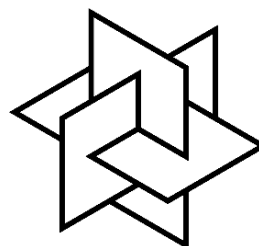


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CE AT 13+

**ENGLISH**



**ISEB**  
Independent Schools  
Examinations Board

Specimen Mark Scheme

Foundation Reading and Writing

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Date

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

Please note that there is a generic mark scheme for Paper 2 (Writing) on pages 11-12.

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## FOUNDATION READING

### SECTION A

Q.	Answer	Mark	Additional Guidance
1.	d	1	<p>choice <b>a</b>: describes all the 'lodgings' available, generically, not Mrs Holland's specifically</p> <p>choice <b>b</b>: this refers to the very worst rooms for rent available, not Mrs Holland's</p> <p>choice <b>c</b>: this describes the best rooms for rent available</p> <p>choice <b>d</b>: this detail describes what is available at Mrs Holland's house</p>
2.	b	2	<p>choice <b>a</b>: 'stout' means of broad, not tall, dimensions; 'shady' is used figuratively to refer to his character not his skin tone</p> <p>choice <b>b</b>: 'stout' means 'portly' – both a euphemism for 'fat'; 'shady' denotes dubious or ambiguous morality</p> <p>choice <b>c</b>: 'stout' may suggest 'stalwart', figuratively speaking, but in this case, it refers to Mr Blyth's appearance; 'shady' is used figuratively not literally, by contrast</p> <p>choice <b>d</b>: 'stout' may mean 'sturdy', figuratively speaking, but usually denotes obstinacy rather than strength of character; shade provides protection, but when applied to character, 'shady' does not have this idiomatic meaning</p>
3.	c	2	<p>choice <b>a</b>: through Mr Blyth's perspective, we learn that 'she might have been speaking in Turkish for all the sense [he] could make of it'; this idiom means that he could understand someone speaking Turkish as well as he can understand her - i.e. not at all; it does not mean that she is actually speaking Turkish</p> <p>choice <b>b</b>: 'wizened' means 'wrinkled and shrivelled with age'; it does not mean 'wise'</p> <p>choice <b>c</b>: correct answer; without her teeth in, Mrs Holland cannot articulate words clearly</p> <p>choice <b>d</b>: she does make a crowing sound, but this is an expression of realisation that Mr Blyth cannot understand her; the response, not the cause</p>

Q.	Answer	Mark	Explanatory Notes
4.	see notes	2	<p>award 1 mark for correcting 'forgets' to 'forget' (subject/verb agreement)</p> <p>award 1 mark for correcting the spelling of 'pore' to 'poor'</p> <p>award 1 mark for correcting 'me teeth' to 'my teeth'</p> <p>2 marks available for any two of the suggestions above</p> <p>candidates may try to correct syntax, but should only be rewarded for correcting <b>any two of the three</b> mistakes above</p>
5.	c	2	<p>choice <b>a</b>: the author reserves poor grammar and spelling for Mrs Holland alone</p> <p>choice <b>b</b>: Mrs Holland is demonstrating her skills of spoken, not written, language at this moment</p> <p>choice <b>c</b>: correct answer; 'forgets' and 'me teeth' suggest her use of slang and colloquial expression; 'pore' suggests her pronunciation with more emphasis on the 'r' (and an insincerity of sympathy for her husband); both differences suggest the class and character of Mrs Holland</p> <p>choice <b>d</b>: by this time, she is wearing her false teeth</p>
6.	c	2	<p>choice <b>a</b>: the teeth were made for Mrs Holland's husband 'out East', but there is no evidence that Mrs Holland herself has been to an Eastern country, or that she has bought false teeth there</p> <p>choice <b>b</b>: Mrs Holland's appearance when wearing the teeth is compared to that of a savage animal; but there is no literal relation of the teeth to those of animal</p> <p>choice <b>c</b>: correct answer; Mrs Holland removed her husband's teeth once he had died, just before the lid of his coffin was finally closed and he was buried</p> <p>choice <b>d</b>: see above</p>

Q.	Answer	Mark	Explanatory Notes
7.	see notes	2	<p>meanings of 'conscience' and 'wraith-like' are glossed beneath the text</p> <p>to score 2 marks, candidates must put both parts of the phrase together using the glossary for support:</p> <p>Mr Blyth's moral sense/ sense of right and wrong is very thin, slight, almost not there, ghost-like</p>
8.	a	2	<p>choice <b>a</b>: correct answer; Mr Blyth notes that, legally and morally, Adelaide should be at school; but he is not bothered to do anything about it</p> <p>choice <b>b</b>: the 'silen[ce]' refers to Adelaide and Mr Blyth's conscience, not Mrs Holland or Mr Blyth himself</p> <p>choice <b>c</b>: Mr Blyth and Mrs Holland are the protagonists of the passage, but not the subjects of this sentence; Mr Blyth's conscience and Adelaide are the subjects of the verb</p> <p>choice <b>d</b>: the subordinate clause groups Mrs Holland and the tea, but they are not the subjects of the main clause, denoted by the pronoun 'they'</p>
<b>Total</b>		<b>15</b>	

## SECTION B

Q.	Answer	Mark	Additional Guidance
9.	<p>the bed clothes are likely to be dirty</p> <p>you might have to share a bed or a room</p> <p>it is located at 'Hangman's Wharf' – a place associated with executions</p> <p>the artwork on the walls depicts a violent death</p> <p>there are stains on the ceiling and it is unclear how they were made or what caused them</p> <p>it is dark and gloomy</p> <p>the servant girl acts as though she is terrified/ appears ghost-like</p> <p>the smell of cabbage and old cat</p>	6	<p>1 mark for each point</p> <p>candidates may stay close to the language of the text</p>
10. a)	<p><i>'a pair of enormous black eyes'</i></p> <p><i>'whispered, "Yessir?"'</i></p>	1	1 mark for a relevant quotation
b)	<p><i>'a pair of enormous black eyes':</i></p> <p>Adelaide's eyes appear unusually large, as if they are disembodied or like black holes</p> <p><i>'whispered, "Yessir?"':</i></p> <p>Adelaide's voice is very faint; it sounds like a little more than a sigh – insubstantial and sibilant, like the sound of a ghost</p>	1	1 mark for a clear and precise explanation of what is ghost-like about the detail

Q.	Answer	Mark	Additional Guidance
11.	<p><i>'sunken cheeks [and] pinched lips'</i>: Mrs Holland's shrunken appearance suggests that she is miserly and bitter; her physical features have been drawn in because she thinks so meanly of people; she is sour</p> <p><i>'glittering eyes'</i>: her eyes suggest that she is obsessional or driven by an idea or need; in conjunction with her shrunken appearance, 'glittering' suggests avarice or malign desire</p> <p><i>'claw-like hand'</i>: a claw is something that hooks onto something else violently, painfully and graspingly; the simile suggests that there is something animal or savage about Mrs Holland; once she gets you in her clutches, it will be hard to escape</p> <p><i>'smacking her lips'</i> this action denotes satisfaction after eating a meal or the greed and hunger that anticipates the act of eating; it suggests that Mrs Holland is greedy and rapacious, and that she has the capacity to gobble up vulnerable people, that is, to use them to her advantage</p>	<b>8</b>	<p>2 marks available for each explanation</p> <p>award 1 mark for a relevant but straightforward response</p> <p>award 2 marks for a more insightful, incisive and imaginative response to language</p>

Q.	Answer	Mark	Additional Guidance
12.	<p>Mrs Holland expresses sympathy and affection for her husband: <i>'pore dear'</i>; she feels sorry for him because he died suddenly from a horrible disease</p> <p>but the author makes it clear that this is insincere – she shows more genuine admiration for material things, the quality and worth of his teeth: <i>'Look at the workmanship!'; 'There's years o'wear in them teeth'</i></p> <p>her sense of loss at her husband's death is directed wholly towards the teeth: <i>'they was going into the grave with him [...] But I whipped 'em out his mouth'</i>; this suggests a coldness of feeling towards her husband or, at least, an unnatural pragmatism when confronted with his death</p> <p>her seeming affection for her husband, in memory, is presented rather as form of belittlement: <i>'pore lamb [...] pore duck'</i>; by comparing him to helpless animals (which are slaughtered for meat), the writer emphasises Mrs Holland's rapacity; she presents herself as the more powerful in the relationship</p> <p>we might even wonder whether Mr Holland died from cholera, or whether his severe stomach upset was the result of poisoning...</p>	5	<p>1 mark only for noting that Mrs Holland's language about her husband is seemingly affectionate</p> <p>1 mark for any additional straightforward point</p> <p>2 marks for any additional developed point, linked closely to the text</p>
13.	<p>the legal position: it is the law</p> <p>her age: Adelaide is clearly under 13 years of age, so she should be at school</p> <p>the new education system: new schools had been set up in 1870 making it compulsory for all children under 13 to attend school</p> <p>social justice: it is important that Adelaide should have the right and opportunity to attend school like other children; she should not be unfairly disadvantaged</p>	4	1 mark for each point
<b>Total</b>		<b>25</b>	

## SECTION C

Q.	Answer	Mark	Additional Guidance
14.	<p><i>Adelaide's observations about Mr Blyth:</i></p> <p>Mr Blyth is an imposing figure, while the description of Adelaide suggests she is fearful and timid</p> <p>Mr Blyth: '<i>stout</i>', '<i>drummed his fingers on his top hat</i>'; his size, stature and status (implied by the top hat) contrast with Adelaide's: '<i>a child</i>', '<i>only feature [...] an enormous pair of black eyes</i>'</p> <p>Mr Blyth is business-like and impatient: '<i>transacted</i>', '<i>drummed his fingers</i>'</p> <p>Adelaide is lower status: '<i>Yessir?</i>' – questioning, deferring to his higher status; lack of confidence implied by '<i>whispered</i>'</p> <p>reward, therefore, inference of Adelaide's fear of Mr Blyth and her sense that he is important, imposing and even threatening, especially where this is linked to details, reviewed from her perspective</p> <p>she may reasonably wonder why Mr Blyth has come to visit</p> <p><i>her feelings about Mrs Holland:</i></p> <p>Mrs Holland comes across as miserly and embittered: '<i>sunken cheeks, pinched lips</i>'; rapacious and cruel: '<i>glittering eyes [...] claw-like hand</i>', and potentially savage: '<i>smacking her lips</i>', '<i>she bared the brown fangs</i>'</p>	<b>10</b>	<p>1 mark for telling the story using the first-person perspective, from Adelaide's point of view</p> <p>up to 3 marks for developing a response to each of the bullet points:</p> <p>1 mark for including a straightforward reference to the ideas suggested by the bullet point and inferred from the text</p> <p>2 marks for a more developed response to the ideas suggested by the bullet point, and clearly inferred from the text</p> <p>3 marks for a detailed and developed response; imaginative, yet clearly drawn from the text</p> <p>candidates should write in Adelaide's voice</p>



Q.	Answer	Mark	Additional Guidance
14. (cont'd)	<p>Adelaide seems surprisingly fearful: she only <i>'open[s] the door a fraction'</i>, <i>'whispers'</i> and then <i>'vanish[es]'</i></p> <p>these details suggest that Mrs Holland is cruel and bullying, even abusive towards Adelaide, and that Adelaide lives in fear, while she is in Mrs Holland's employment</p> <p>candidates may develop ideas inspired by the <i>'origins of the stains on the ceiling'</i>: perhaps Mrs Holland is murderous or allows violence on her premises</p> <p>Adelaide may also find Mrs Holland disgusting and repulsive; she smells of <i>'boiled cabbage and old cat'</i> and she is just as ridiculous when not wearing her false teeth as she is terrifyingly grotesque when she puts them in</p> <p><i>whether she would prefer to be working or to be at school:</i></p> <p>candidates may assume that Adelaide is either an employee or a relation of Mrs Holland; either way, she is being employed for menial domestic tasks, with no evidence of any pleasure or reward in her work</p> <p>such a young, slight and defenceless child should be able to enjoy the protection and opportunities of school, now that these are available to her</p> <p>Adelaide may be angry with Mrs Holland for not allowing her to go to school</p> <p>or, she may be grateful for the job, yet wish she could attend school</p>		

Q.	Answer	Mark	Additional Guidance
14. (cont'd)	<p>or, she may feel trapped by the job, needing to earn what few pence she can for her family</p> <p>or she may feel wholly dependent on Mrs Holland</p> <p>– reward development and explanation of ideas that can be inferred clearly from the text</p>		
<b>Total</b>		<b>10</b>	

# 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>