**2012 YEAR 10 EXAMINATION ANSWERS:**

**Junior Exam marking procedure**

1. Strike through any answer space/lines that the student has not used.
2. Circle the correct grade N/A/M/E
3. Tick the relevant boxes in the essay grid and write a brief comment.

**Moderation**

1. A range of scripts will be given to the moderator for checking.

**Handing Back**

1. When you hand back the exams do not let students take their scripts home until you have gone over the answers and given the students an opportunity to check the marking. If you do not finish in the first hour, you can retain the papers until you are satisfied that the review of the paper has happened. Sign any changed grades.
2. Make it clear that once the scripts go home, there will be no further chance to question the marking.

**Essay Marking:**

**Please use the benchmarked examples provided and follow the mark schedule:**

**NOT ACHIEVED essays will…**

* **Be largely plot based, under 200 words**
* **No use of key words and does not address the question at all**
* **No understanding of structure/paragraphing and contains intrusive errors**

**ACHIEVED essays will…**

* **ATTEMPTS to answer the question**
* **Contains SOME quotations OR supporting examples**
* **ATTEMPTS paragraphs/basic essay structure (may not be logical or linked)**
* **Basic and vague ideas, some plot, some errors in spelling/ expression**
* **Does not need a correct introduction or conclusion to Achieve. Some attempt at using the key words. Should NOT be a re-written practice essay.**

**MERIT essays will…**

* **Unbalanced response – not all parts of the question may be answered**
* **Logical, organised paragraphs**
* **Few errors, ideas are explained in depth with relevant quotation evidence**

**EXCELLENCE essays will…**

* **All parts of the question are addressed**
* **Well chosen, relevant examples and quotations are used**
* **Organised, linked paragraphs**
* **Sophisticated, clear expression and vocabulary, rare errors**

**2012 YEAR 10 EXAMINATION ANSWERS:**

**PROSE COMPREHENSION:**

1. B (10 years old)

2. C (Simple)

3. Mrs Grimaldi = Proper noun Sitting = Verb Her = Pronoun

**All 3 must be correct to Achieve**

4. -He makes other kids run away screaming -He gets stared at wherever he goes -His parent think he is extraordinary -He has an abnormal face. People “look away” when they see him -He has never been to a proper school before -He is small for his age -He has had 27 surgeries, most before he was 4 years old

**Achieved = 2 correct ideas. Merit = 3 correct ideas)**

5. August is petrified / scared / nervous about going to school. He wants to go but is afraid he won’t be treated just like any other kid. He wants to be normal.

**Example**: *“I was so nervous that the butterflies in my stomach were more like pigeons flying around my insides”*

**Figure of Speech:** Simile

**Effect:** This simile helps readers imagine how nervous August is about the thought of going to school. He is so worked up that his stomach is churning wildly. Usually people refer to having “butterflies” when they are nervous but August compares his nerves to “pigeons” which are bigger and more powerful. This shows that he is more than just nervous, he is terrified.

**Achieved – Correctly identifies the idea of being scared/nervous Merit – Correct idea and correct example Excellence – Correct idea, example, figure of speech and effect. Some understanding of the comparison to pigeons needed.**

6. Augusts life is boring and restrictive / He has few friends his own age and is afraid of people his own age as they might tease him / He rarely leaves his own block so is very sheltered / He has explored every inch of his block and knows everybody on his street.

***HOW* Could include the following:**

**First person narration:** *“I’ve only been…I try to avoid…I know everybody*”. The first person narration gives an understanding of August’s personal feelings and insight into what his life is like from his perspective. We learn than he tries to avoid areas with lots of kids and also knows every inch of his street and the elderly residents.

**Repetition*:*** *“everybody knows me…I know everybody...every brick...every tree trunk”* The repetition is used to show that August’s life is very sheltered and restrictive. He knows his street and the people who live on it extremely well as he rarely ventures outside of this area.

**Verbs:** *“avoid” “roaming”.* Negative verbs are used to describe the way that August tries not to have contact with other children. He sees them as a threat; perhaps as he is afraid they might tease him.

**Adverb*:*** *“always sitting”.* The use of the adverb “always” implies that August has seen Mrs Grimaldi regularly sitting by her window. This shows that like Mrs Grimaldi his life is very repetitive and routine.

**Proper noun:** “Mrs Grimaldi”. The use of the proper noun helps indicate that Mrs Grimaldi is an adult. This shows that August does not have a lot of interaction with people his own age. Also that he is home a lot during the day and usually the only people who are around at this time of day are elderly or retired people.

**Adjective/Simile:** “The old guy who walks up and down the street whistling like a bird”. The adjective is used to show the age of the people August knows on his street. He does not know any young people. The simile helps show that he has seen this man a number of times and is always whistling. His life is very repetitive. He sees the same people doing the same things every day.

**Achieved – Correctly identifies ONE idea and provides an example Merit – Correct idea, TWO examples and explanation Excellence – Correct idea, TWO examples and explanation ONE correct technique identified.**

7. August’s first experience of school is very negative. Readers are given the impression that he has been teased or made fun of. He doesn’t want to talk about his day to his mother and starts crying unexpectedly. He is obviously upset and describes the way he looks very negatively.

***HOW* Could include the following:**

**First person narration:** *“I was afraid…I started to cry…words can’t change my face”*. The first person narration helps readers understand August’s emotions. We can see that he is very upset and that his first experience of school must not have gone well.

**Dialogue/Question:** *“Why do I have to be so ugly, Mommy?”*. The dialogue/question helps show that August must have been teased at school because of his unusual appearance.

**Adjective/Emotive language:** *“ugly”*. The adjective helps show that August’s experience must have been negative as he calls himself ugly. He must have been made fun of because of his appearance.

**Verb:** *“she whispered…wrapped her arms…she kissed” “I started to cry”.* These verbs help show that August must need comfort from his mother. The fact that he is crying and needs this comfort shows that his experience of school must have been upsetting for him.

**Metaphor:** *“She kissed my tortoise mouth”.* This metaphor is a very negative comparison. August compares his mouth to that of a tortoise which is pointy and sharp. This shows that his experience at school must have impacted his self-esteem. He thinks he is ugly.

**Listing/Adjective:** *“Eyes that came down too far…cheeks punched in…tortoise mouth”.* August lists his facial features and uses adjectives which give a negative image of how he looks. This shows that his experience at school has caused him to think he is ugly.

**Achieved – Correctly identifies the idea and supports with an explained example. Merit – Correct idea, TWO explained examples. Excellence – Correct idea, TWO explained examples, ONE correct technique.**

**POETRY COMPREHENSION:**

1. Earthquake / Natural disaster = **Achieved**

2. Narrator’s job is a responder/engineer/rescue team = **Achieved**

3. Repetition/Rhetorical question / Emotive language

Explanation must refer to the impact the earthquake has had:

The repetition of “how many” causes readers to think about the number of people who lost their lives in the earthquake.

Rhetorical question causes readers to ask themselves the same questions. Readers are made to think about the number of people who were injured or killed in the earthquake.

Emotive language such as “died” and “injured” helps show the negative impact the earthquake has had on people. It causes readers to feel sadness at the number of people who were killed or badly hurt.

**Achieved – Correctly identifies the technique OR explains the effect Merit – Correct technique AND explanation of effect**

4. “Scuffing” = Onomatopoeia

Explanation: This use of onomatopoeia helps you imagine the sound of the rescue team’s boots as they walk through the rubble. The noise they are making sounds unusually loud because of how silent the city is after the earthquake.

**Achieved – Correctly identifies the technique OR explains the effect Merit – Correct technique AND explanation of effect**

5. Personification - *“The radio bursts into life..then itself returns to silence”*

Explanation: The radio sounds as though it is alive. It helps readers visualise that small sounds seem loud and out of place because of how quiet the city is.

Personification - *“The Hotel Grand Chancellor leans over all, brooding silently”*

Explanation: The Hotel Grand Chancellor is described as “brooding”. This helps readers visualise that the hotel has been damaged and is now leaning over the rest of the destroyed city. “Brooding” creates a gloomy mood or tone. The hotel seems upset about the earthquake. It makes readers feel sad at the devastation of the city and once grand building.

**Achieved – Correctly identifies an example Merit – Correctly identifies an example AND explains the effect**

6. **Image of Manchester street:** It is unusually quiet, nothing is moving / piles of debris or rubbish are everywhere / Walls of buildings have collapsed and you can see inside / There are no people

***HOW* Could include the following:**

**Repetition:** *“No birdcalls, no voices”. Creates the image of an abandoned empty city. There are no signs of life such as birds singing and people chatting.*

**Personification/ Metaphor:** *“The heartbeat of a once vibrant city now on life support”. Creates the image of the devastated centre city. The area of the city that was beautiful and always busy is now deserted and almost completely destroyed.*

**Exclamatory sentence / Metaphor:** *“Mountains of bricks and rubble!” The sentence shows how shocked the narrator is at this scene of destruction in front of him. The once beautiful buildings of the city have collapsed and now form massive piles of debris.*

**Repetition:** *“No birdcalls, no voices”. This repetition creates the image of an abandoned city. Both people and animal life have left the area.*

**Simile:** *“Broken facades like giant dolls houses”. This helps readers visualise that the buildings are missing walls which allow you to see inside. The buildings look like the dolls houses young children play with.*

**Listing:** *“Chairs, tables, curtains, pictures. Revealed for all to see”. The listing provides the image of all the items that you can see inside the buildings. This seems unusual as you should not be able to see the content inside these buildings.*

**Achieved – Correctly identifies the image and supports with an explained example. Merit – Correct image, TWO explained examples. Excellence – Correct image, TWO explained examples, ONE correct technique.**

7. **Silence** is developed throughout the poem in the following examples:

*Stanza 1: “no birdcalls, no voices, no engines…the buildings silent” Stanza 2: “The thought goes unspoken” Stanza 4: “Subconsciously quiet. As if any noise will disturb the silence” Stanza 5: “scuffing of boots sounds strangely loud…radio bursts into life…silence” Stanza 6: “brooding silently” Stanza 8: “We walk quietly, subdued”*

To **ACHIEVE** the students should explain that there is a reference to silence or sound more than once in the poem. They should refer to at least **TWO** examples in their answer.

To gain **MERIT**, Students should refer to at least **TWO** examples in their answer. Some explanation needed that this development is to show how empty the city is of life. The earthquake has completely ground the city to a halt. The lack of sound is not normal.

To gain **EXCELLENCE**, Students should refer to at least **THREE** examples in their answer. They must discuss the **purpose** of the poem. The poet is trying to convey his sadness at the destruction of this once vibrant city and to show that the absence of life and sound is abnormal. Any noise that is made sounds extremely loud due to the lack of normal sounds of life and city noise such as cars, people, honking and birds singing. There is almost a sense of grief and loss in the poem as though the poet is mourning a death of a loved one. There is also a sense of mortality shown when the narrator realises how vulnerable people are to the power of nature.

**STATIC IMAGE COMPREHENSION:**

1. Main purpose or message is to stop global warming / climate change / help save animals habitat.

2. Target audience – people who care about animals or the environment

3. Verbal language feature: Listing Example: “By recycling glass, plastic, cardboard and paper”

**Achieved: Identifies correctly the language feature OR example Merit: Identifies correctly the language feature AND example.**

4. Verbal language features used to **persuade** could include:

**Personal Pronoun:** *“You can help”. This helps persuade people to support this cause as they feel as though they are being spoken to directly. This links the target audience to the fate of the animals as they feel personally responsible.*

**Repetition:** *“You can help” “You can help prevent this” This repetition is persuasive as it is emphasising the idea that the target audience can help if they make the effort.*

**Imperative Statement:** *“Stop Global Warming” “Take action right now”. The imperative statements are persuasive as they direct the target audience to take action. They command or direct the target audience to do something about this issue rather than ask.*

**Simple sentence:** *“Stop Global Warming” “Take action right now”. These simple sentences are persuasive as they are short and easy to remember. The main point stands out and because of this people are more likely to remember the message.*

**Listing:** *“By recycling glass, plastic, cardboard and paper, you can help prevent this”. This is a persuasive technique as possible solutions to this issue are being listed for the target audience. It provides them with a number of possible ways in which to help prevent further destruction of the environment.*

**Achieved – Identifies and explains one example Merit – Identifies and explains TWO examples. ONE technique identified Excellence – Identifies and explains TWO examples. TWO techniques identified**

5. Verbal language features used to **persuade** could include:

**Colour:** *The red colouring used on the text “Stop Global Warming” stands out and catches people’s attention. It looks almost like a stop sign. It is also a colour which represents danger. The blue, black and grey colouring also is used to show the grim future that many animals will face if their homes are destroyed. The colour is persuasive as it makes the potential future for these animals seem depressing and something you want to prevent.*

**Logo:** *“WWF” logo in left hand corner. This is persuasive as having a recognised trustworthy organisation helps convince people that they are supporting a genuine cause.*

**Bold Font/Capital Lettering:** *“YOU CAN HELP” “STOP GLOBAL WARMING”. The bold font and capital lettering makes the key ideas stand out. The audience will take notice of the message in the image and be more likely to act.*

**Contrast:** *Red/Blue lettering/signs of “You can help” and “Stop Global Warming” placed against the grey/black background. The contrasting colours makes the key ideas stand out*

**Reverse Print:** *“Animals around the world…” The white lettering stands out against the black and grey background. The makes the audience remember and read the text which persuades them to support this cause.*

**Dominant Visual Image:** *The penguins huddled around a burning drum. This image is persuasive as it makes the penguins appear to be like homeless people living on the streets. The penguins seem out of place and do not belong in this environment. The penguins are also staring at the ground and look very sad. The fact that the Penguin also has a baby makes people feel sorry for them and want to help.*

**Pictures/Images:** *The pictures of overflowing rubbish bins, run down alleyway, cracked pavement all are persuasive as they provide a negative vision of the future of these animals. It reinforces that if we destroy their homes they have nowhere to go.*

**Achieved – Identifies and explains one example Merit – Identifies and explains TWO examples. ONE technique identified Excellence – Identifies and explains TWO examples. TWO techniques identified**

**COMPREHENSION MARKING OVERALL:**

**PROSE: 4 Achieved= ACHIEVED 2 Merit + 3 Achieved = MERIT 1 Excellence + 4 Achieved/Merit = EXCELLENCE**

**POETRY: 4 Achieved= ACHIEVED 2 Merit + 3 Achieved = MERIT 1 Excellence + 4 Achieved/Merit = EXCELLENCE**

**STATIC: 3 Achieved= ACHIEVED IMAGE 2 Merit + 2 Achieved = MERIT 1 Excellence + 3 Achieved/Merit = EXCELLENCE**

**OVERALL COMPREHENSION GRADE:**

**Students must pass at least 2 sections of the unfamiliar section of the examination.**

**2 Sections are Achieved = ACHIEVED 2 Sections are Merit + Achieved in one section = MERIT 2 Sections are Excellence + Merit or Achieved in one section = Excellence**