are something extra/additional/improving **(1)**		
			May be expressed as "he gives an example **(1)** of something which enriches the text/the reader's experience" **(1)**			
			Example **(1)**, analysis **(1)**			

Question			Expected Answer(s)	Max Mark	Additional Guidance
8			They prove/provide (strong/convincing) evidence **(1)** that Franzen is wrong/misguided (here as elsewhere) **or** that print is not invulnerable **(1)**	**2 A**	
9	**(a)**		(Unnaturally/permanently) unchanged/preserved	**1 U**	
9	**(b)**		(Amused/sardonic) disapproval/disagreement	**1 A**	
10			References to "Twitter…E-mail and text" or "new language and usage" **(1)** revisit previous ideas **(1)**; **OR** Reference to "(the very layout of the…) keyboard" **(1)** looks forward (to section about QWERTY) **(1)**	**2 A**	
11			*Gloss of:* old…layout…tended to jam eg keys stuck less faster typing eg it could be done more quickly fewer typos eg there were not so many mistakes "[made] life easier for…salesmen eg helped those trying to sell it	**1 U**	

Question			Expected Answer(s)		Max Mark	Additional Guidance
12			Appropriate/accurate/unquestionable analogy **OR** comparison **OR** example of similar situation Maybe expressed as "people still paint even though they could take photographs"		**1 A**	
13	**(a)**		Terms (here wittily) associated with the computer keyboard		**1 A**	
13	**(b)**		history of the keyboard	relates to lines 54-70	**2 E**	
			new writing or reading technology	relates to (eg) "the machines", "modern digital communication", "digital publishing"		
			We live in a Qwerty world	relates to (eg) "The Qwerty keyboard…stuck"/ title of the passage		
			there is no going back	relates to "now an immutable…fact" **OR** summarises the writer's line of thought throughout the passage		
			Selection **(1)**, corresponding expression/idea **(1)**			

[END OF MARKING INSTRUCTIONS]

2015 English

Intermediate 2 Critical Essay

Finalised Marking Instructions

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 <u>always</u> 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
• An essay which falls into this category may do so for a variety of reasons It could be • 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.	Understanding • Knowledge of the text(s), and a basic understanding of the **main** concerns will be used. ………………………… • to provide an answer which is **generally relevant** to the task.	Understanding • Knowledge and understanding of the **central** concerns of the text(s) will be used. …………………… • to provide an answer which is **mainly** relevant to the task.	Understanding • **Secure** knowledge **and some insight** into the central concerns of the text(s) will be demonstrated at this level. …………………………… • and there will be a line of thought **consistently relevant** to the task.
	• Some reference to the text(s) will be made to **support** the candidate's argument.	• Reference to the text(s) will be used as evidence to **promote** the candidate's argument.	• Reference to the text(s) will be used **appropriately** as evidence which helps to **develop** the argument **fully**.
	Analysis • There will be an **explanation** of the contribution of literary/linguistic techniques to the impact of the text(s)	Analysis • There will be an **explanation of the effectiveness** of the contribution of literary/linguistic techniques to the impact of the text(s).	Analysis • There will be **some insight** shown into the **effectiveness** of the contribution of the literary/linguistic techniques to the impact of the text(s).
	Evaluation • There will be **some engagement** with the text(s) which will state or imply an evaluation of its effectiveness.	Evaluation • There will be some **engagement** with the text(s) which leads to a **generally valid** evaluative stance with respect to the text(s).	Evaluation • There will be a **clear engagement** with the text(s) which leads to a **valid** evaluative stance with respect to the material.
	Expression • Language will communicate the argument clearly, and there will be appropriate critical terminology deployed. Spelling, grammar and punctuation will be sufficiently accurate.	Expression • 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.	Expression • 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]