**AQA**

# Entry Level Certificate
# STEP UP TO ENGLISH

Silver Step Component 2 – Creative Reading and Writing
Mark scheme

5972/2
Specimen Assessment Materials

Version/Stage: 0.1

## 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

| Question 1 | Tick whether the statements in the table below are true or false. One has been done for you. | | |
|---|---|---|---|
| **Mark scheme** | | **Marks** | **AO** |
| • *Award 1 mark for each correct answer.*<br><br>Correct answers:<br><br>Tom is wet - True<br><br>Tom is given cold food – False<br><br>Tom likes the drink – True<br><br>He sleeps in a bed - False | | **Up to 4 marks** | AO1<br><br>Recall main points from simple texts<br><br>Locate some points and information in simple texts |
| Nothing relevant to award. | | **0 marks** | |

| Question 2 | In the cartoon, Tom is described as glum. Complete the sentences below. | | |
|---|---|---|---|
| **Mark scheme** | | **Marks** | **AO** |
| • *Award 1 mark for a correct definition.*<br>• *Award 1 mark for a correct explanation.*<br><br>Definition – gloomy, sad, depressed, upset, down.<br><br>Possible explanations:<br>He is feeling wet<br>He does not like being homeless<br>He does not know what to do<br>He is muddy<br>He is cold<br>He is hungry and can't buy any food<br>He has no money<br><br>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source. | | **Up to 2 marks** | AO1<br><br>Make simple inferences and deductions sometimes supported by textual detail |
| Nothing relevant to award. | | **0 marks** | |

| **Question 3** | Choose two words the writer uses to describe Tom from the boxes below. Why are they good words to use? |
|---|---|

| **Mark scheme** | **Marks** | **AO** |
|---|---|---|
| • *Award 1 mark for each correct word choice up to 2 marks.*<br>• *Award 1 mark for each correct explanation up to 2 marks.*<br><br>Example answers:<br>Happy – tells us how he feels when he eats the soup<br>Money – incorrect<br>Wet – tells us what happened to Tom in the rain<br>Hungry – tells us he didn't have any money for food, he hadn't eaten<br>Box – incorrect<br>Sad – because at the beginning he was cold and wet and didn't know what to do<br>Soup – incorrect<br>Raining – incorrect<br><br>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source. | **Up to 4 marks** | AO2<br><br>Use contextual clues to understand the meaning of simple words/ language choices |
| Nothing relevant to award. | **0 marks** | |

| **Question 4** | What season was the cartoon set in? Explain your choice. |
|---|---|

| **Mark scheme** | **Marks** | **AO** |
|---|---|---|
| • *Award 1 mark for circling the correct season.*<br>• *Award 1 mark for a correct word/phrase.*<br>• *Award 1 mark for a correct explanation.*<br><br>Season - Winter<br><br>Possible words/phrases: raining, cold, muddy, hands shook, warmed him up; He could sleep on this and be dry.<br><br>Possible explanations:<br>The weather was cold like it is in winter.<br>He needed something to warm him up because the weather was cold.<br>He hands were shaking because of the cold weather.<br>He needed to try and stay dry because of the bad weather.<br><br>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source. | **Up to 3 marks** | AO1<br><br>Make simple inferences and deductions sometimes supported by textual detail |
| Nothing relevant to award. | **0 marks** | |

| Question 5 | Explain why Tom thinks 'Maybe things would get better'. | | |
|---|---|---|---|
| **Mark scheme** | | **Marks** | **AO** |
| • *Award 1 mark for each relevant point up to 2 marks.*<br><br>Someone is going to help him and care for him.<br><br>He will have food and drinks.<br><br>He has been given food so he is not hungry.<br><br>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source. | | **Up to 2 marks** | AO1<br><br>Make simple inferences and deductions sometimes supported by textual detail |
| Nothing relevant to award. | | **0 marks** | |

| Question 6 | Where could you find Bob? | | |
|---|---|---|---|
| **Mark scheme** | | **Marks** | **AO** |
| In the market. | | **Up to 1 mark** | AO1<br><br>Recall some specific and straightforward information from texts<br><br>Locate main points and information in texts |
| Nothing relevant to award. | | **0 marks** | |

| Question 7 | List three words or phrases that the writer uses to describe Bob's appearance. |
|---|---|

| Mark scheme | Marks | AO |
|---|---|---|
| • *Award 1 mark for each correct word/phrase up to 3 marks.*<br><br>Old<br>Looking tired<br>Shoes worn out<br>His empty eyes show no pride | Up to 3 marks | AO1<br><br>Recall some specific and straightforward information from texts<br><br>Locate main points and information in texts |
| Nothing relevant to award. | 0 marks | |

| Question 8 | Look at the fourth line of the story, 'His empty eyes show no pride'. Which of these words might make you feel sorry for the old man and why? |
|---|---|

| Mark scheme | Marks | AO |
|---|---|---|
| • *Award 1 mark for the words identified.*<br>• *Award 1 mark for the explanation.*<br><br>Words – empty **or** no pride<br><br>Explanations may include the following words:<br><br>Ashamed his shoes are worn out.<br>Embarrassed about how he looks.<br>Depressed because he has no home.<br><br>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source. | Up to 2 marks | AO2<br><br>Use contextual clues to understand the meaning of simple words/ language choices |
| Nothing relevant to award. | 0 marks | |

| Question 9 | Where could you find the old girl? | | |
|---|---|---|---|
| **Mark scheme** | | **Marks** | **AO** |
| Any relevant sentence that includes the word streets. | | **Up to 1 mark** | AO1<br><br>Recall some specific and straightforward information from texts<br><br>Locate main points and information in texts |
| Nothing relevant to award. | | **0 marks** | |

| Question 10 | How does she spend her time? | | |
|---|---|---|---|
| **Mark scheme** | | **Marks** | **AO** |
| Walking<br><br>**or**<br><br>Carrying her bags | | **Up to 1 mark** | AO1<br><br>Recall some specific and straightforward information from texts<br><br>Locate main points and information in texts |
| Nothing relevant to award. | | **0 marks** | |

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| Question 11 | 'Her two plastic bags contain all she's ever owned'. What does this tell you about her life? |
|---|---|

| Mark scheme | Marks | AO |
|---|---|---|
| • *Award 1 mark for any relevant sentence.*<br><br>Sentences may include the following words:<br><br>Homeless<br>Poor<br>Lonely/without family.<br><br>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source. | Up to 1 mark | AO1<br><br>Make simple inferences and deductions sometimes supported by textual detail |
| Nothing relevant to award. | 0 marks | |

| Question 12 | Compare what is similar and different between **Source A** and **B**. One has been done for you. |
|---|---|

| Mark scheme | Marks | AO |
|---|---|---|
| • *Award 1 mark for each relevant statement in the correct column*<br><br>Tom sat down –  eg the old lady walks the streets of London<br><br>Tom does not have a bed to sleep in – eg the man and the woman live on the streets<br><br>Tom's clothes are dirty – eg the man and woman have worn out old clothes<br><br>Tom is young – eg the man and woman are old<br><br>Tom is homeless – eg the man and the woman are also homeless<br><br>Tom is given hope – eg nobody gives the man or woman any help<br><br>Or other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source. | Up to 6 mark | AO3<br><br>From two simple texts, identify a similarity or difference between character, events or presentation |
| Nothing relevant to award. | 0 marks | |

### Section B - Writing  (Questions 13 and 14)

Assessment will take the form of 'best fit'. Use this grid to help you assess the skills demonstrated in the writing task. Use the key below to judge how well your student meets each skill descriptor, where you feel they fall within each band and award marks. 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

| | Skills descriptors | Key | AO |
|---|---|---|---|
| **Band 3**<br><br>**13 - 18 marks** | • Form letters accurately and consistently eg ascenders and descenders are clear and consistent.<br>• 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.<br>• Write mainly in simple sequenced sentences eg will make links between ideas or events. | | AO5<br>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. |
| **Band 2**<br><br>**7 – 12 marks** | • Form most letters correctly with possible confusion over upper and lower case eg all letters upper and lower case are correctly oriented.<br>• Inconsistently match writing to structure and understand words have permanence eg work must be scaffolded within a writing frame and heavily modelled.<br>• Sometimes arrange ideas in appropriate order eg sequence three related events in a picture based text. | | |
| **Band 1**<br><br>**1 - 6 marks** | • Produce recognisable letters eg usually begin and finish letters in the correct place, move round letters in the correct direction, write most lower case letters.<br>• Understand simple words have permanence.<br>• Use words, phrases or statements appropriate to the content of a picture or symbol. | | |
| **0 marks** | Nothing relevant to award. | | |

| | Skills descriptors | Key | AO |
|---|---|---|---|
| **Band 3**<br><br>**9 - 12 marks** | • 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.<br>• Demarcate most sentences with full stops and capital letters.<br>• Use appropriate words to create interest eg use adjectives to give more detail. | | AO6<br>Candidates must use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |
| **Band 2**<br><br>**5 – 8 marks** | • Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words ('it', 'on', 'up'), CVC words ('cat', 'mum') and high frequency words ('the', 'I', 'in') are usually correct or phonetically plausible.<br>• Show some awareness of full stops and capital letters.<br>• Use some simple descriptive language eg to indicate colour, size, emotion. | | |
| **Band 1**<br><br>**1 - 4 marks** | • Write some phonic based CVC words eg CVC words important to them such as 'Mum', usually identify initial and final letters in monosyllabic words, high frequency words such as 'a', 'I', 'in'.<br>• Use full stops and capital letters randomly.<br>• Provide some detail eg size. | | |
| **0 marks** | Nothing relevant to award. | | |

**How the questions meet the assessment objectives:**

| Assessment objective | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13/ Q14 | Paper total (%) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **AO1** | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | 30% |
| **AO2** | | | ✓ | | | | | ✓ | | | | | | 10% |
| **AO3** | | | | | | | | | | | | ✓ | | 10% |
| **AO4** | N/A | | | | | | | | | | | | | |
| **AO5** | | | | | | | | | | | | | ✓ | 30% |
| **AO6** | | | | | | | | | | | | | ✓ | 20% |
| **AO7** | N/A | | | | | | | | | | | | | |
| **AO8** | N/A | | | | | | | | | | | | | |
| **AO9** | N/A | | | | | | | | | | | | | |