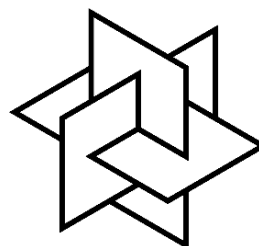


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CE AT 13+

**ENGLISH**



**ISEB**

Independent Schools  
Examinations Board

Specimen Mark Scheme

Reading and Writing

Specimen Drama Paper

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Date

This is a suggested, not a prescriptive, mark scheme.

Please note that there is a generic mark scheme for the Writing paper on pages 15-16.

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## READING

### SECTION A

Q.	Answer	Mark	Additional Guidance
1.	c	1	<p>choice <b>c</b>: see line 3</p> <p>choices <b>a</b>, <b>b</b> and <b>d</b> are offered to draw out possible misconceptions</p>
2.	c	2	<p>choice <b>c</b>: see lines 5-6</p> <p>choice <b>a</b>: it is interesting to note that the audience are required to suspend disbelief as the Kids change the scene, whereas discreet stage-management might have promoted greater realism</p> <p>choice <b>b</b>: the audience is required to use imagination, but not exclusively: there is also a physical change to the set</p> <p>choice <b>d</b>: Mrs Kay decides to stop, and so the scene is changed; but she does nothing to change the physical set</p>
3.	c	2	<p>choice <b>c</b>: Mr Briggs and Mrs Kay demonstrate opposite attitudes towards the children and give them opposite instructions for the stop; they do not work together as a team</p> <p>choice <b>a</b>: see line 11</p> <p>choice <b>b</b>: see lines 12-15</p> <p>choice <b>d</b>: compare attitudes to time on lines 9/12; to freedom versus regulation on lines 10/13-14; the imagery of 'sour' versus 'ice-cream' etc.</p>

Q.	Answer	Mark	Additional Guidance
4.	d	2	<p>choice <b>d</b>: the main clause takes the verb 'to be' – '<i>That is looking fine</i>'; the colon introduces more information – '<i>chaos turned to order in a stroke</i>'; a clause following a colon does not need to form a full statement or sentence</p> <p>choice <b>a</b>: short but complete statements are linked with commas here, to give the effect of Mr Briggs reeling off instructions; technically semi-colons should be used instead of commas</p> <p>choice <b>b</b>: the sentence lacks the main verb 'to be'</p> <p>choice <b>c</b>: the playwright breaks up the sentence with a full-stop in the middle to emphasise Mr Briggs' commanding, and increasingly exasperated tone</p>
5.	c	2	<p>choice <b>c</b>: see lines 46-47 – Mrs Kay points out that the fact Mr Briggs can make the children form a physical line, does not mean that he will be able to 'bring them into line' figuratively or that he will be able to have any meaningful impact on their lives</p> <p>choices <b>a</b> and <b>b</b>: Mrs Kay's tone is sarcastic and mocking in lines 39-42; Mr Briggs may have got the children to form a straight line, but it is hardly an achievement worthy of a '<i>hallmark</i>'</p> <p>choice <b>d</b>: line 39 – again, Mrs Kay's tone is mocking; Mr Briggs realises this, when he says, '<i>Mrs Kay, it's not a joke</i>' (line 38)</p>
6.	b	2	<p>choice <b>b</b>: '<i>apoplectic</i>' means to behave as if one is having a sudden fit; it suggests that Mr Briggs is very angry indeed</p> <p>choice <b>a</b>: draws out potential confusion between 'apologetic' and 'apoplectic'</p> <p>choice <b>c</b>: candidates may infer anxiety from the context, if they do not know the meaning of the word; but anger fits better with Mr Briggs behaviour in line 34: '<i>(almost screaming by now)</i>'</p> <p>choice <b>d</b>: perhaps candidates may infer movement from the sound of the word</p>

Q.	Answer	Mark	Additional Guidance
7.	a	2	<p>choice <b>a</b>: Mrs Kay '<i>diverts</i>' Mr Briggs, which tells us that her actions are designed to distract him from the situation and to lead him away – '<i>takes his arm</i>'; she can see that he can do nothing to prevent the children from piling into the shop; they have been cooped up on the coach and have lots of pent-up energy to release</p> <p>choice <b>b</b>: Mrs Kay will put up with rowdy behaviour, where Mr Briggs will not; but there is nothing to suggest that she condones stealing</p> <p>choice <b>c</b>: she is behaving in a friendly manner, but her actions are designed to move him away from the children, rather than to seek Mr Briggs' friendship</p> <p>choice <b>d</b>: her actions are motivated rather by the intention to give the children a break from Mr Briggs, although her own need for a break may be a secondary motive</p>
8.	d	2	<p>choice <b>d</b>: although Maurice says that the over-pricing of goods in the shop amounts to '<i>robbery</i>', the children still have a choice over whether they part with their money; in fact, the children are the ones guilty of robbery as they take sweets without paying, once the Café Owner's back is turned</p> <p>choice <b>a</b>: see line 58</p> <p>choice <b>b</b>: see line 59</p> <p>choice <b>c</b>: see line 61</p>
<b>Total</b>		<b>15</b>	

## SECTION B

Q.	Answer	Mark	Additional Guidance
9. a)	<p>when Mr Briggs says, '<i>just where do you think you are</i>', he is asking Ronson why he is not in the line</p> <p>Ronson thinks that Mr Briggs is asking where they are geographically</p>	2	1 mark for showing understanding of each perspective
9. b)	<p>it is funny because:</p> <p>Ronson thinks it strange that Mr Briggs should be asking him where in Britain he is, at that moment; the question seems arbitrary</p> <p>Mr Briggs thinks the context of his question is self-evident because he only cares about the pupils getting into line</p> <p>Mr Briggs thinks Ronson is unintelligent or being deliberately impertinent, when, in fact, it is Mr Briggs insistence on the pupils getting into a straight line that is shown to be ridiculous – Ronson's response is not unreasonable</p>	2	<p>1 mark for showing a straightforward understanding of comedy in the situation</p> <p>2 marks for a developed and clear response</p>
10. a)	<p><b>Mr Briggs:</b></p> <p>he is strict and authoritarian; this is shown by:</p> <ul style="list-style-type: none"> <li>his continual giving of orders: '<i>All right! Let's get this straight!</i>' '<i>Come on!</i>' '<i>Get in line</i>'</li> <li>the way in which he talks to them: '<i>(Barking at the Kids.)</i>'</li> </ul> <p>he likes rules, regulation and order; this is shown by:</p> <ul style="list-style-type: none"> <li>his concern for orderly appearance: '<i>You're behaving like a gang of common scruffs!</i>' '<i>That's looking fine</i>'</li> <li>his desire to put a clear time-limit on the recreation break: '<i>We're only stopping for a quarter of an hour</i>'</li> </ul>	4	

Q.	Answer	Mark	Additional Guidance
	<ul style="list-style-type: none"> <li>his attempts to organise and control any disorder: <i>'Cut out the fidgeting' / 'Chaos turned to order' / 'with organisation it can be done'</i></li> </ul> <p>he is suspicious of children and assumes the worst of them, rather than the best:</p> <ul style="list-style-type: none"> <li>he associates them with a <i>'gang of common scruffs'</i>; this also suggests that he sees himself as superior, or of a higher class</li> <li>he worries that the <i>'visit [will turn] sour'</i> before it has even started, because the children are likely to misbehave</li> </ul> <p>he is an unkind, bullying and selfish teacher:</p> <ul style="list-style-type: none"> <li>he uses up their recreation time by forcing them to get into a straight line unnecessarily</li> <li>he screams and shouts at the children (lines 34/51)</li> </ul> <p>he is responsible:</p> <ul style="list-style-type: none"> <li>he tries to insist that the children behave respectfully when in a public place (lines 22-24)</li> <li>he tries to prevent the children from behaving in a disruptive and unruly manner (line 51)</li> </ul> <p>he is insecure; we feel sorry for him:</p> <ul style="list-style-type: none"> <li>his attempts to control the Kids do not last long</li> <li>the Kids seem to humour him; they are not genuinely frightened by him: see Ronson's response to Brigg's sarcastic question</li> <li>Mrs Kay has to take him off because he is getting so angry that he might do himself an injury; meanwhile his behaviour has no impact on the behaviour of the children</li> </ul>		<p>award 1 mark for relevant choices of supporting quotation/ evidence from the text</p> <p>plus:</p> <p>1 mark for a straightforward response to Mr Briggs' character</p> <p>2 marks for a developed response, showing understanding of different features of the character</p> <p>3 marks for a full integrated response which shows depth of understanding</p>

Q.	Answer	Mark	Additional Guidance
10. b)	<p><b>Mrs Kay:</b></p> <p>she is relaxed:</p> <ul style="list-style-type: none"> <li>• she is happy to give the children '<i>lots of time</i>'</li> <li>• she '<i>wonder[s]</i>' and suggests, rather than orders (line 2)</li> <li>• she thinks the children should be able to run around: '<i>let off steam</i>'; and to buy '<i>ice cream</i>' if they want to</li> <li>• her only rule is that they should not get lost</li> </ul> <p>she is clever/ insightful:</p> <ul style="list-style-type: none"> <li>• she can see that the children need a break from the journey, so she arranges the stop</li> <li>• she can see that Mr Briggs has got himself into a situation that he can't control (see lines 52-54), so she helps to extract him</li> </ul> <p>she likes children:</p> <ul style="list-style-type: none"> <li>• she is sarcastic, scathing even, about Mr Briggs' attempts to get them into line; she sees that this act will not have any meaningful impact on them or their behaviour</li> <li>• she lets them pile into the shop because they are enjoying themselves, even though she can see that they might not be well behaved</li> </ul> <p>she is irresponsible:</p> <ul style="list-style-type: none"> <li>• she does not give the children any instruction on how to behave well</li> <li>• because she allows them to pile into the shop all at the same time, they '<i>harass</i>' the Café Owner and are able to steal sweets</li> </ul>	<b>4</b>	<p>award 1 mark for relevant choices of supporting quotation/ evidence from the text</p> <p>plus:</p> <p>1 mark for a straightforward response to Mrs Kay's character</p> <p>2 marks for a developed response, showing understanding of different features of the character</p> <p>3 marks for a full integrated response which shows depth of understanding</p>

Q.	Answer	Mark	Additional Guidance
	<ul style="list-style-type: none"> <li>she does not help the Café Owner or manage the behaviour of the children for whom she is responsible, and they shoplift, as a result</li> </ul>		
11.	<p>Mr Briggs succeeds in getting the children to form an orderly line:</p> <ul style="list-style-type: none"> <li><i>'Chaos turned to order'</i>; he feels he has achieved this adeptly and skilfully: <i>'in a stroke'</i> and <i>'with organisation it can be done'</i></li> </ul> <p>however, we can see that Briggs is not quite as skilful in his attempt to create the line as he makes out:</p> <ul style="list-style-type: none"> <li>Willy Russell emphasises the disorderliness of the children on stage, even as Briggs attempts to get them into line</li> <li>the Kids <i>'don't conform'</i> and they are <i>'fidgeting'</i>; Ronson is out of Briggs' line (both in what he says and what he does)</li> <li>Briggs has to repeat the instructions, <i>'Come on'</i>, <i>'get in line'</i> and <i>'straight'</i> two or three times each</li> <li>his <i>'(Barking)'</i> and <i>'(almost screaming)'</i>, the break down in sentence structure when he says, <i>'Just stand. Straight!'</i> and the final direction <i>'(apoplectic)'</i> suggest that he is over-compensating for a lack of actual control over the children (and himself)</li> </ul> <p>Mrs Kay leads us to question whether the line is at all effective in instilling orderliness in the children</p> <ul style="list-style-type: none"> <li>she tries to interrupt Briggs when he is attempting to bring Ronson into line, as if questioning the validity of his behaviour: <i>'Mr Briggs...'</i></li> <li>her use of superlatives shows that she is mocking the value of putting children in a line: <i>'Quite amazing'</i>, <i>'awfully serious'</i>, <i>'terribly impressed'</i></li> </ul>	6	<p>up to 2 marks for discussing the orderliness of the line</p> <p>up to 2 marks for showing that Mr Briggs is not as skilful as he thinks he is</p> <p>up to 2 marks for showing how Willy Russell uses the character of Mrs Kay to expose the limitations of the character Mr Briggs</p>



Q.	Answer	Mark	Additional Guidance
	<p>through Mrs Kay, and through the subsequent surge in disruptive behaviour from the children, Willy Russell suggests that Briggs has failed, ultimately, in getting them to behave in an orderly fashion:</p> <ul style="list-style-type: none"> <li>• Mrs Kay establishes that all he has achieved is getting them to stand in a line which is '<i>straight</i>', but that this is no meaningful achievement – she would not '<i>stake</i> [her] <i>reputation</i>' on it</li> <li>• the contrast between the orderliness of the '<i>queue</i>' and the subsequent verb '<i>charge</i>', suggests that by putting them in a line, Mr Briggs has effectively caused more energy to build up inside the children</li> </ul> <p>they go on to '<i>harass</i>' the Café Owner and steal sweets, so Briggs has done nothing to promote orderly behaviour in the long run</p>		<p>up to 2 marks for demonstrating that Briggs ultimately fails in his attempt to get the children to behave in an orderly fashion</p> <p>award marks up to a maximum of 6</p>
12. a)	<p>the song highlights the following in the performance:</p> <p>the dialogue between the teachers, Mr Briggs and Mrs Kay; the fact that they sing their lines gives them a special status on stage</p> <p>the opposing attitudes of Mr Briggs and Mrs Kay on discipline and behaviour</p> <p>the satire created: Mr Briggs and Mrs Kay become the subjects of Willy Russell's satire on teachers; they are archetypes of the authoritarian and liberal teacher respectively, and he sends both up through song</p> <p>the ridiculousness of Mr Briggs' attempts to create a line, when all the children wish to do is to run around and have some free time</p>	4	<p>award 1 mark for each point made, or up to 2 marks for a point that is fully developed or carefully explained</p>

Q.	Answer	Mark	Additional Guidance
	<p>the song also achieves the following dramatic effects:</p> <p>it adds musical interest, making the performance more varied and entertaining</p> <p>it makes the play less realistic and more stylised; this may have the effect of drawing our attention to the humour or to the ideas of the play; we respond to the characters as types rather than real people</p>		
12. b)	<p>the rhyme adds comic effect to the dialogue between Mr Briggs and Mrs Kay; it lightens the mood of the scene</p> <p>the use of rhyming couplets introduces a new and strict form to the dialogue; this matches the subject matter: the pupils are instructed to form pairs, in one continuous line, like a long stanza of rhyming couplets</p> <p>the use of rhyming couplets often draws attention to the contrast between Mr Briggs and Mrs Kay's point of view: for example, the earnestness of Mr Briggs' <i>'Come on now, get in line, I said line up, do what you're told'</i> is held in direct contrast to the mockery of Mrs Kay's <i>'For a straight line is a wonderful thing to behold.'</i></p>	3	<p>1 mark only for the first point</p> <p>up to 2 marks for either the second or third point; award 2 marks where the point is clearly explained</p>
<b>Total</b>		<b>25</b>	

## SECTION C

Q.	Answer	Mark	Additional Guidance
13.	<i>the table below gives a range of points which candidates may wish to discuss; better candidates will synthesise discussion of more than one point into a paragraph of argument</i>	<b>10</b>	see mark scheme on page 14
<b>Total</b>		<b>10</b>	

Point	Explanation	Evidence/Analysis
<b>the conflict between the characters is entertaining</b>	<p>the conflicts between:</p> <ul style="list-style-type: none"> <li>Mr Briggs' attempt to create order/ the inherent disorderliness of the Kids</li> <li>Briggs' self-importance and self-imposing manner/ Mrs Kay's more gentle and liberal approach</li> <li>the disagreement between Briggs / Mrs Kay on the value of the line</li> </ul>	Mr Briggs' attempts to resolve unresolvable disorder are doomed to a temporary success only, if that; he sets himself up for a comic fall
<b>the way Willy Russell changes the scene in front of our eyes is entertaining and ingenious</b>	he uses the pupils to change the set in front of our eyes from a coach to a café	this also suggests the creative and inventive qualities of the Kids, in comparison to Mr Briggs, who can only create a straight line
<b>the use of music, song and rhyme is entertaining</b>	the different forms bring variety and interest to the theatrical experience for the audience	we are reminded that this is a play; we are encouraged to enjoy and to embrace the performance elements; song and rhyme are also used to draw out features of character and conflict, for example, the discourse created out of rhyming couplets

Point	Explanation	Evidence/Analysis
there is lots of movement and action in the scene which is entertaining to watch	it is also designed to draw out the features of setting (the coach/café) and meaning	the Kids (creative and disorderly) versus Briggs (who creates 'a stationary queue'); Mrs Kay literally and figuratively 'diverts' Briggs at the end of the scene
the presentation of characters communicating at cross-purposes is entertaining	Mrs Kay seems to agree with Briggs but her use of hyperbole makes it evident that she means the opposite of what she is saying	e.g. ' <i>such achievements are the hallmark of the great</i> '; her tone is sarcastic; Willy Russell uses the rhyming couplets to draw attention to the difference between her attitude and Mr Briggs'
	when Ronson misinterprets Briggs' sarcasm as literal	especially ironic and amusing considering Briggs limited appreciation of Mrs Kay's sarcasm a few lines later
it is thought-provoking because Willy Russell makes us consider what behaviours make a good teacher	Briggs shouts, instructs and makes demands; he tries to create order; he insists that the children behave well and also that they keep appearances	his behaviour is demonstrative and bullying, but it does not have long-lasting effects
	Mrs Kay, on the other hand, is less assertive and more subtle in the way she controls others; however, she is also irresponsible in leaving the children to 'harass' the Café Owner	her behaviour is more effective, in that she succeeds in diverting Briggs; she does not effectively control the children, however, but gives them freedom to misbehave

Point	Explanation	Evidence/Analysis
<b>it is thought-provoking because it makes us consider what attitudes make a good teacher</b>	Briggs is suspicious of children; he assumes the worst of them; he believes in upholding standards of public behaviour, but his own social attitudes are shown to be snobbish; he is also controlling, inflexible and inhibits fun and creativity	he says, <i>'We do not want this visit turning sour'</i> before it has begun; he asks the children to treat the place <i>'with the sort of respect it deserves'</i> , but he affords them little respect: <i>'like a gang of common scruffs'</i> ; his attitudes are those of control and containment: <i>'We're only stopping for a quarter of an hour', 'Just stand. Straight!'</i>
	Mrs Kay, on the other hand, is liberal, kind, accommodating and thinks of what the children need; however, she also walks away from their bad behaviour in the shop	<i>'wondering'</i> rather than ordering; <i>'You're free!'</i> <i>'there will still be lots of time!'</i> <i>'those who want ice cream'</i> can get some; she effortlessly <i>'diverts'</i> Briggs; she puts the children's happiness over whether or not they are causing problems to the innocent Café Owner: <i>'Where's your teachers? They should be in here with you.'</i>
<b>it is thought-provoking because it raises moral questions of responsibility</b>	is Briggs right to persist in demanding high standards of behaviour, or are his seemingly high standards fatally undermined by his vanity?	<i>'That's fine: chaos turned to order in a stroke'</i> : the aesthetics please him and the fact he is in control, rather than the moral effects
	is Mrs Kay right to give the children the freedom they need, even though they use it to harass the Café Owner and to steal?	they need to <i>'let off steam'</i> but in so doing they behave lawlessly; was misbehaviour inevitable or should/could she have prevented it?
	to what extent do we need order and discipline in our lives and work and drama to make all these things effective and worthwhile?	consider how Willy Russell combines the use of dramatic and linguistic forms with a seeming bustle of energy, movement and unresolved conflict on stage

Q.13	Marks	
	<b>9 - 10</b>	<ul style="list-style-type: none"> <li>the argument is incisive, insightful, articulate and logically structured</li> <li>evidence is illuminating and selected to enable deeper analysis</li> <li>points are supported and developed with close analysis of the effects of language and form</li> </ul>
	<b>7 - 8</b>	<ul style="list-style-type: none"> <li>clear and insightful points of argument, logically structured</li> <li>evidence is carefully selected to support each point</li> <li>some discussion of the writer's language choices to develop argument</li> </ul>
	<b>4 - 6</b>	<ul style="list-style-type: none"> <li>three clear points of argument, although there may be some overlap/ repetition</li> <li>an attempt to provide evidence for each point</li> <li>some straightforward discussion of the evidence</li> </ul>
	<b>1 - 3</b>	<ul style="list-style-type: none"> <li>an attempt to respond</li> <li>there is evidence of some relevant thought</li> </ul>

# WRITING

## MARK SCHEME

Ideas, structure, form and voice		15 marks per task [Total 30]
Band	Mark	Descriptors
6	14-15	<ul style="list-style-type: none"> <li>precise and imaginative use of prompts</li> <li>intuitive use of appropriate features of form</li> <li>achieves the given purpose with flair and in detail</li> <li>structured masterfully to achieve appropriate effects</li> <li>sustained use of an appropriate register; choice of voice and perspective to engage reader.</li> </ul>
5	12-13	<ul style="list-style-type: none"> <li>precise and interesting use of prompts</li> <li>careful employment of appropriate features of form</li> <li>achieves the purpose effectively and in some detail</li> <li>logical and appropriate structure; good sequencing and use of paragraphs</li> <li>consistent use of appropriate register; appropriate use of perspective and voice.</li> </ul>
4	10-11	<ul style="list-style-type: none"> <li>a little licence taken with the prompts/or clear use of prompts, but uninspired</li> <li>some use of appropriate features of form</li> <li>mostly achieves the purpose; an attempt to include detail</li> <li>an attempt to structure the writing logically, which may not be sustained; some effective paragraphing</li> <li>an attempt to use an appropriate register, to take a relevant perspective and/or voice.</li> </ul>
3	8-9	<ul style="list-style-type: none"> <li>the response strays from the prompts</li> <li>there is a little evidence of appropriate features of form</li> <li>partly achieves the purpose; ideas may be general or vague</li> <li>structure is unclear or largely unsustained</li> <li>little attempt to adopt an appropriate register; no evident consideration of perspective or voice.</li> </ul>
2	6-7	<ul style="list-style-type: none"> <li>response lacks relevance to the chosen task; writing is too vague or lacking in relevance to achieve the purpose</li> <li>no evident consideration of form or structure</li> <li>register, voice and perspective are not appropriate or relevant to the purpose and form of writing.</li> </ul>
1	1-5	<ul style="list-style-type: none"> <li>an attempt to respond.</li> </ul>

SPAG and expression		10 marks per task [Total 20]
Band	Mark	Descriptors
6	9-10	<ul style="list-style-type: none"> <li>• spelling is nearly always accurate</li> <li>• a full range of sentence punctuation is employed accurately to clarify and inform meaning</li> <li>• a full range of sentence structures is used effectively, to enhance meaning</li> <li>• expression and vocabulary are imaginative, precise, idiomatic and controlled</li> <li>• use of an appropriate tense is sustained throughout, changing only to achieve specific effects successfully.</li> </ul>
5	7-8	<ul style="list-style-type: none"> <li>• spelling is mostly accurate</li> <li>• basic sentence punctuation is accurate</li> <li>• expression and vocabulary are used clearly, precisely and appropriately</li> <li>• use of an appropriate tense is consistent throughout.</li> </ul>
4	5-6	<ul style="list-style-type: none"> <li>• the spelling of straightforward words is accurate</li> <li>• basic sentence punctuation is mostly accurate</li> <li>• an attempt to use sophisticated expression and vocabulary lacks control/ or expression and vocabulary is very straightforward</li> <li>• there may some unexplained changing of tense.</li> </ul>
3	3-4	<ul style="list-style-type: none"> <li>• some inaccuracy in the spelling of straightforward words</li> <li>• evidence of regular comma-splicing or other errors in basic sentence punctuation</li> <li>• expression often uncontrolled; vocabulary used inappropriately</li> <li>• moves between tenses regularly and without explanation.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>• spelling regularly inaccurate</li> <li>• little command of basic sentence grammar and punctuation</li> <li>• a little attempt to articulate ideas</li> <li>• very little control over tense.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• an attempt to respond</li> </ul>