

13+ sample paper

Mark scheme

Q1

This question tests close reading and the ability to rephrase information in the candidate's own words. Part a is designed to provide an easy start – all should gain four marks. Part b is trickier – copied phrases that do not demonstrate understanding should receive no mark.

- a) Award **1 mark** for any of the following:
- It has a lounge and a dining room
 - The lounge and dining room overlook the sea
 - The house has a view of the sea
 - It is not gloomy/dark
 - The bedrooms are not gloomy/dark or poky/small and don't look out onto walls
 - It is owned by Mrs Muriel Hennessey
 - It is home to (a few) retired people
 - It costs money to stay there / front bedrooms cost more

Answers that contain the same information but that are worded differently should also be credited

- b) Award **1 mark** for any of the following:
- Silence / lack of noise
(accept 'quiet' but not 'quietness')
 - The slope of the garden down towards the sea
(accept answers with 'slope' or 'gentle' that show understanding but not just 'the garden' or the phrase 'the gentle slope of the garden')
 - The way the sea changes
(accept answers that show understanding that it is the changing seascape that is referred to; do not accept the phrase 'the different moods of the sea' or 'the moods of the sea')
 - It is uneventful there (accept 'nothing happens')
 - It is boring / tedious (do not accept dull)
- c) Award **1 mark** for answers that make reference to her being able to see the Lower Bay or to appreciate the modern world as represented by the Lower Bay.

Q2

This question tests the ability to find explicit and implicit information, and then to understand the meanings and connotations of words in context.

- a) Award **1 mark** for ‘bringing the tea trolley with their late, hot drinks around the lounge’.
Accept shorter quotations that suggest understanding and include the word ‘late’.
- b) Award **1 mark** for ‘along the foreshore and up and down the narrow streets of the Lower Bay were all the most common attractions’.
Accept shorter quotations that include any of ‘along the foreshore’ ‘up and down the narrow streets’ or ‘all the most common attractions’.
- c) Award **1 mark** for quotations that include any of ‘rose-painted pottery’, ‘highly varnished shells’, ‘cheap photographers’ or ‘novelty balloons’. Do not award marks for ‘gift shop’, references to food or to Mrs Hennessey’s opinion.

For the next three questions, award marks as directed below or for answers that otherwise offer intelligent interpretations of the underlined words

- d) **1 mark** for identifying that the cones are filled
2 marks for reference to speed, haste, quantity or lack or care/interest in the way the cones are filled
- e) **1 mark** for reference to the car being full, or not working properly, or similar idea
2 marks for reference to the cars being weighed down by people and/or luggage
- f) **1 mark** for reference to going into the streets
2 marks for reference to going into the streets with hesitation, fear, excitement or other appropriate emotion

Q3

This question is designed to reward the ability to work out or infer meaning and to show understanding of character.

No marks are awarded for quotations. Two marks are available for explanations of quotations:

1 mark: straightforward explanation or paraphrase of quotation

2 marks: explanation that shows insight into Mrs Hennessey's character or specific words in the quotation

Answers that consider the meanings or connotations of any specific words in the chosen quotations thoughtfully should generally receive 2 marks. Insight might also be implied in the candidate's choice of words when discussing the quotation.

a)

i) Likely quotations:

- 'There is nothing at all gloomy *here*'
- 'Nobody has to suffer some dark, poky bedroom with outlook on to a wall'
- Or 'Nobody has to suffer an outlook on to a wall'
- 'It has always been a little, private longing of mine, to give a few, retired people a very comfortable and happy home'

1 mark: she shows consideration in the arrangement of bedrooms; she is concerned about her residents' experience; she has always wanted to look after them; she wants them to be comfortable and happy

2 marks: she shows consideration of her guests' feelings in the arrangement of bedrooms; she does not want them to suffer or be unhappy in their old age; she has had a long-held ambition that she has cherished and kept secret; she wants it to be a comfortable home, ie a place of belonging

ii) Likely quotations:

- 'she was forced to admit that her charges were somewhat higher for the larger front bedrooms'
(accept 'her charges were somewhat higher for the larger front bedrooms')

1 mark: she charges more for the better bedrooms

2 marks: she deliberately charges more and this is not necessarily made explicit, or she pretends to be doing it reluctantly (she is 'forced to admit' it)

b)

This question asks explicitly for discussion of what the quotations chosen suggest about Mrs Hennessey ‘as a person’, ie her character. Do not award any marks to explanations that just explain the meaning of quotations without offering any insight into character.

Award 2 marks to any explanations that show perceptive insight, even if they do not match the suggestions below.

Likely quotations:

She ‘held day trippers in the lowest possible esteem’

1 mark: she does not like the day trippers

2 marks: she looks down on others; she is the kind of person who holds strong opinions; she appears to hold this opinion because others do

‘They come by the coach-load and throw away their litter, they do nothing for the image of the town’

1 mark: she dislikes litter / large numbers of people visiting the town

2 marks: she sees the day trippers as inherently badly behaved and/or inferior; she is worried about their effect on the town’s reputation

‘Everything is so vulgar on the Lower Bay’ / ‘everything is so cheap and nasty’ / ‘it smells so, I wonder anyone at all can bear it’

1 mark: she dislikes the Lower Bay and what it contains

2 marks: dislikes commercialised, cheap entertainment / she is revealed as snobbish / looks down on the enjoyment of those she considers inferior

‘Mrs Hennessy turned away expectant families, evening after evening, at the door’

1 mark: she is unkind / cruel (though she does justify her actions)

2 marks: she rejects them repeatedly / she is unwavering in her rejection of them

‘smoothing down the skirts of her pastel linen dresses, watching them go’

1 mark: the action suggests her desire for cleanliness and order

2 marks: the action suggests a subconscious desire to clean herself after interacting with the day trippers

Q4

This question is a test of reading skills – do not penalise writing errors. Reward responses that show insight and offer convincing and inventive ideas building on details in the passage. Brief answers can achieve a high mark if they show enough invention and insight. Answers that only repeat details from the passage should score a maximum of 7 marks.

A good answer might focus on the following:

- The physical aspect of the Guest House such as the pleasant bedrooms, attractive garden and sea views
- The routines of life at the Guest House and the events of the summer months during the height of the tourist season
- Other characters at the Guest House, particularly Mrs Hennessey and her attitudes and behaviour
- The invented character's opinions of the Guest House, the Lower Bay or the day trippers
- Interest in, or suspicion towards, Miss Parson and her 'obsession' with the Lower Bay

The ability to establish and sustain a convincing voice for a character would be an indicator of a high-scoring response, as would an invented episode in line with the tone and content of the passage.

11, 12	A*	Intelligent, inventive use of detail; excellent insight
9, 10	A	Convincing use of detail; good level of insight
7, 8	B	Appropriate use of detail; generally sound insight
5, 6	C	Some use of detail; some level of insight
1, 2, 3, 4	D	Vague reference to details; little insight

Q5

This question tests literary insight.

Phrase / sense:

Award **1 mark** for an appropriate choice of phrase and the correct identification of the sense used

Comment:

Award **1 mark** for any relevant comment that shows some insight into effects of word choice or technique

Award **2 marks** if the comment is of higher quality, eg more insightful, more specific or makes apt use of technical vocabulary.

Any insightful comment that identifies combined techniques (eg alliterative onomoatopoeia) or that makes reference to structure (eg pairs of nouns/adjectives) should receive two marks.

Options for comment and analysis are:

Sense=sight

‘the flickering lights of the amusement arcade and the Fun Fair’

‘the big wheel turning round in an arc of gold and mauve’

‘the water chute cascading electric blue’ (‘cascading’ could also be identified as sound)

Sense=sound

‘the clamour of people and machines’

‘the shrieks and cries of girls on the rides’

‘the metallic rasp and rattle of music from loudspeakers’

Q6

This question tests literary insight and the ability to combine quotation and comment in continuous prose. It is a test of reading skills – do not penalise writing errors (unless these seriously impeded communication).

This is the most difficult question in the paper and a key differentiator – try as much as possible to use the whole scale below.

Analysis might focus on:

- The specific detail of the visitors to the fair
- The vivid metaphor of the awe-inspiring big wheel
- The more subtle metaphor of the ghost train's 'noisy secrets'
- The evocative sensory detail of the food she imagines eating

Award a mark for the quality of the whole answer according to this scale:

6	A*	<ul style="list-style-type: none">• Intelligent analysis of details• Excellent use of examples• Excellent insight into effects• Apt use of appropriate language or terminology
5	A	<ul style="list-style-type: none">• Convincing reference to details• Convincing use of examples• Good level of insight into effects• Good use of appropriate language or terminology
3, 4	B	<ul style="list-style-type: none">• Appropriate reference to details• Appropriate use of examples• Generally sound insight into effects• Generally sound use of appropriate language or terminology
2	C	<ul style="list-style-type: none">• Some reference to examples• Some level of insight into effects• Some use of appropriate language or terminology
1	D	<ul style="list-style-type: none">• Vague reference to examples• Little insight into effects• Limited use of appropriate language or terminology

Q7

This question is designed to reward the ability to synthesise information and argue with evidence (as appropriate for a pupil in Year 8).

Potential examples and comment (allow for appropriate level of expression and cogency of argument):

She decides to visit the Lower Bay

- The way the attractions are described suggest she will be compelled to visit the Lower Bay
- Her antipathy to the other guests at the Guest House is repeated throughout the passage; she will go to the Lower Bay, despite her fears

She decides to stay at the Guest House and not visit the Lower Bay

- Despite the attractions of the Lower Bay, her hesitations suggest she will not go
- Her age and timidity mean she will ultimately stay put
- The way she imagines the Lower Bay might be too good to be true

She moves out of the Guest House

- She no longer wants to face her dilemma
- She wants a fresh start or is keen to experience a different town

9	Very good	Perceptive choice of examples, intelligent comment including discussion of writer's presentation
7, 8	Good	Appropriate choice of examples, sound insight and comment (award 5 or 6 marks if only one or two examples)
4, 5, 6	Competent	Some appropriate comment on examples (there may not be all three)
1, 2, 3	Vague	Some reference to detail, little insight

Section B

Descriptive Paragraph

Marks will be awarded for

- Vivid, original writing
- Use of imagery and metaphor
- Accurate spelling and grammar

Reward quality, even if the response is relatively short

Bear in mind an appropriate level of expectation for pupils in Year 8.

20, 19, 18	A*	writing demonstrates flair <ul style="list-style-type: none">• excellent level of description• vocabulary is apt and impressive• highly effective imagery• spelling and grammar is ambitious, varied and usually accurate
17, 16, 15, 14	A	writing is strong <ul style="list-style-type: none">• strong focus on description• vocabulary shows variety and signs of careful consideration• some effective imagery• spelling and grammar are secure and show some variation
13, 12, 11, 10	B	writing is competent <ul style="list-style-type: none">• some effective description• vocabulary shows some variety• evidence of imagery• spelling and grammar are generally secure but might be unambitious
9, 8, 7	C	writing is straightforward or uneven <ul style="list-style-type: none">• straightforward, unimaginative or ineffective description• vocabulary is straightforward; ambitious words are infrequent or used inappropriately• spelling and grammar are uneven
6, 5, 4	D	writing is basic or limited <ul style="list-style-type: none">• little focus on description; topic focus may be sporadic• vocabulary is simple or incorrectly used• spelling and grammar are frequently inaccurate