



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education (9–1)

FIRST LANGUAGE ENGLISH (9–1)

0627/01

Paper 1 Reading Passages

May/June 2017

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© IGCSE is a registered trademark.

This syllabus is regulated for use in England as a Cambridge International Level 1/Level 2 (9–1) Certificate.

This document consists of **19** printed pages.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passages.

Question 1

This question tests reading assessment objectives R1 and R4 (30 marks)

R1 Demonstrate an understanding of explicit and implicit meanings and attitudes

R4 Demonstrate understanding of how writers achieve effects and influence readers

Overview of items for Question 1

Item	Reading assessment objectives tested	Marks for reading assessment objectives
1(a)	R1	2
1(b)	R1	2
1(c)(i)	R1	2
1(c)(ii)	R1	2
1(d)	R4	3
1(e)	R4	4
1(f)	R4	15
Total		30

Question	Answer	Marks
1(a)(i)	<p>Re-read paragraphs 1 and 2, ‘A little girl, I was told ... sounded angry and restless.’</p> <p><u>Using your own words</u>, explain why Polly has come to stay with Mrs Bretton.</p> <p>Because her mother has died/passed away To be looked after by Mrs Bretton/she is a distant relative She has come to be Lucy’s friend/companion (Do not accept lift of ‘lost her mother’ or ‘Mrs Bretton had offered to take charge of her’.) <i>1 mark for any of the above</i></p>	
1(a)(ii)	<p>Give one word from this section which shows that the rain was heavy that night.</p> <p>Lashed</p> <p><i>1 mark for the above. Give no marks if more than one word is offered unless the correct word is underlined or clearly indicated.</i></p>	
1(b)	<p>What impression of Polly do you get from lines 17–20, ‘Put me down, please ... by those hands and arms.’?</p> <p>She is bossy/demanding/confident/spoilt: ‘Put me down...’ Her voice sounds child-like ‘small voice’ She is tiny/weak/delicate (‘minute hand’) She is trying to be independent/is very fussy/doesn’t want to be babied – tries to fold shawl although too large/heavy for her She is strange/unusual/odd – ‘creature’.</p> <p><i>1 mark for each point, up to a maximum of 2.</i></p>	

Question	Answer	Marks
<p>1(c)(i)</p> <p>1(c)(ii)</p>	<p>Using your own words, explain the meaning of the following phrases as they are used in the passage</p> <p>‘advanced promptly’ (line 23)</p> <p>came/moved forward/towards – 1 mark quickly/immediately/as soon as asked – 1 mark <i>Explanations of ‘promptly’ should focus on immediacy of response rather than speed of movement.</i></p> <p>‘rarely sentimental’ (line 27)</p> <p>seldom/not often/unusually – 1 mark</p> <p>affectionate/showing feelings/loving/emotional – 1 mark</p> <p><i>For responses to each section of 1(c), give 2 marks for a clear explanation in own words and 1 mark for a partial understanding; that is, an acceptable explanation of one part of the phrase quoted. Be careful not to credit a word actually used in the quoted phrase. Note that the definition above contains the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length.</i></p>	
<p>1(d)</p>	<p>Re-read lines 40–42, ‘On going to bed an hour afterwards ... most unchildlike.’</p> <p>What effects does the writer create through the descriptions of Polly’s behaviour in these lines?</p> <ul style="list-style-type: none"> • She is sitting up/not even trying to sleep/unsettled in her new surroundings – <i>‘still wide awake’/‘in a sitting posture’</i> • She is very particular – has arranged her pillows carefully/her hands are carefully arranged – <i>‘arranged her pillows...support her little person’/‘hands placed one within the other’</i> • She has a strangely grown-up way of presenting herself/is very mature/like an older person – <i>‘old-fashioned calm’/‘most unchildlike’</i> • Polly is rather eccentric/independent/self-sufficient – <i>‘to support her little person’/‘rested quietly on the sheet’/‘calm’</i> <p><i>Award 1 mark for each point, and 1 mark for an appropriate supporting quotation/illustration, up to a maximum of 4 marks. Points can get a mark without a quotation but quotations/illustrations can only get a mark if they support a point.</i></p>	<p>4</p>

Question	Answer	Marks
1(e)	<p>Re-read the final sentence, '<u>Listening awhile in the darkness</u>, I was aware that she still wept – <u>wept under restraint, quietly and cautiously</u>.'</p> <p>Using your own words, explain how the phrases <u>underlined</u> in this sentence make us feel sorry for Polly.</p> <p>'...in the darkness': she is in darkness/alone in the dark/isolated/miserable 'Listening awhile.....': Lucy is listening to her; she doesn't have privacy 'Restraint' shows a feeling of being held back or being denied the right to display her feelings 'Cautiously' indicates fear and discomfort: she cries without making much noise – 'quietly' – and afraid of being overheard</p> <p><i>Award 3 marks for a full explanation of the effect of the extract which shows understanding of the writer's use of language.</i> <i>Award 2 marks for a partially convincing explanation of the effect of the language in the phrases.</i> <i>Award 1 mark for an explanation which shows some awareness of the writer's use of language in some of the phrases.</i></p> <p><i>The explanation must be predominantly in the candidate's own words.</i></p>	3

Question	Answer	Marks
1(f)	<p>Re-read lines 21 – 35, ‘Come here little dear, ... testified to her emotion.’</p> <p>Explain how the writer uses language <u>and</u> techniques to describe:</p> <ul style="list-style-type: none"> • what Polly is like • how Mrs Bretton reacts to Polly. <p>In your answer you should select powerful words <u>and</u> phrases and explain how the writer has created effects by using this language.</p> <p>You should write about 200–300 words.</p> <p>Up to 15 marks are available for the content of your answer.</p> <p>General notes</p> <p>Candidates are awarded marks for the ability to select powerful or unusual words and for an understanding of ways in which the language is used effectively by the writer. Expect responses to identify and analyse words and phrases that carry connotations additional to general meaning. Also, credit comments on effects created by non-vocabulary choices and techniques, such as sentence types, repetition, grammar/syntax and punctuation devices.</p> <p>Mark holistically for the overall quality of the response, not for the number of words, phrases and techniques chosen, bearing in mind that there should be a range of choices to demonstrate an understanding of how language works for the higher bands, and that this should include the ability to explain imagery. It is the quality of the analysis that attracts marks. Ignore inaccurate statements.</p> <p>The following notes on pages 6 are a guide to what good responses might say about the selections. They can make any sensible comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. They must be additional to comments on vocabulary. You should use the table on page 7 to give a mark out of 15 for Reading.</p>	15

Question	Answer	Marks
	<p>Indicative Content</p> <p><i>The overall impression of Polly should be one of a rather odd, eccentric child who is in a rather uncomfortable situation. She has arrived late in the evening at a strange house. It is clear that Mrs Bretton is fascinated by her and is unusually warm. Polly is a curious mixture of a tiny vulnerable doll-like child with a rather petulant and determined character.</i></p> <p>Responses may refer to some or all of the following language choices:</p> <p>‘Come here, little dear’ Evident of Mrs Bretton’s kindly but perhaps patronising, attitude to Polly. The term ‘little dear’ emphasizes that on first appearance Polly looks very sweet and vulnerable, as though she needs looking after.</p> <p>‘Relieved of her wrapping’ makes Polly sound like a present/possession/object.</p> <p>‘exceedingly tiny’ stresses her small stature and makes her sound even smaller than she should be.</p> <p>‘Completely fashioned little figure’ makes Polly sound unnatural – like an ornament to collect. It also stresses her perfection.</p> <p>‘light, slight and straight’ this tri-colon emphasises her neatness and perfection, as well as her small and slender frame.</p> <p>‘ample lap’ makes Mrs Betton sound large and motherly, as though she can comfort Polly naturally.</p> <p>‘a mere doll’ makes Polly sound like a toy – small and cute – something to play with or derive entertainment from. It also makes her sound perfect to look at, but the word ‘mere’ has patronizing connotations as though she isn’t being taken seriously.</p> <p>‘delicate as wax’ continues the doll image. Wax is a substance that is easily moulded and changed – it makes Polly sound rather unreal or temporary, as though she is not a living person. It stresses her vulnerability and implies that she could be easily hurt.</p> <p>‘head of silky curls’ again sounds like a doll – perfect and feminine, but not real, as real hair is not made of silk.</p> <p>‘small stranger’ makes Polly seem like an outsider but not one that threatens.</p> <p>‘kissed it’ – the use of ‘it’ adds to the impression that Polly is treated like a toy/doll/possession.</p> <p>‘my little one’ shows that Mrs Bretton is already attached to Polly.</p>	

Question	Answer	Marks
	<p>'Polly, Papa calls her': Polly refers to herself in the third person; an eccentric way of speaking which indicates that she sees herself as a possession of her Papa.</p> <p>'doll-pocket of her doll-skirt' makes her clothes sound tiny – even the handkerchief is tiny to fit into a tiny pocket.</p> <p>'tiniest sniff' – she sounds upset and vulnerable. We are reminded that she is a living child, not a doll, although she even sounds small and delicate.</p>	

Marking Criteria for Question 1(f)**Table A, Reading: Analysing how writers achieve effects**

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

Band 6	13–15 marks	<ul style="list-style-type: none"> Wide ranging and perceptive discussion of language and techniques with some high quality comments that add associations to words and features of the text and analyse their effects. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works.
Band 5	10–12 marks	<ul style="list-style-type: none"> Insightful explanations are given of appropriately selected words, phrases and techniques, and effects are analysed with some precision. Images are identified and the response goes some way to explaining them. There is some evidence that the candidate understands how language works.
Band 4	7–9 marks	<ul style="list-style-type: none"> Sound understanding of relevant words and phrases with some attempt to explain their effects. Images are identified with appropriate examples offered and some attempt to offer appropriate comment.
Band 3	4–6 marks	<ul style="list-style-type: none"> A satisfactory attempt is made to identify appropriate words and phrases. The response mostly gives meanings of words and is able to identify techniques, but attempts to suggest and explain effects are basic or general.
Band 2	2–3 marks	<ul style="list-style-type: none"> The response provides some appropriate words and phrases and some that communicate less well. The response may correctly identify linguistic or literary 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.
Band 1	1 mark	<ul style="list-style-type: none"> The choice of words/phrases is insufficient or rarely relevant. Any comments are inappropriate and the response is very thin.
Band 0	0 marks	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content.

Question 2: Summary Task

You are a parent of a small child.

Write a letter to the author of this passage in which you disagree with her views about bringing up children.

Your letter should be no longer than 250 words.

Up to 15 marks are available for the quality of your writing, and up to 10 marks are available for the content of your answer.

This question tests Reading assessment objectives R1 and R3 (10 marks)

R1 Demonstrate understanding of explicit and implicit meanings and attitudes

R3 Analyse and critically evaluate facts, ideas and opinions using appropriate support from the text

and Writing assessment objectives W1 to W5 (15 marks):

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

W3 Use a range of appropriate vocabulary and sentence structures

W4 Use register appropriate to audience and purpose

W5 Make accurate use of spelling, punctuation and grammar

General notes

Candidates are expected to select relevant ideas from the passage, reorganise them appropriately, and evaluate them, offering an overview.

Look for an appropriate register, which is suitable for the purpose and audience. Further credit can be given for employing suitable vocabulary and creating a convincing voice.

Although lifting of individual words from the passage is acceptable, it is important that candidates show evidence of understanding. Copying from the passage must not be rewarded. Credit responses which use own words.

Indicative content

Candidates should refer to a number of the following points:

- **Her attitude to children’s activities**– she can’t see how they may be beneficial, mocks the D of E Gold Award
- **Describing other mothers as ‘hyperactive’** just for driving their children around
- Thinking that **kicking a ball or picking a scab** are valuable ways for children to spend time. Seems to be suggesting that children should be idle/ignored
- **Sees a second car as negative** instead of a valuable resource for a busy family
- Her **mocking tone** when she suggests children don’t enjoy going swimming or to gymnastics
- Her **judgemental attitude** to other parents – suggests that it is about them rather than their children
- Suggests it’s all **just about parents competing** to see whose child is the best
- **Brings in money** – as though only those with money can afford to give their children opportunities (hint of envy?)
- **Negatively suggests that children just give everything up** so it’s better not to start
- Suggests **only one activity per week**
- Thinks **children need time to do nothing**
- Doesn’t see **watching television** as relaxing for children. Suggests removing the TV
- Thinks **children should play on the street** – running up and down/leapfrogging
- **No contact with/supervision of children** other than them shouting through the letterbox for meals. Says they can spend weeks doing this
- Sees **bad weather forcing children indoors as negative** and a nuisance.

Marking Criteria for Question 2**Table A, Reading:**

Use the following table to give a mark out of 10 for Reading.

Band 6	10 marks	<ul style="list-style-type: none"> • Interprets a wide range of relevant ideas and is consistently well focused on task and text. • Successfully evaluates ideas and opinions, both implicit and explicit. • Assimilates information and ideas to offer a convincing overview.
Band 5	8–9 marks	<ul style="list-style-type: none"> • Interprets a range of relevant ideas with clear focus on task and text. • Some successful evaluation of ideas and opinions, both implicit and explicit. • Re-organises information and ideas to offer a clear overview.
Band 4	6–7 marks	<ul style="list-style-type: none"> • Identifies a range of relevant ideas and mostly focused on task and text. • Begins to evaluate mainly explicit ideas and opinions. • Some sense of overview.
Band 3	4–5 marks	<ul style="list-style-type: none"> • Identifies some straightforward ideas and is sometimes focused on task and text. • Comments on explicit ideas and opinions.
Band 2	2–3 marks	<ul style="list-style-type: none"> • Identifies a few ideas and offers a general response to the task. • Identifies explicit ideas and opinions.
Band 1	1 mark	<ul style="list-style-type: none"> • Reproduces selected sections of the original text.
Band 0	0 marks	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content.

Table B, Writing: Structure and order, style of language:

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

Band 6	14–15 marks	<ul style="list-style-type: none"> Highly effective register for audience and purpose. Well-organised and carefully structured for the benefit of the reader. Precise use of well-chosen vocabulary with consistent use of own words. Appropriate use of varied sentence structures. Spelling, punctuation and grammar almost always accurate.
Band 5	12–13 marks	<ul style="list-style-type: none"> Effective register for audience and purpose. Secure overall structure with some helpful organisation of ideas and information. Some precision in vocabulary and mostly own words. Appropriate use of sentence structures. Spelling, punctuation and grammar is mainly accurate, with occasional minor errors.
Band 4	9–11 marks	<ul style="list-style-type: none"> Sometimes effective register for audience and purpose Ideas generally well sequenced. Vocabulary may be plain but adequate; some use of own words Mostly correct, if repetitive, sentence structure. Spelling, punctuation and grammar generally accurate, but with some errors.
Band 3	6–8 marks	<ul style="list-style-type: none"> Some awareness of an appropriate register for audience and purpose. Relies on the sequence of the original text. Uses simple vocabulary with some reliance on the wording of the original text. Straightforward sentences mostly correct; errors in more complex structures. Frequent errors of spelling, punctuation and grammar, occasionally serious.
Band 2	3–5 marks	<ul style="list-style-type: none"> The response is not well sequenced. There may be frequent lifting of phrases and sentences from the original text Persistent errors of spelling, punctuation and grammar sometimes impair communication.
Band 1	1–2 marks	<ul style="list-style-type: none"> Excessive copying from original text. Expression unclear. Persistent errors of spelling, punctuation and grammar impede communication.
Band 0	0 marks	<ul style="list-style-type: none"> A mark of zero should be awarded where response cannot be understood and/or where it is entirely copied from the original.

Question 3

This question tests Reading assessment objectives R2, R3 and R4 (25 marks)

R2 Compare how writers convey ideas and perspectives

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text

R4 Demonstrate understanding of how writers achieve effects and influence readers

Overview of items for Question 3

Item	Reading assessment objectives tested	Marks for Reading assessment objectives
3a	R4	2
3(b)(i)	R3	1
3(b)(ii)	R3	2
3(c)	R2	10
	R3	5.5
	R4	4.5
Total		25

Question	Answer	Marks
Passage B A Parents' Survival Guide		
3(a)	<p>Re-read paragraph 1, 'I wouldn't be a kid ... pick the scab on her knee?'</p> <p>Give <u>two</u> reasons to explain why you think this paragraph is an effective opening to this passage.</p> <p>Opens with an emphatic statement about being a child – immediate address of subject.</p> <p>Uses humour – 'musical toy.....DofE Gold Award' to sum up a child's life. Mocking tone – 'Hyperactive woman' to describe other mothers.</p> <p>It directly addresses the reader challenging their assumptions with a strong authorial voice.</p> <p>Despite humour – short sentence 'it worries me' makes it clear there is a serious point.</p> <p>Aims to shock/challenge by suggesting 'kicking ball monotonously' or 'picking a scab' are good ways for children to spend time.</p> <p>Ends with a rhetorical question</p> <p><i>1 mark each for any of the above to a maximum of 2 (credit any other relevant comments)</i></p>	2

Question	Answer	Marks
Passage C <i>Barak Obama on Fatherhood</i>		
3(b)(i)	<p>Pick <u>one</u> word from paragraph 1, ‘I know ... love and respect.’, that shows that Barack Obama grew up without a father.</p> <p>‘absent’</p> <p>Do not accept ‘left us’</p> <p><i>Award 1 mark. Give no marks if more than one word is offered unless the correct word is underlined.</i></p>	1
3(b)(ii)	<p>Re-read paragraph 2, ‘Still, I know ... build their lives.’ In your own words, suggest <u>two</u> ways in which Barack Obama was affected by growing up without a father.</p> <p>It was hard on his mother (and he could see that) It was difficult financially – couldn’t afford what other children had It made him determined to be a good father to his own children He lacked a strong male presence (foundation/rock)</p> <p><i>Award 1 mark each for any of the above to a maximum of 2.</i></p>	2
3(c)	<p>Compare and contrast how the writers of <u>Passage B, <i>A Parents’ Survival Guide</i></u>, and <u>Passage C, <i>Barack Obama on Fatherhood</i></u>, convey their views and ideas on what makes a good parent.</p> <p>In your response you should compare and contrast:</p> <ul style="list-style-type: none"> • the views and ideas each writer presents to the reader • the evidence that the writers use to support their views and ideas • the language, structure and techniques used by the writers and why they are effective. <p>Remember to support your answer with details from the passages.</p> <p>You should write about 300 to 350 words.</p> <p>There are up to 20 marks available for the content of your answer.</p> <p>General notes</p> <p>Mark holistically for the overall quality of the response. Do not take marks off for inaccurate statements; ignore them.</p> <p>The following notes on pages 15 and 16 are a guide to what good responses might say about the texts.</p> <p>You should use Table A on page 17 to give a mark out of 20 for Reading.</p>	20

Question	Answer	Marks				
	<p data-bbox="316 248 576 277">Indicative Content</p> <table border="1" data-bbox="320 315 1310 365"> <thead> <tr> <th data-bbox="320 315 799 365">PASSAGE B</th> <th data-bbox="799 315 1310 365">PASSAGE C</th> </tr> </thead> </table> <p data-bbox="395 376 1235 405">A1 – The views and ideas each writer presents to the reader</p> <p data-bbox="331 427 1300 622"><i>The ideas, views and perspectives differ in these passages therefore responses should be able to draw many comparisons and contrasts between them. Passage B is designed to be entertaining and provoke a reaction from the reader using humour and mockery, whereas Passage C is a thoughtful speech prepared for a Father’s Day celebration that invites the audience to think carefully about their responsibilities as parents.</i></p> <table border="1" data-bbox="320 633 1310 1469"> <tbody> <tr> <td data-bbox="320 633 799 1469"> <ul data-bbox="336 645 778 1458" style="list-style-type: none"> • Parents keep children far too busy for their whole childhood. • Mothers can be hyperactive and panic that their children aren’t always doing something useful. • Children never get time to do nothing and don’t really enjoy all these activities anyway. • Parents are too competitive and use their children to score points/be upwardly mobile. • Children just give up everything. • Children should only do one activity a week. • Children should have time to do nothing but shouldn’t use TV for that. • Children should play out in the street all day and amuse themselves more. </td> <td data-bbox="799 633 1310 1469"> <ul data-bbox="815 645 1294 1397" style="list-style-type: none"> • Some parents do not carry out their responsibilities at all through absence. • A parent must offer their children the foundation upon which to build their lives. • There is no such thing as a perfect parent. • Parents should spend time with their children. • Parents should set high expectations and instil a work-ethic in their children. • Parents should teach their children self-respect. • Parents should encourage their children to empathise with others/not bully or mock. • Parents shouldn’t be selfish but set an example. • Parents should teach their children to hope – to want more. </td> </tr> </tbody> </table>	PASSAGE B	PASSAGE C	<ul data-bbox="336 645 778 1458" style="list-style-type: none"> • Parents keep children far too busy for their whole childhood. • Mothers can be hyperactive and panic that their children aren’t always doing something useful. • Children never get time to do nothing and don’t really enjoy all these activities anyway. • Parents are too competitive and use their children to score points/be upwardly mobile. • Children just give up everything. • Children should only do one activity a week. • Children should have time to do nothing but shouldn’t use TV for that. • Children should play out in the street all day and amuse themselves more. 	<ul data-bbox="815 645 1294 1397" style="list-style-type: none"> • Some parents do not carry out their responsibilities at all through absence. • A parent must offer their children the foundation upon which to build their lives. • There is no such thing as a perfect parent. • Parents should spend time with their children. • Parents should set high expectations and instil a work-ethic in their children. • Parents should teach their children self-respect. • Parents should encourage their children to empathise with others/not bully or mock. • Parents shouldn’t be selfish but set an example. • Parents should teach their children to hope – to want more. 	
PASSAGE B	PASSAGE C					
<ul data-bbox="336 645 778 1458" style="list-style-type: none"> • Parents keep children far too busy for their whole childhood. • Mothers can be hyperactive and panic that their children aren’t always doing something useful. • Children never get time to do nothing and don’t really enjoy all these activities anyway. • Parents are too competitive and use their children to score points/be upwardly mobile. • Children just give up everything. • Children should only do one activity a week. • Children should have time to do nothing but shouldn’t use TV for that. • Children should play out in the street all day and amuse themselves more. 	<ul data-bbox="815 645 1294 1397" style="list-style-type: none"> • Some parents do not carry out their responsibilities at all through absence. • A parent must offer their children the foundation upon which to build their lives. • There is no such thing as a perfect parent. • Parents should spend time with their children. • Parents should set high expectations and instil a work-ethic in their children. • Parents should teach their children self-respect. • Parents should encourage their children to empathise with others/not bully or mock. • Parents shouldn’t be selfish but set an example. • Parents should teach their children to hope – to want more. 					

Question	Answer		Marks								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="320 248 799 300" style="width: 50%; text-align: center;">PASSAGE B</th> <th data-bbox="804 248 1310 300" style="width: 50%; text-align: center;">PASSAGE C</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="320 306 1310 349" style="text-align: center;">A2 – The evidence that the writers use...</td> </tr> <tr> <td colspan="2" data-bbox="320 356 1310 568"> <p><i>The overall impression should be that both writers use personal experience to support their ideas and views. In Passage B the evidence offered is purely based on her own experience as a parent and her observations of other mothers. In Passage C there is evidence of a wider social viewpoint in terms of society’s problems, but neither writer offers any hard statistics or completely reliable evidence.</i></p> </td> </tr> <tr> <td data-bbox="320 575 799 1133"> <ul style="list-style-type: none"> • Own experience of motherhood. • The passage is full of anecdotes of personal experience as a mother and observations of other mothers and their children. • Not everyone can afford lots of clubs etc. and their children turn out fine. • Made-up scenarios used to support arguments. • Asserts that there are no benefits to ‘leisure activity’ but offers no evidence to support it. </td> <td data-bbox="804 575 1310 1133"> <ul style="list-style-type: none"> • Own experience of growing up. • General impressions of other parents – refs to being married, having a job, living in a home with your children. • Pressure placed by society – images on TV, songs on the radio undermining parental guidance. • Reference to society’s culture of not showing empathy. </td> </tr> </tbody> </table>		PASSAGE B	PASSAGE C	A2 – The evidence that the writers use...		<p><i>The overall impression should be that both writers use personal experience to support their ideas and views. In Passage B the evidence offered is purely based on her own experience as a parent and her observations of other mothers. In Passage C there is evidence of a wider social viewpoint in terms of society’s problems, but neither writer offers any hard statistics or completely reliable evidence.</i></p>		<ul style="list-style-type: none"> • Own experience of motherhood. • The passage is full of anecdotes of personal experience as a mother and observations of other mothers and their children. • Not everyone can afford lots of clubs etc. and their children turn out fine. • Made-up scenarios used to support arguments. • Asserts that there are no benefits to ‘leisure activity’ but offers no evidence to support it. 	<ul style="list-style-type: none"> • Own experience of growing up. • General impressions of other parents – refs to being married, having a job, living in a home with your children. • Pressure placed by society – images on TV, songs on the radio undermining parental guidance. • Reference to society’s culture of not showing empathy. 	
PASSAGE B	PASSAGE C										
A2 – The evidence that the writers use...											
<p><i>The overall impression should be that both writers use personal experience to support their ideas and views. In Passage B the evidence offered is purely based on her own experience as a parent and her observations of other mothers. In Passage C there is evidence of a wider social viewpoint in terms of society’s problems, but neither writer offers any hard statistics or completely reliable evidence.</i></p>											
<ul style="list-style-type: none"> • Own experience of motherhood. • The passage is full of anecdotes of personal experience as a mother and observations of other mothers and their children. • Not everyone can afford lots of clubs etc. and their children turn out fine. • Made-up scenarios used to support arguments. • Asserts that there are no benefits to ‘leisure activity’ but offers no evidence to support it. 	<ul style="list-style-type: none"> • Own experience of growing up. • General impressions of other parents – refs to being married, having a job, living in a home with your children. • Pressure placed by society – images on TV, songs on the radio undermining parental guidance. • Reference to society’s culture of not showing empathy. 										

Question	Answer		Marks		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">PASSAGE B</td> <td style="width: 50%;">PASSAGE C</td> </tr> </table>		PASSAGE B	PASSAGE C	
PASSAGE B	PASSAGE C				
	A3 – The language, structure and techniques used by the writers and their effects on the reader				
	<p><i>Both passages have a strong authorial voice. Passage B is informal and personal and Passage C is a more formal address. Both have some shifts in tone. Both use language and techniques to challenge and persuade the reader/audience.</i></p>				
	<ul style="list-style-type: none"> • Begins with emphatic statement – challenges reader. • Uses mocking language: ‘hyperactive woman’, ‘crazy upwardly mobile’. • Use of short sentence: ‘It worries me.’ • Exaggerates – ‘she’s forever...’ ‘epidemic proportions’, ‘child still cries at the smell of chlorine’. • Dismissive tone: ‘the scramble to attain a smattering of everything’. • Very mocking tone – names given make it clear that they aren’t ‘real’ examples. • Dismisses all views but hers – doesn’t acknowledge other side at all. • Creates strong visual imagery of playing on the street – running up and down’, ‘leaning on lamp posts’ – all stereotypical images of loitering youths making a nuisance of themselves. • Seeks to reassure other parents like her (with no money or car) – change of tone at that point. • Very personal viewpoint that uses humour to get strong views across. 	<ul style="list-style-type: none"> • Opens with own experience and how it has shaped him. • Use of serious language – ‘foundation’. • Very sincere tone – ‘I resolved...’ • Acknowledgement of own imperfection. • Use of ‘we...’ to identify with audience and create a unified approach. • Looks at much bigger picture – competing for jobs globally, creating a better society etc. • Use of juxta-position – weaknesskindness’. • Use of repetition . • Last paragraph becomes more figurative in terms of language – ‘the rains will come and the winds will blow....’ ‘the gift of hope.’ • Ends on an uplifting and hopeful note – aims to sway and move audience emotionally. • The structure is logical and deliberate – starts personally then widens out. 			

Marking Criteria for Question 3(c)**Table A, Reading**

Use the following table to give a mark out of 20 for Reading

		Question 3(c) Band Descriptors
Band 6	18–20 marks	<ul style="list-style-type: none"> • Perceptive comparison of the differences between the writers' ideas, views and perspectives. • Detailed and convincing critical analysis of the writers' use of language and techniques and their effects on the reader. • Precise and cogent textual references support critical evaluations.
Band 5	15–17 marks	<ul style="list-style-type: none"> • Some insightful comparison of the differences between the writers' ideas, views and perspectives. • Detailed analysis of the writers' use of language and techniques and their effects on the reader. • Carefully selected textual references support evaluations.
Band 4	11–14 marks	<ul style="list-style-type: none"> • Understanding of the differences between the writers' ideas, views and perspectives. • Clear explanations of the writers' use of language and techniques and some of their effects on the reader. • Relevant and generally helpful textual references support points made.
Band 3	8–10 marks	<ul style="list-style-type: none"> • Some understanding of the main differences between the writers' ideas, views and perspectives. • Some relevant comments on the writers' use of language and techniques. • Some relevant textual references.
Band 2	5–7 marks	<ul style="list-style-type: none"> • Some awareness of the differences between the writers' ideas, views and perspectives. • Some identification of language and techniques used. • Occasional textual references.
Band 1	1–4 marks	<ul style="list-style-type: none"> • Makes some straightforward comments about the passages. • Refers to some content in the passages. • Textual references may be general, overlong or indiscriminately copied from the passages.
Band 0	0 marks	<ul style="list-style-type: none"> • A mark of 0 should be awarded where the response contains no creditable content.