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# Entry Level Certificate

# **STEP UP TO ENGLISH**

Gold Step Component 2 – Creative Reading and Writing  
Mark scheme

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5973/2  
Specimen Assessment Materials

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Version/Stage: 0.1

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## Introduction

This document consists of both 'penny point' mark schemes, with specific answers and levels of response mark schemes. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the mark scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required.

## Level of response marking instructions

Level of response mark schemes are broken down into three bands, each of which has a set of descriptors. The descriptors for the level show the average performance for the band.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme. Use the key provided to judge how well your student meets each skill descriptor, where you feel they fall within each band, and to award marks. You should refer to the standardising material throughout your marking.

### Step 1 Determine a band

Start at the lowest band of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that band. The descriptors for the band indicate the different qualities that might be seen in the student's answer for that band. If it meets the lowest band then go to the next one and decide if it meets this band, and so on, until you have a match between the band descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower bands of the mark scheme.

When assigning a band you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a best fit approach for defining the band and then use the variability of the response to help decide the mark within the band, i.e. if the response is predominantly band 2 with a small amount of band 3 material, it would be placed in band 2 but be awarded a mark near the top of the band because of the band 3 content.

### Step 2 Determine a mark

Once you have assigned a band you need to decide on the mark. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each band of the mark scheme. This answer will have been awarded a mark by the Lead Moderator. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Moderator's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Section A – Reading

<b>Question 1</b>	Complete the table below by ticking whether the statements are true or false.	
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>
<ul style="list-style-type: none"> <li><i>Award 1 mark for each correct answer.</i></li> </ul> <p>The animal house is in Scotland – False  The two tigers are named Bessy – True  The two tigers have opposite characters – True  The two tigers were both captured while young - False</p>	<b>Up to 4 marks</b>	AO1  Locate key points in texts  Interpret at a literal level
Nothing relevant to award.	<b>0 marks</b>	

<b>Question 2</b>	List <b>four</b> things from this part of the text about ‘Bessy the First’.	
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>
<ul style="list-style-type: none"> <li><i>For each relevant point from the second paragraph award 1 mark.</i></li> <li><i>Points must relate to ‘Bessy the First’.</i></li> <li><i>Candidates may quote or paraphrase.</i></li> <li><i>Points from outside second paragraph, 0 marks.</i></li> </ul> <p>Indicative content</p> <p>‘Bessy the First’ raised in the forest  Keeper confident about her  Keeper able to do anything with her  Recognises writer  Expects to be patted, stroked, ears pulled, nose rubbed (max 2 marks when points made separately)  Stared at grass</p> <p>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source.</p>	<b>Up to 4 marks</b>	AO1  Locate key points in texts  Interpret at a literal level
Nothing relevant to award.	<b>0 marks</b>	

<b>Question 3</b>	Choose two words or phrases that are used by the writer to give you an idea of 'Bessy the Second'. For each word or phrase, say why you think the word or phrase is a good one to use.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li>Award 1 mark for an identified word or phrase with a valid explanation without emphasis on the words included in the phrase they have chosen.</li> <li>No marks for grammatical items such as articles, conjunctions.</li> <li>Candidates are not required to use technical terminology.</li> </ul> <p>Indicative content</p>	<b>Up to 2 marks</b>	AO2  Begin to show awareness of the writers' craft	
<b>Word or phrase</b>			<b>Reason why word or phrase is a good one to use</b>
Never had a very good temper			Shows she was nasty, aggressive
Changed in an instant			Shows she became bad suddenly, she changed quickly
Mad with anger			Shows that she was in a rage
Smashed...			Shows how violent Bessy is
Killed two of them savagely			Shows she was wild, cruel, bad
Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source.			
Nothing relevant to award.		<b>0 marks</b>	

<b>Question 4</b>	Complete the following passage by filling in <b>one</b> word in each space.	
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>
<ul style="list-style-type: none"> <li>Award 1 mark for each word identified.</li> </ul> <p>Correct answers:</p> <p>Mole</p> <p>Home (accept 'house' or appropriate synonyms)</p> <p>Brush (accept 'tools' or appropriate synonyms)</p> <p>Tunnel</p>	<b>Up to 4 marks</b>	AO1  Locate key points in texts  Interpret at a literal level
Nothing relevant to award.		

<b>Question 5</b>	Look at the short extracts below. What do you think is good about the language in each extract?		
<b>Mark scheme</b>		<b>Marks</b>	<b>AO</b>
<ul style="list-style-type: none"> <li>• Award 1 or 2 marks for each comment made in relation to the writer's use of language.</li> <li>• Candidates are not required to use technical language.</li> </ul>		<b>Up to 4 marks</b>	AO2
Makes clear point about the effect of language; refers to text; may use terminology	<p>'Flung' makes you think about the Mole's bad mood, better than 'throw'; 'suddenly' shows Mole's quick change of mind; Mole's shouting out shows anger as the language is....; What the Mole says is funny because...</p> <p>Use of words with 'scr...' sound show the kind of digging/work the mole was doing ..; they are like the sound of the things Mole is doing; the words are repeated to show how busy the Mole was...</p> <p>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source.</p>	<b>2 marks</b>	Begin to show awareness of the writers' craft
Makes point referring to language; enhanced paraphrase; no terminology	<p>The writer uses words like 'flung' to show you how the Mole feels. He shouts out things like 'Hang...'</p> <p>The writer uses words like 'scraped' etc to tell us about the Mole; the writer keeps using the same words; the words have got the same sound.</p> <p>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source.</p>	<b>1 mark</b>	
Nothing written or simple paraphrase	<p>The Mole is fed up with spring cleaning and decides to stop.</p> <p>The Mole is trying to get out of the tunnel.</p>	<b>0 marks</b>	

<b>Question 6</b>	The Mole's feelings in the beginning are different from those in other parts of <b>Source B</b> . Choose two words or phrases from the first paragraph and two words or phrases from the rest of the source to show how the Mole's feelings have changed.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li>• <i>Award 1 mark for each relevant word/phrase selected up to 2 marks for the first paragraph and 1 mark for each relevant word/phrase selected up to 2 marks for the rest of the extract. If no change in feeling is presented by words/phrases selected, maximum of 2.</i></li> <li>• <i>Words/phrases selected must relate to feelings.</i></li> </ul> <p>Indicative content, first paragraph:          'working very hard'; 'aching back'; 'weary arms'; 'suddenly flung down';          "Bother!" "Oh blow!" etc.; 'bolted'; 'without even waiting'; 'scraped... scraped';          'working busily'</p> <p>Indicative content, rest of extract          'fine'; 'better...'; 'Jumping off...'; 'joy'; 'delight'; 'too good to be true'; 'best part of a holiday'          Selection from the sentence 'The sunshine... ..like a shout.' is valid in that some of the words/phrases match the mood of the Mole</p> <p>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source.</p>	<b>Up to 4 marks</b>	<p>AO2</p> <p>Identify some features of the language used by the writer, often without comment</p> <p>Begin to show awareness of structure</p>	
Nothing relevant to award.	<b>0 marks</b>		

<b>Question 7</b>	Look again at <b>Source A</b> and <b>Source B</b> . Write about what is similar and what is different in the two sources. Use the grid below to help you.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li>Award marks to reflect candidate's achievement in relation to the mark scheme below.</li> <li>Maximum of 4 marks for 'what happens in the sources'.</li> <li>Maximum of 4 marks for 'the character of the animals'.</li> </ul>	<b>Up to 8 marks</b>	AO3	
What happens in the sources			
Indicative content	Skills descriptors		Identify similarities and difference between significant ideas, themes, events and characters in two texts and make reference to the text to support their views
<ul style="list-style-type: none"> <li>Both deal with animals</li> <li>One is fact, other fiction</li> <li>There is some violence in Source A and an argument in Source B</li> <li>Source A happens in animal house, Source B in the wild</li> <li>Source A interesting and factual, Source B story-like</li> <li>Language in Source B more descriptive</li> </ul> <p>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source</p>	Shows evidence of some, or simple, understanding of difference/similarity of ideas and perspective, addressing how difference/similarity is conveyed.	<b>4 marks</b> some  <b>3 marks</b> simple	
	Attempts to show understanding of, or presents an inadequate awareness of, difference/similarity of ideas and perspective, addressing how difference/similarity is conveyed.	<b>2 marks</b> attempts  <b>1 mark</b> Inadequate Inaccurate	
The character of the animals			
Indicative content	Skills descriptors		
<ul style="list-style-type: none"> <li>Tigers given names like humans but Mole/rabbits can talk</li> <li>Tigers are different to each other one is kind, other nasty, just as Mole is different from the rabbits, Mole is smart, rabbits not so clever or willing to have a fight;</li> <li>Mole has different moods like tigers</li> <li>Mole is able to manage by himself but tigers are in captivity</li> </ul> <p>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source</p>	Shows evidence of some, or simple, understanding of difference/similarity of ideas and perspective, addressing how difference/similarity is conveyed.	<b>4 marks</b> some  <b>3 marks</b> simple	
	Attempts to show understanding of, or presents an inadequate awareness of, difference/similarity of ideas and perspective, addressing how difference/similarity is conveyed.	<b>2 marks</b> attempts  <b>1 mark</b> Inadequate Inaccurate	
Nothing relevant to award.		<b>0 marks</b>	

**Section B – Writing (Questions 8 and 9)**

See Page 2 for instructions on how to use this levels of response mark scheme Add your annotations to your student's work to justify the mark awarded. The marks for AO5 and AO6 should be added together to give the total for the task.

Use the key: N – No evidence of skill; W – Working towards; D - Demonstrated

	<b>Skills descriptors</b>	<b>Key</b>	<b>AO</b>
<b>Band 3</b> <b>13 - 18</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Demonstrate a handwriting style which is fluent and legible eg writes at speed using own handwriting style which is usually joined.</li> <li>Organise writing appropriately for the purpose of the reader eg develops different writing genres (narrative, scripts, poem, email etc.) and shows awareness in style of different audiences (formal, informal).</li> <li>Sequences ideas often in a sustained, developed and interesting way eg grammatically complex and compound sentences to extend meaning, connectives to link ideas and paragraphs, evidence of a plan.</li> </ul>		AO5 Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience  Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts
<b>Band 2</b> <b>7 – 12</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Write legibly eg may choose to join letters, beginning to develop own handwriting style.</li> <li>Sometimes adapt writing style to match purpose and audience eg with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begin to use formal/informal language, but not consistently.</li> <li>Sequence ideas logically eg sentences are usually grammatically correct, writing has clear beginning, middle and end.</li> </ul>		
<b>Band 1</b> <b>1 - 6</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Form letters accurately and consistently eg ascenders and descenders are clear and consistent.</li> <li>Show some awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader.</li> <li>Write mainly in simple sequenced sentences eg will make links between ideas or events.</li> </ul>		
<b>0 marks</b>	Nothing relevant to reward		

	<b>Skills Descriptors</b>	<b>Key</b>	<b>AO</b>
<b>Band 3</b> <b>9 - 12</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Spell words generally accurately, including polysyllabic words that conform to regular patterns eg common prefixes 'un', 'anti' and suffixes 'able', 'ed', 'less', consonant doubling, high and some medium frequency words.</li> <li>Use full stops, capital letters, commas, speech marks and question marks accurately. Punctuation within sentences is beginning to develop eg apostrophes or brackets may be used but not always accurately.</li> <li>Make adventurous and effective choice of vocabulary eg to indicate a change of pace and tone 'suddenly, string of adjectives 'dark grimy room'.</li> </ul>		AO6 Candidates must use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
<b>Band 2</b> <b>5 – 8</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Spell most words including common polysyllabic words accurately eg common polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns.</li> <li>Use capital letters, full stops and question marks usually accurately.</li> <li>Choose words for variety and interest eg adjectives, adverbs, powerful verbs.</li> </ul>		
<b>Band 1</b> <b>1 - 4</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible.</li> <li>Demarcate most sentences with full stops and capital letters.</li> <li>Use appropriate words to create interest eg use adjectives to give more detail.</li> </ul>		
<b>0 marks</b>	Nothing relevant to reward		



## How the questions meet the assessment objectives:

Assessment objective	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Paper Total (%)
A01	✓	✓		✓						20%
A02			✓		✓	✓				17%
A03							✓			13%
A04	N/A									
A05								✓	✓	30%
A06								✓	✓	20%
A07	N/A									
A08	N/A									
A09	N/A									