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Part 1, Q1: summarise the reasons why fires are dangerous in forest areas and the effects of fires when they break out. Candidates are to write their answers as (a) Passage A and (b) Passage B. (A side to a side and a quarter)

Give 1 mark for each of the following, up to a total of 15. Tick and number points from the mark scheme on the script. Then give up to 5 marks for the ability to write in a summary style (concision, focus, and in own words).

Content

(a) Passage A

1 **sudden**/appears in a flash/ explodes
2 divides and increases/**several directions**
3 **consumes** everything before it
4 spreads **quickly**/moves like mice
5 cannot easily be **put out**
6 birds/animals lose **habitat**
7 so much **destroyed**
8 creates frightening sounds/explosions
9 **homes threatened**
10 people **fearful**
11 **injuries** - scars from burning
12 can lead to **flooding**
13 **ecological** disaster

(b) Passage B

14 speed at which fire moves
15 thick, acrid smoke = cough etc
16 everything gloomy
17 difficult to see far
18 national parks closed
19 houses in danger/blackened/destroyed
20 people trapped by surrounding fire
21 firefighters killed
22 vast acres of forest destroyed
23 huge insurance bills

Written summary style

5(A): Effective summary style throughout, focused, words well chosen.

4(B): Generally concise and well focused, in own words.

3(C): Some features of summary style (not consistent), reasonable focus, no or very occasional lifting.

2(D): Occasional concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting.

1(E): Descriptive, discursive style, frequently unfocused, lifting obtrusive.

O(u/c): Rambling and often muddled and hard to follow; mostly copied.

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Part 1, Q2: A brief report on ways to control the outbreak of forest fires and their effects in forest areas: include (a) personal responsibility and safety - educating people; (b) fire fighting and prevention.

Content: general

There is plenty of material ((a) in Passage A, (b) in passage B), but it needs adapting and developing, and some imagination to make it hang together. Hence give basic marks for selecting and mentioning suitable content and plenty of extra marks for extensions and for building outwards with relevant own ideas.

Own ideas should be credited in so far as they arise from a reading of the passages. Give little credit if the content could have been provided without a reading of the passages.

Content: specific

1 Responsibility - take fire seriously - children cannot understand until they experience it stories in school - should be taught a fire code (contents?)

2 Starting fires should be avoided. If you must, what precautions should be taken? Elaborate.

3 Suggestions as to parental responsibilities.

4 Suggestions as to what the media can do.

5 (passage B) A huge force of fire fighters and expert organisation are required.

6 "A single spark is enough to kindle an inferno." You cannot prevent lightning strikes, but you can take care with matches, cigarette ends etc.

7 Should you allow fires to burn themselves out? Fire can be useful in the life of a forest and some species are resistant (a lot of argument here).

8 Clearance of undergrowth (spreads fire in drought) helps prevent fire.

See next page for criteria for content and for written expression

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A 13-15 **A confident grasp of issues**

Candidates select a range of ideas (maybe five) from the passages and adapt and develop them to create two continuous, linked arguments. They add own ideas that arise from a reading of the passages. The content overall would be judged to be very helpful.

B 10-12 **Material well developed**

There are signs of confidence in taking ideas, explaining them, adding to them and relating them to the question. Expect a number of ideas and for them to be developed, not consistently but well in places. The overall structure is not perfect, but overall, the content would be judged to be useful.

C 7-9 **Competent use of material**

There is sufficient reference to both passages, although chances to develop ideas into the overall framework of the answer may sometimes be missed. OR the argument may be cohesive but may strike the reader as rather general, with less consideration of the implications and meanings of the original passages. The overall content would be judged to be satisfactory, but more work would have to be done.

D 4-6 **Some selection of appropriate material**

Ideas from the passages are rather thinly used, though there are occasional examples of development. Issues may seem to be loosely addressed. One passage may be used at the expense of the other.

E 1-3 **A limited response**

There is little material OR a lot of material but presented mainly as a list and used in a fairly haphazard way from one or both passages. There is general relevance to the topic.

Writing: structure and language

A 5 Presents and manages material with well linked beginning and end. Sentence sequences are clear and paragraphs well linked.
Recommendations are strongly argued in effective language.

B 4 Clearly ordered with effective introductory statement.
Some features of language effective in communicating the argument.

C 3 Adequate introduction, generally competently ordered and balanced.
Language communicates competently, perhaps plainly.

D 2 Inconsistent balance and structure, though clear overall. Not always well ordered.
Language generally adequate, occasionally ineffective.

E 1 Ineffective order, perhaps poorly started and finished. No progression.
Language simple, occasionally inaccurate and confused

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Part 2, Q3: A local newspaper report on a school money-raising festival.

Content: The theme must be (a) the success of the festival (b) despite the rain.
Candidates juggle with * the timetable of events * the celebrities
* what they did about the rain * public relations - appearance - a good time
Good candidates will use all these considerations and will add information and comments through interviews.

Give up to 15 marks for the use and development of the material and up to 5 marks for the use of an appropriate newspaper style and for writing stylistically and accurately.

Content:

A 13-15 **A confident grasp of material**

Candidates make accurate use of most of the material, adding relevant detail to make an interesting report. Expect good use to be made of the celebrities and of the interviews. Some ideas are developed well beyond the original note stage.

B 10-12 **Material well developed**

Candidates give evidence of careful reading and sifting of the material. A sensible selection is made and there is reasonable development of some of the ideas, eg how the rainy weather is managed. Some use is made of the interviews.

C 7-9 **Competent use of material**

There is sufficient use of the material, although chances to develop ideas into the overall structure of the report may be missed, OR the report may be cohesive, but may strike the reader as rather general with less interesting detail. Interviews may be used without adding much to the overall effect.

D 4-6 **Some selection of material**

The material is rather thinly used, and opportunities to interest and to explain may be ignored. The balance of different aspects of the material may be such that the report becomes a story without any strong theme. The use of the interview may be ineffective or not present.

E 1-3 **A limited answer**

There is little useful material. Candidates may use the original as a stimulus and write only their own material, OR they may repeat it unduly without adapting it to the report. They may use material in a haphazard way.

Written expression

A5 Virtually no technical errors. Effective and apt range of vocabulary and sentence structures. Good style, appropriate to the recipient.

B4 Slight technical errors; occasional clumsiness of style, but fluent and having a useful vocabulary.

C3 Needs attention to detail, but generally correct and clear. Vocabulary plain.

D2 Needs some redrafting. Parts clearly written in straightforward vocabulary.