

## Question 1

This question tests Reading Objectives R1–R4 (30 marks):

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes
- understand how writers achieve effects.

**(a) Using your own words, explain why the writer might have thought that the journey in the rickshaw was uncomfortable (paragraph one, 'After a jerky and uncomfortable drive...'). [1]**

The road had potholes/the road was broken (1 mark); the track were dusty (1 mark); the day was hot (1 mark).  
*1 mark for each point (maximum of 1).*

**(b) State two things that the writer noticed about the compound when the driver stopped the rickshaw (paragraph one, 'After a jerky and uncomfortable drive...'). [2]**

There is a brick wall; there are surrounding (Babel) trees/still leaves.  
*1 mark for each reason, up to a maximum of 2.*

**(c) In paragraph two (I paid the driver...), what does the writer say is the literal meaning of 'Namaste'? [1]**

I bow to you.

*1 mark for the point; no penalty for a lift.*

**d) Re-read paragraph two (I paid the driver...). Choose three phrases used by the writer which describe Neeraj's character and feelings.**

**Explain how each of these phrases helps to convey his sense of enthusiasm and friendliness. [6]**

- dressed in baggy white clothing
- burst out
- his arms raised in the air
- 'Namaste! Namaste!'
- he shouted
- his face alive with enthusiasm
- bowing
- still racing towards me
- reached out to embrace me
- pulling me in
- slapping my back

*Accept part of the phrase above. Be prepared to award references to valid phrases other than those above for which convincing explanations are given.*

*Award 1 mark for each phrase identified up to a maximum of 3, and a further mark for a clear explanation of the effect. If the same explanation is given for more than one phrase, then reward each quotation, but give only 1 mark in total for explanation. E.g. the phrase 'burst out' = 1 mark. An explanation such as 'this suggests that Neeraj was excited about Paul's arrival and so was moving quickly' would qualify for the second mark.*

*Some candidates may produce better explanations than this.*

**(e) In your own words, explain why it is unexpected for Neeraj to embrace the writer. [1]**

He does not know Paul.

*Award 1 mark the point.*

**(f) In paragraph five (Everywhere I turned...), what does the writer say that implies that there are many children in the orphanage? [1]**

Everywhere I turned, there was a child; **no penalty for a lift.**

*Award 1 mark the point.*

**(g) Explain, using your own words, why the writer might 'keep the elephant for many years to come' (paragraph 6 'There was one girl in the group...'). [3]**

The girl was pleased when he took it from her (smile blossomed); the girl gave him something precious to her (gripped); the girl gave him something even though she has very little (threadbare dress).

*1 mark for each reason, up to a maximum of 2.*

**(h) Explain, using your own words, what the writer means by:**

**i 'seemingly endless' [2]**

- The end could not be seen/it appeared to continue forever.

*2 marks for a clear explanation in own words; 1 mark for partial understanding.*

**ii 'series of ramshackle' [2]**

- There were a number buildings that were of broken/badly put together/in a state of disrepair.

*2 marks for a clear explanation in own words; 1 mark for partial understanding.*

**iii 'relentless clinging' [2]**

- The dust sticks without a break

*2 marks for a clear explanation in own words; 1 mark for partial understanding.*

**(i) Give two emotions the writer may be feeling at the end of the passage (Putting down my bag...) [2]**

Overwhelmed (deep breath); afraid of the gecko (deep breath); determined to make the best of the situation (that would be great); appreciative of Neeraj (that would be great).

*1 mark for each reason, up to a maximum of 2.*

*Be prepared to award references to valid phrases other than those above.*

**(j) Re-read paragraphs five and six. Write a summary of what you have learned about the children in the orphanage. [7]**

1. there are many children
2. barefoot
3. playing/engaged by a game with dice
4. chat in Hindi.
5. clothing is ripped
6. only wear t-shirt/vest/shorts
7. clothing is too large/small
8. small items are precious
9. girl's hair is cropped short
10. they can be generous

11. they are happy  
*1 mark for each reason, up to a maximum of 2.*

**[Total: 30]**

## Question 2

This question tests Reading Objectives R1–R3 (10 marks):

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes

AND Writing Objectives W1–W5 (10 marks):

- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

**Imagine that you are Paul Jameson, the writer of Passage A. After your arrival at the orphanage, you decide that you will write a letter home to your mother.**

**In your letter you should:**

- **give your impressions of Neeraj**
- **describe the children in the orphanage**
- **express any concerns you may have about working in the orphanage.**

**Base your letter on what you have read in Passage A, but do not copy from it. Be careful to use your own words. Address each of the three bullets.**

**Begin your letter: ‘Dear mother, Today I arrived at the Holy Mary Orphanage...’**

**Write about 200 to 300 words.**

**Up to 10 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.**

### **General notes on the task**

The most successful responses are likely to show a clear understanding of the details of the passage and convey the writer’s thoughts and feelings about the poverty of the orphanage and Neeraj’s character and attitudes. There will be a convincing account of the writer’s own thoughts at the sight of the children and a plausible explanation of concerns. Less successful responses are likely to lift sections of the original and do little more than repeat details that are already there or involve unconvincing descriptions of the orphanage and its inhabitants.

Look for and credit an attempt to write in an appropriate register.

## Marking criteria for Question 2

### (a) READING (Using and understanding the material)

Use the following table to give a mark out of 10.

<b>Band 1</b>	<b>9-10</b>	Uses and develops several ideas, both factual and inferential, from the passage. Demonstrates and develops suggested concerns about working in the orphanage, clearly drawn from the details of the original passage.
<b>Band 2</b>	<b>7-8</b>	Refers to several details from the passage and makes some acceptable references to explore Neeraj's character and the children, showing some awareness of the original passage.
<b>Band 3</b>	<b>5-6</b>	Repeats some details from the passage about Neeraj and the children. Focuses on the question and on the passage, but uses material simple and partially. It may be a straight retelling of passage.
<b>Band 4</b>	<b>3-4</b>	There is some relevance to the question with a tendency to retell the original rather than to develop. Makes simple references to details about Neeraj and the children.
<b>Band 5</b>	<b>1-2</b>	May retell the original or give relevant facts. There may be some examples of misunderstanding or lack of clarity in attempting to use the passage.
<b>Band 6</b>	<b>0</b>	Very little/no relevance. General misunderstanding of task and passage.

**(b) WRITING (Core tier)**

Use the following table to give a mark out of 10.

<b>Band 1</b>	<b>9–10</b>	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate register and letter format is established.
<b>Band 2</b>	<b>7–8</b>	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate register.
<b>Band 3</b>	<b>5–6</b>	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate register.
<b>Band 4</b>	<b>3–4</b>	The answer is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning. The response may be over-dependent on lifted material.
<b>Band 5</b>	<b>1–2</b>	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning. The response may be almost entirely lifted from the original.
<b>Band 6</b>	<b>0</b>	The answer cannot be understood.

*Add the marks for Reading and Writing to give a total mark out of 20 for Question 2.*

**[Total: 20]**