

**Year 7 Paper 1 : Marking Guidelines**

**Reading**

**A1 Write down two pieces of evidence that suggest the machine Mr Wonka has taken them to is very large. [2]**

Give one mark for each separate point identified by the candidate, to a maximum of two.

- 'gigantic machine'
- 'a mountain'
- 'towered high'
- 'hundreds and hundreds of thin glass tubes'
- 'enormous round tub'

**A2 List five details you learn about the machine in these lines. [5]**

Give one mark for each separate point identified by the candidate, to a maximum of five.

- There are three different buttons on the side of the machine
- The inside of the machine makes a 'mighty rumbling sound'/noisy
- It shakes 'most frighteningly'
- Steam hisses out of it 'all over'
- 'Runny stuff' or liquid of many varied colours pours down the insides of the little glass tubes
- It then squirts into the 'great tub below'
- Another button causes the runny stuff to disappear and a 'whizzing whirring noise' to occur
- A 'giant whizzer' mixes up all of the different liquids
- The tub is 'enormous'

**A3 How does the writer make what is produced by the machine seem disappointing? [3]**

Give one mark for any of the following points (which must be supported by relevant evidence) identified by the candidate, to a maximum of three.

- The size and appearance of the product – 'something so small and thin and grey' / 'a tiny drawer' / 'the thing looked like a little strip of grey cardboard'
- The reaction of the parents and children – they 'stared' / 'You mean that's *all*'?
- The sense of anti-climax – language suggests size and importance of machine 'huge basin', 'rumblings', 'monstrous mighty groan' Vs 'tiny drawer' etc.

**A4 What do you learn about the chewing gum in these lines?**

**[5]**

Give one mark for each separate point identified by the candidate, to a maximum of five.

- It's instantly recognisable as gum – Violet's reaction
- Mr Wonka feels it is the most 'amazing', 'fabulous' and 'sensational' gum 'in the world'
- He thinks it will 'change everything'
- It will be 'the end of kitchens and all cooking!'
- It will replace 'shopping' and the 'buying of groceries'
- There will be no need for cutlery or crockery
- There will be no washing up or rubbish
- The gum will be all that is needed at any meal/real food not needed
- 'tiny little strip of gum' is what was intended – unbelievably it contains three courses
- This piece of gum is 'tomato soup, roast beef, and blueberry pie'
- You can have almost any flavours you want

**A5 Write down two things that Mr Wonka thinks are good about the gum.**

**[2]**

Give one mark for each separate point identified by the candidate, to a maximum of two.

- You can 'actually feel the food going down your throat and into your tummy'
- You can 'taste it perfectly'
- 'It fills you up' / 'It satisfies you'

**A6 Complete the following grid to show what impressions the writer creates of Violet in these lines.**

**[4]**

Give one mark for each separate impression correctly linked to evidence which has been identified by the candidate. Reward valid alternatives.

Evidence	Impression
1. "just so long as it's a piece of gum and I can chew it, then <i>that's</i> for me"	She thinks that chewing gum is her 'thing'. The use of the italics on 'that's' suggests that she is emphasising her ownership of gum chewing as an activity.
2. "hand over this magic gum of yours"	She is quite confident/demanding. She orders Mr Wonka to 'hand over' the gum.
3. "I want the gum!" Violet said obstinately'	She seems quite spoilt/used to getting her own way. The fact that she says she wants the gum obstinately suggests she is stubborn and unwilling to back down.
4. 'she shot out a fat hand and grabbed the stick of gum.'	She acts decisively and/or recklessly. She is quick and makes sure to act before anyone can stop her.

**A7 In these lines the characters react differently to Violet's actions. How does the writer use structure to show their reactions and why does this add interest to the story? [4]**

**Give 1 mark** to those who identify and begin to comment on Mr Wonka's reaction or Violet's parents' reactions.

**Give 2 marks** to those who identify and give straightforward comments on Mr Wonka's reaction and Violet's parents' reactions.

**Give 3 marks** to those who explain Mr Wonka's reaction and Violet's parents' reactions and begin to show some awareness of how the writer uses structure to show their reactions. These responses may begin to use relevant subject terminology accurately to support their comments.

**Give 4 marks** to those who make accurate comments on Mr Wonka's reaction and Violet's parents' reactions. These responses will show some analysis of how structure is used to add interest. Some subject terminology is used accurately to support comments.

Some details which candidates may explore are:

- Mr Wonka tries to stop Violet 'Don't!'/ 'Stop!' / 'The gum isn't ready'- series of short exclamations demonstrate his panic
- He commands her to 'Spit it out!'
- Mrs Beauregarde indulges her 'how *in*-teresting' – elongates word to emphasise how clever she thinks her daughter is 'You are a clever girl'.
- Mr Beauregarde encourages her 'keep chewing'/ 'keep right on chewing' – keen to share in her success 'a great day for the Beauregardes'
- Mr Wonka 'wringing his hands' shows his physical discomfort and distress
- 'No, no, no, no, no!' repetition sounds like moaning
- 'Everybody was watching' sense that everyone else just waiting to see what will happen
- He's moved from imperative to modal 'mustn't' which suggests he has come to accept that trying to stop her has failed
- The sequence of the dialogue - Mr Wonka's reactions change as he can't stop Violet and receives no support from her parents

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

**A8 Explain what happens to Violet in these lines. [4]**

*To answer this type of question you need to track through the text chronologically and pick out key details whilst explaining what happens.*

Give one mark for each separate point identified by the candidate, to a maximum of four.

- She gets to the pudding / blueberry pie part of the gum
- Initially delighted 'it's perfect'
- Her mother identifies that her nose is turning blue
- Violet continues to chew
- Mrs Beauregarde identifies that her 'cheeks' and 'chin' are turning blue
- Her whole face turns blue

**A9 What are Mr Wonka's reactions to Violet's situation? Explain how Mr Wonka's reactions are different from those of Violet's parents. [5]**

**Give 1 mark** to those who identify and begin to comment on Mr Wonka's reactions.

**Give 2-3 marks** to those who identify and give straightforward comments on Mr Wonka's reaction and Violet's parents' reactions.

**Give 4-5 marks** to those who comment on Mr Wonka's reactions and Violet's parents' reactions and explain how their reactions differ.

Some details which candidates may explore are:

- Mr Beauregarde orders Violet to 'Spit that gum out at once!'
- Mrs Beauregarde panics and appears wild/hysterical 'Mercy! Save us!'
- Mrs Beauregarde moves from yelling to screaming to screeching
- Mrs Beauregarde is now the one 'wringing' her hands and desperate 'Save her!'
- Mr Wonka shakes his head 'sadly' / he 'sighed' / he reminds them that he '*told*' them he 'hadn't got it quite right'
- He is seeing the consequences he expected 'It always goes wrong...'
- Mr Wonka is matter of fact 'like a blueberry'
- Seems less concerned with Violet than the fact that the gum is not right 'I'll get it right one day, you wait and see...'

Differences

- Mr Wonka is calm and resigned – seeing what he expected to see.
- Contrasts with the panic and hysteria of Violet's parents
- Mr Wonka seems unconcerned with Violet's fate

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

**A10 'In this extract, Violet only has herself to blame.'**

**To what extent do you agree with this viewpoint? Use evidence from the text to help you explain your reasons. [6]**

*This question tests the ability to evaluate the text critically and support this with appropriate textual references.*

**Give 1-2 marks** to those who express a simple personal opinion with linked basic textual reference, e.g. I am glad Violet blew up like a blueberry because she was rude.

**Give 3-4 marks** to those who give a personal opinion supported by straightforward textual references. e.g. I thought what happened was Violet's own fault. She made the decision to take the gum, she 'shot out a fat hand and grabbed the gum'.

**Give 5-6 marks** to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text. In some ways it was pleasing to see Violet get her comeuppance. She insisted on eating the gum even when Mr

Wonka, who had made and tested the gum, tried to talk her out of it. He told her 'The gum isn't ready yet!' and added to that 'It's not right!'

Areas for possible evaluation:

- It's Mr Wonka's factory and he is the one who knows what is going on throughout
- Violet seems spoilt/indulged
- Mr Wonka made the gum very tempting 'the most *amazing* and *fabulous* and *sensational* gum' – too difficult for the 'silly gum-chewing girl' to resist?
- He does 'gently' tell her he would 'rather' she 'didn't take it' – polite and well-mannered
- 'To blazes with that' – arrogant in her approach
- When it starts going wrong and her mother points it out she is rude and disinterested 'Oh be quiet, mother...'

There may be many other areas candidates consider here depending on their personal viewpoint.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

## Section B Writing Marking Scheme

	<b>A05 Communication and organisation</b> <i>24 marks</i>	<b>A06 Vocabulary, sentence structure, spelling and punctuation</b> <i>16 marks</i>
<b>Band 5</b>	<b>20-24 marks</b> <ul style="list-style-type: none"> <li>The writing is coherent and controlled (plot and characters are developed with detail and imagination)</li> <li>The writing is clearly and imaginatively organised</li> <li>Structure and grammatical features are used carefully to give the writing cohesion and coherence</li> <li>Communication of meaning is precise</li> </ul>	<b>14-16 marks</b> <ul style="list-style-type: none"> <li>There is appropriate and effective variation of sentence structures</li> <li>Sentence construction is controlled and accurate</li> <li>A range of punctuation is used confidently</li> <li>Virtually all spelling is correct</li> <li>Control of tense and agreement is fully secure</li> <li>A wide range of appropriate and ambitious vocabulary is used</li> </ul>
<b>Band 4</b>	<b>15-19 marks</b> <ul style="list-style-type: none"> <li>There is clear control and coherence in writing (plot and character show convincing detail and imagination)</li> <li>The writing is clearly organised</li> <li>Structure and grammatical features are clearly used to support cohesion and coherence</li> <li>Communication of meaning is clear</li> </ul>	<b>11-13 marks</b> <ul style="list-style-type: none"> <li>Sentence structure is varied to achieve particular effects</li> <li>Sentence construction is clearly secure</li> <li>A range of punctuation is used with accuracy</li> <li>Spelling is secure</li> <li>Control of tense and agreement is secure</li> <li>Vocabulary is used carefully and with precision</li> </ul>
<b>Band 3</b>	<b>10-14 marks</b> <ul style="list-style-type: none"> <li>The writing is mostly controlled and coherent (plot and characterisation develop in some detail)</li> <li>The writing is organised</li> <li>Structure and grammatical features are used with some accuracy to aid meaning</li> <li>Communication of meaning is clear but limited in ambition</li> </ul>	<b>7-10 marks</b> <ul style="list-style-type: none"> <li>There is variety in sentence structure</li> <li>Sentence construction is mostly secure</li> <li>A range of punctuation is used mostly with accuracy</li> <li>Most spelling is secure</li> <li>Control of tense and agreement is mostly secure</li> <li>Vocabulary beginning to develop</li> </ul>
<b>Band 2</b>	<b>5-9 marks</b> <ul style="list-style-type: none"> <li>The writing shows some control and coherence (some control of plot and characterisation)</li> <li>The writing show some organisation</li> <li>Structure and grammatical features are used to show meaning</li> <li>Communication of meaning is limited but generally clear</li> </ul>	<b>4-6 marks</b> <ul style="list-style-type: none"> <li>Some variety of sentence structure</li> <li>Some control of sentence construction</li> <li>Some control of a range of punctuation</li> <li>Spelling is usually accurate</li> <li>Control of tense and agreement is generally secure</li> <li>Some range of vocabulary</li> </ul>
<b>Band 1</b>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>The writing shows basic control and coherence (a basic sense of plot and characterisation)</li> <li>The writing shows basic organisation</li> <li>Some use of structure and grammatical features is used to show meaning</li> <li>Communication is limited but some meaning conveyed</li> </ul>	<b>1-3 marks</b> <ul style="list-style-type: none"> <li>Limited range of sentence structure</li> <li>Control of sentence construction limited</li> <li>Some attempt to use punctuation</li> <li>Some spelling is accurate</li> <li>Control of tense and agreement is limited</li> <li>Limited range of vocabulary</li> </ul>