

# **Mocks Marking Training**

## **Paper 1: Fiction and Imaginative Writing**

### **Marks and commentaries**

Question 2		Mark	Comments
Script 2A	The progress of his work was slower than expected “Sleep weighted upon his eyelids”	2	Two correct answers offered as direct quotations.
Script 2B	“Sleep weighted upon his eyelids”  “You have slept, my boy – you slept last night”	1	Answer 1 is correct  Answer 2 is incorrect. The quotation refers to sleep but does not answer the question.
Script 2C	Tiredness “stole away his senses” showing the reader he was losing concentration  “Sleep weighted upon his eyelids” meaning his eyes were heavy and it was an effort to keep them open	2	Two correct answers.

## Question 3

### Script 3A

This answer repeats the words “language and structure” but tends to focus upon explaining what has happened in the text rather than either of the two features named in the question. The answer does not make any comments about structure and so cannot progress beyond Level 1. It recognises some use of extreme language and understands that the writer hates Bertha.

**Level 1 - 1 mark**

### Script 3B

This answer offers a response to both language and structure. The language points, such as the reference to insults towards the end of the answer, explain clearly how the writer’s feelings are portrayed. The final comment is less well made. There are structural points on the use of hyphens to create a growing sense of pace, though this is largely the only point on structure. The comment upon exclamation marks here is all about tone rather than structure.

**Level 2 – 3 marks**

## Script 3C

This answer offers a response to both language and structure. The early language comment about the use of metaphor is analytical and perceptive and is well supported from the text. The comment about the ending, “never!”, shows that this candidate understands how the writer is presenting the reader with more complex feelings than may, at first, seem to be the case. The use of repetition as a structural device is clearly presented and supported, though structure is not as strong in this response as the language points which are made. It meets all of the criteria for Level 3 and shows an analytical ability and an ability to select apt supporting references.

**Level 3 – 5 marks**

## Question 4

### Script 4A

This answer begins with a clear statement about the importance of concentration and there is a supporting quotation for trust. The second paragraph uses linking quotations and makes reference to a lack of concentration but tends towards summary rather than commentary at this stage. The answer improves in paragraph three with inferential reading supporting a relevant point being made. The answer explains clearly the loss of trust in the narrator and the impact upon the narrator. It is in the final paragraph where the answer shows a broader understanding of the consequences of a loss of concentration and it is this section where the answer begins to show some features of a Level 4 answer. However, the best fit mark for this response places it at the top of Level 3 as it does not show a developed critical judgement and its selection of references is not detailed.

**Level 3 – 9 marks**

## Script 4B

The opening of this answer is a perceptive comment upon an element of structure within the passage. This is followed by a well-informed comment upon the nature of encouragement, which is well supported from the text. This section leads up to an interpretative comment about the desperation that Cornelius feels. The comments upon violence show the destructive consequences of failing to concentrate. The final paragraph is less clear in the point being made, which does not detract from the fact that this is an answer that analyses elements of the text and can support with well-chosen textual references. It meets the criteria required for a Level 4 mark.

**Level 4 – 11 marks**

## Script 4C

This answer opens with a clearly developed evaluation of the destructive consequences of being distracted when entrusted with a task of such importance. The answer shows a subtle appreciation of the use of exaggeration by the writer to emphasise the consequences of losing concentration, all of which is well supported. The final point about the mindset of the narrator is a good one and one which directly impacts upon his ability to concentrate on the task in hand. This answer was given a Level 5 mark as it is able to evaluate ideas and to present some ideas which are subtle and perceptive, and which are then aptly supported.

**Level 5 – 13 marks**

## Question 5/6

### Script 5A

This is an answer that offers a basic response for A05 and 6. There is some use of paragraphing but it is not consistent. There is some inability to connect with the reader in the manner that the main character lacks a name or identifying details. It is a basic narrative with basic development. It uses basic vocabulary: though there is some dialogue it often lacks sentence variety and clarity. For these reasons the answer is given a Level 1 score for both assessment objectives.

**A05 - 3**

**A06 - 3**

**Total – 6 marks**

### Script 5B

This answer shows an awareness of audience and purpose but is not always able to select the most appropriate language or device to achieve its desired effect. This answer uses paragraphs, mainly appropriately, and writes with a range of correctly spelt vocabulary. It attempts to create interest at the start and to develop this into tension and excitement. However, its repetitive sentence style and rambling plot means that it is limited in its ability to communicate clearly. It is for these reasons that the answer achieves a Level 2 mark for both A05 and A06. There are some more developed features, such as the use of adverbials, some vocabulary and the crafting of a simple emotional response towards the end of the story. However, these must be balanced by other features such as missing capital letters and elements of confusion such as, “I looked around to see the man out of sight.” The response ends abruptly, lacking any real sense of textual coherence or cohesion.

**A05 - 8**

**A06 – 6**

**Total – 14 marks**

## Script 5C

This is an answer that may have scored a higher mark but seems to end abruptly, possibly running out of time. It is important that candidates understand the importance of shaping their writing and are aware of the time so as to create a piece that has genuine textual cohesion.

There is an engaging opening and the use of the first paragraph to frame the narrative and to create a sense of character. This answer communicates clearly and imaginatively, deliberately adopting a particular tone from the outset, though not always controlling it effectively. There are some stylistic devices that are used. Accuracy is variable in spelling and punctuation with vocabulary being chosen for tone and effect. The final dialogue lacks conviction and is not realistic; moreover, it does not link back to the opening of the answer, creating a rambling structure that makes meaning clear but which lacks genuine shape.

**A05 - 10**

**A06 – 8**

**Total – 18 marks**

## Script 5D

The organisation of ideas and the quality of communication are very strong. The opening short sentence begins to shape the audience response and there is a sustained control of tone that creates a strong sense of character and a psychological realism to this answer that are impressive. The control of temporal markers at the start of paragraphs is subtly done and creates a genuine sense of pace and growing excitement in the piece. The end of paragraph three marks a deliberate low point in the events being described enabling the writer to take the reader through the tribulations described to end on a genuine high point with artist and instrument becoming one. This is a sophisticated control of structure which is well handled.

The answer uses a wide range of sentence structures, controlling coordination and subordination well. There is a use of repetition for effect in paragraph two and an emotive and well-described image of the teacher's smile in paragraph three. Paragraph four opens with its extensive vocabulary being well deployed, without ever being ostentatious or intrusive. There are errors such as the apostrophes in paragraph five and some spelling errors, but these do not in any sense detract from the overall meaning. Overall, this is a crafted answer which knows the effect it is trying to achieve and which successfully sustains its control of language to achieve its desired effect.

**A05 - 21**

**A06 – 13**

**Total – 34 marks**

Paper/Question	Comments	Marks
	Script A – whole script	
<b>Q1</b>	Correct	1
<b>Q2</b>	Correct. Please note, it is not necessary to use quotation marks here in order to gain the marks.	2
<b>Q3</b>	<p>An answer that reaches level 3 for A02 because of its ability to analyse language and structure. There is an opening identification of nature of the narrator's feelings of jealousy, a point which is further developed in the answer. The close focus upon the adjective 'charming' is a well-supported point. The jealousy point is extended and supported, recognising the use of powerful language. Structure is explicitly analysed through the motif of jealousy and then further through the use of repetition. Both of these points are supported by careful selection of textual support. The final point about exclamation marks is one about repetition and the creation of the narrator's feelings.</p>	5
<b>Q4</b>	<p>As we begin Q4, please note that the candidate has text-marked the question by doubly underlining the word 'Evaluate'. Teaching students how to analyse the wording of a question will support them in maintaining a focus upon the A0s that are being tested. This should ensure that answers are relevant and that candidates are confident that they are presenting the correct elements of their understanding.</p> <p>The answer uses the word 'effectively' in the first six lines, showing its intent to try and evaluate. However, the nature of the comments here are not evaluative, but are rather statements at this stage. One feature of this answer to note is its difficulty in separating A02 from A04. It sometimes slips into language analysis rather than maintaining its focus upon evaluation. There is an earlier comment on the idea of the importance of concentration. The rhetorical question which is offered as textual support is not well-chosen as it does not directly illustrate the idea of importance, rather one of impatience. Paragraph two sees the answer moving towards a quasi-narrative, with linking quotations. Candidates should be taught to begin by making clear, evaluative comments and supported with quotations, rather than beginning with text and</p>	5

	<p>moving to comment. What can be seen here is that the candidate does not make effective evaluative comments.</p> <p>Paragraph three opens with a narrative summary rather than a comment and then includes a quotation that does not support any comment made. The final sentence sees some straightforward statement of opinion.</p> <p>In summary, this is given a mid-level 2 mark as it is able to comment on ideas and offer some straightforward opinions but is not able to develop these to become analytical and evaluative. The key advice to this candidate is to focus upon the reading of the passage so that there is an understanding of the ideas and events depicted, enabling the candidate to have a genuinely evaluative response.</p>	
<b>Q5/6</b>	<p>The candidate answers Q5 and achieves mid-level three marks for A05 and A06.</p> <p>In terms of A05, the piece is paragraphed, mainly accurately. However, the paragraphing is not a vehicle for creating connection, shape and interest for the reader. The second paragraph is an effective scene setter and ends with an emphatic single word sentence. However, the next paragraph, with its irrelevant focus upon the make and model of car, fails to connect with the previous paragraph and we have to wait for the narrative hook in the middle of the paragraph, Little did I know ..., to connect with the ideas from the start of the piece. There is a clear organisation of ideas with a chronology to the match that attempts to build to a climax in the final paragraph. The tension is not always effectively maintained, which is a feature that prevents the answer scoring a mark above Level 3.</p> <p>There is an adoption of an appropriate matter-of-fact tone, suiting the persona of the hard-bitten coach. This is created through such language as 'The clock was counting down', and 'We would mark their players and push forward ... I knew we could do it.' However, the lengthy dialogue with the French coach, whilst being</p>	A05 11  A06 8

	<p>accurate, adds very little and has the effect of diminishing any tension that was being created.</p> <p>In terms of A06, there is a varied vocabulary and generally accurate spelling and punctuation. Vocabulary can be seen in words such as, nominated, simultaneously, and comedic, though the spelling of these more complex words is not always correct. The use of the word annihilated in the final sentence is an ambitious choice, but is not well used in this sentence. Sentence variety is a feature of the answer, with a general control of subordination and coordination, as can be seen in the opening sentence.</p> <p>In order to improve, this answer would need to focus upon clarity and effect. There are times when the accuracy and clarity of what is written are lacking, such as The French defence had been caught bewildered. This adds to an overall lack of impact in the passage as a whole, where opportunities to create tension and suspense are not taken, such as in paragraph eight. In this paragraph, as the game starts, there is a distinct lack of any sense of character (we never really know or understand the team at all) and there is no gradual build in atmosphere. This candidate needs to focus upon relevance towards creating an overall effect. This would shorten and focus this writing, enabling it to secure a better mark.</p>	
<b>TOTAL</b>		32

Paper/Question	Comments	Marks
	<b>Script B – whole script</b>	
<b>Q1</b>	Correct	1
<b>Q2</b>	Correct. +Centres should note the concise manner of the answer. The question says, You may use your own words or quotations from the text; it is not necessary to do both and candidates should be advised not to give more detail than is required to gain the marks here.	2
<b>Q3</b>	<p>This answer contains a good balance of comments about language and structure. The answer begins with a comment about the strength of his feelings of rejected love created by punctuation and then extends this point by reference to the connotations of the word choice. This feature is developed further on in the answer. Other language points relate to the use of onomatopoeia and of metaphor. The structural points relate to the use of repetition of certain words and then a more subtle structural link is developed with biblical references to falsity and serpents being used as a deliberate effect by the writer to structure his ideas in lines 14 – 25. Note the way that this answer supports with brief and well-chosen references which are focused and are integrated into the answer, rather than being added at the end of each explanation.</p>	6
<b>Q4</b>	<p>Q4 achieves full marks because of its ability to evaluate critically and to support with aptly chosen references. Centres should note the key words in the question: evaluate how successfully. Therefore, candidates should look to evaluate rather than simply approaching this question as a language analysis task.</p> <p>This answer makes and supports a valid point about diligence and then a further point to emphasise the relative importance of this idea. The analysis of imperatives is well made and well supported. There is a good focus in this opening paragraph on the question stem of how important it is to concentrate on a task. Note the evaluative language used at the opening of the third paragraph which focuses the answer directly upon evaluation, developing the twin ideas of concentration and trust. The answer moves on, developing points at sentence and text level, about exclamatory sentences and the relative size of paragraphs. This second point is a subtle one and shows the detached critical overview that the mark scheme</p>	15

	<p>refers to. After a well-made and well-supported point on exaggeration the answer then further demonstrates its ability to see credible alternative interpretations in the text, with the writer presenting Bertha and the writer as equally false, and the effect that this can have upon their reputations. There are good points made about the writer's presentation of time and the theme of destruction and damage, both well-made and supported.</p> <p>In conclusion, this is a sustained evaluation that tenaciously sticks to the wording of the question and supports all points in a focused and concise manner.</p>	
<b>Q5/6</b>	<p>The candidate answers question 6 and achieves Level 5 marks for A05 and A06. The opening paragraph is a good place to begin to see how this writer shapes the audience response and structures her writing. The engaging rhetorical question opening, sentence variety and the adoption of an informal register all help to build character and develop a strong reader:writer relationship. The narrative hook at the end of the first paragraph is a strong A06 organisational feature and is well handled here. Paragraphing is accurate and there is a clear creation of textual cohesion throughout, such as the reference to hindsight in paragraph five, directly echoing that of the opening paragraph. Tone, style and register are well sustained throughout the writing. One example of this can be seen in the adoption of a tone of cheerful resignation, seen as the benefits of hindsight. This is threaded through the piece and can be seen very effectively in the fifth paragraph with the triple repetition of 'I know', sounding at once apologetic and accepting.</p> <p>In terms of A06, there is a good range of vocabulary used. The adoption of a particular narrative voice means that some language is relatively simple, such as the dialogue, but this is quite appropriate in context. More sophisticated language can be seen throughout the passage such as the verb choices, plastering each other with mud, and tears clouding her voice. Spelling errors or punctuation errors are rare. There is a precision to sentence control in this writing with a deliberate patterning device that can be seen on a number of occasions, such as the repetition of 'quite so' in paragraph three, or of 'I' in paragraph ten. There is a maturity and easy control of sentence variety which simultaneously relates the incident whilst talking to the reader about the benefits of hindsight. Another feature to note in this answer is the powerful image at the end of paragraph seven, which is picked up again at the</p>	A05 21 A06 14

	<p>moment of the answer. This simile is almost gothic in its visual intensity and is described in a very well structured sentence. Another feature occurs at paragraph nine where the writer steps out of her narrative and directly addresses the reader before resuming the tale. The ease of this control, creating a dramatic pause at the same time as creating a shared bond of understanding with the reader, is a feature of a Level 5 writer.</p> <p>The final mark recognises that, having set up the theme of hindsight, the piece does not effectively conclude with this idea and that the choice of a teenage register may have slightly restricted the opportunities to demonstrate a fully extensive vocabulary.</p>	
<b>TOTAL</b>		59