


PAPER 1 – HOMEWORK

MARKING INSTRUCTIONS FOR EACH QUESTION

Question	Expected response	Max mark	Additional guidance	
1.	<p>By referring to lines 1–10, explain in your own words why the writer agrees so strongly with the poem 'Toads'.</p> <p>Candidates should explain in their own words why the writer agrees so strongly with the poem 'Toads'.</p> <p>Candidates must use their own words. No marks are awarded for verbatim quotations from the passage.</p> <p><i>1 mark for each point from the 'Additional guidance' column.</i></p>	3	<p>Possible answers include:</p> <ul style="list-style-type: none">• he agrees with Larkin that work is an unpleasant, disagreeable influence in life (explanation of 'squat')• because work has inhibited his behaviour in many ways (explanation of 'controlled'/'constrained')• he feels that work has influenced his life (explanation of 'coloured')• he feels that work has controlled/ dominated his life (explanation of 'bowing to it') <p>or any other acceptable answer.</p>	
2.	a)	<p>Re-read lines 11–21. Identify two key problems the writer suffered as a result of working hard at school.</p> <p>Candidates should identify two key problems the writer suffered as a result of working hard at school.</p>	2	<p>Possible answers include:</p> <ul style="list-style-type: none">• he had no time to enjoy himself/relax (explanation of 'social life was the opposite [of sparkling]')• his life was focused exclusively on schoolwork (explanation of 'As for any interest in the world outside')

	<p>Candidates must use their own words. No marks are awarded for verbatim quotations from the passage.</p> <p><i>1 mark for each point from the 'Additional guidance' column.</i></p>	<ul style="list-style-type: none"> • this left him with a sense that he was doing something wrong any time he wasn't working (explanation of 'guilt ... persisted into university and adult life') <p>or any other acceptable answer.</p>
2.	<p>b) Re-read lines 11–21. By referring to at least two features of language in these lines, analyse how the writer's use of language conveys the unpleasantness he associates with schoolwork. In your answer you should refer to features such as word choice, sentence structure, imagery ...</p> <p>Candidates should analyse how the writer's use of language conveys the unpleasantness he associates with schoolwork.</p> <p>Marks will depend on the quality of comment on appropriate language feature(s). For full marks there must be comment on at least two features.</p> <p>2 marks may be awarded for reference plus detailed/insightful comment; 1 mark for reference plus more basic comment; 0 marks for reference alone. Thus 4 marks could be gained as 2 + 2 or 2 + 1 + 1 or 1 + 1 + 1 + 1.</p> <p><i>Possible answers are shown in the 'Additional guidance' column.</i></p>	<p>4</p> <p>Possible answers include:</p> <p>Word choice:</p> <ul style="list-style-type: none"> • 'competing' suggests it was all about being better than someone or something else • 'fiercely' suggests it was aggressive, brutal • 'slog' suggests laborious, unpleasant, unrewarding • 'nagging' suggests something that lingers, can't be got rid of <p>Sentence structure:</p> <ul style="list-style-type: none"> • dash introduces an expansion of 'slog' that emphasises the relentless nature of the work • repetition – 'hours and hours' gives the impression of endless amounts of time • list-like structure of 'hours and hours of it, after school, every evening' suggests a gruelling, unremitting process • semicolon to balance 'At 14 ...'/'By 17 ...' highlights the inexorable progression • question ('...how could I') creates a despairing, defeated tone <p>Imagery:</p> <ul style="list-style-type: none"> • 'hung over me like a cloud' – just as a dark cloud contains a threat of imminent downpour, so his schoolwork was always in his mind, gloomy, menacing <p>or any other acceptable answer.</p>
3.	<p>Identify four negative effects of homework the writer gives in lines 22–36.</p> <p>Candidates should identify four negative effects of homework the writer gives.</p> <p>Candidates must use their own words. No marks are awarded for verbatim quotations from the passage.</p> <p><i>1 mark for each point from the 'Additional guidance' column.</i></p>	<p>4</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • it becomes a form of emotional, psychological torture (explanation of 'mental oppression') • it turns a lot of people away from learning (explanation of 'alienates many') • it makes some people abnormally dedicated to work (explanation of 'cosmic conscientiousness') ... • ... such that it damages them for ever (explanation of 'blight the rest of their lives') • ... and destroys their potential to benefit the community (explanation of 'could be so vital for society') • it prevents children from being exposed to other worthwhile activities/pastimes (explanation of 'giving children the time and opportunities to discover the infinite richness and possibilities of life') <p>or any other acceptable answer. </p>

4. **The writer's tone when he is describing the effects of school league tables in lines 37–41 is one of contempt. By referring closely to these lines, analyse how his use of language creates this tone. In your answer you should refer to such features as word choice, imagery, sentence structure ...**

Candidates should analyse how the writer's use of language creates a contemptuous tone.

Marks will depend on the quality of comment on appropriate language features. For full marks there must be comment on at least two features.

2 marks may be awarded for reference plus detailed/insightful comment; 1 mark for reference plus more basic comment; 0 marks for reference alone.

Possible answers are shown in the 'Additional Guidance' column.

4 Possible answers include:

Word choice

- 'fetish' suggests obsession, fixating, with a hint of something a little unwholesome
- 'forced' suggests pressure, compulsion, teachers are given no choice
- 'factories' suggests schools have become industrialised, dehumanised, merely churning out a product
- 'stacks of homework' suggests the homework is just a series of bundles, lacking in intellectual value
- 'blinkered' suggests the system is narrow-minded, inflexible
- 'grindingly utilitarian' suggests something relentlessly and damagingly driven by easily measurable, functional outcomes

Imagery

- 'fetish' – just as a fetish is, in primitive society, an object with magical powers, so league tables are looked on as all important in measuring the quality of education
- 'factories' – just as a factory carries out an industrial process to produce manufactured objects, so schools have become dehumanised, focused on measurable output
- 'blinkered' – just as blinkers are designed to narrow a horse's vision (to increase its chances of winning a race), so league tables are depriving students of a wider outlook on life by focusing on exam results only

Sentence structure

- the hyphenated structure of 'fact-cramming, rote-learning factories' suggests compression, pressure; imitates the repetitive sound of a relentless operation
- the repetitive structure of 'as blinkered, as grindingly utilitarian' suggests the relentless, grinding down nature of the process
- the rhetorical question 'Is it any wonder ...?' suggests it's all too predictable
- the list of exaggerated details in 'shopping, watching telly and binge-drinking' sounds like a deliberate attempt to parody the standard criticisms of teenagers

or any other acceptable answer.

<p>5.</p> <p>Re-read lines 42–53. Explain what advantages the writer thinks would come from a reduction in homework, but why it might be difficult to achieve.</p> <p>Candidates should explain what advantages the writer thinks would come from a reduction in homework, but why it might be difficult to achieve.</p> <p>Candidates must use their own words. No marks are awarded for verbatim quotations from the passage.</p> <p><i>1 mark for each point from the 'Additional guidance' column.</i></p>	<p>4</p> <p>Possible answers include:</p> <p>Advantages:</p> <ul style="list-style-type: none"> • it would allow pupils to widen the scope of their studies (explanation of 'broader exploration of the world') • it would add to the fostering, cultivation of students as a whole (explanation of 'nurturing of a rounded individual') <p>Why difficult to achieve:</p> <ul style="list-style-type: none"> • because opportunities for various activities have been reduced recently (explanation of 'playing fields ... after-school groups') • because parents like homework as it allows them to abdicate their own responsibilities (explanation of 'only too grateful ... don't feel any obligation to devise activities themselves') • because teachers have become habituated to the limited, exam-focused approach to teaching (explanation of 'conditioned to following a narrow curriculum') <p>or any other acceptable answer.</p>
<p>6.</p> <p>Evaluate the effectiveness of the last two paragraphs (lines 54–59) as a conclusion to the passage as a whole. You should refer in your answer to ideas and language.</p> <p>Candidates should evaluate the effectiveness of the last two paragraphs as a conclusion to the passage as a whole.</p> <p>Marks will depend on the quality of comment on the effectiveness of the last two paragraphs. For full marks there must be comment on ideas and language.</p> <p>2 marks may be awarded for detailed/insightful comment; 1 mark for more basic comment; 0 marks for reference alone. Thus 4 marks could be gained as 2 + 2 or 2 + 1 + 1 or 1 + 1 + 1 + 1.</p> <p><i>Possible answers are shown in the 'Additional guidance' column.</i></p>	<p>4</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • negative descriptions of homework ('piling ... mountains ... drudgery') are similar to the language and ideas elsewhere in the passage • negative descriptions of the effects of homework ('curiosity dies and a soulless, sullen, mechanistic compliance takes over') are similar to the language and ideas elsewhere in the passage • reference to Larkin picks up the opening of the passage, which began the idea of work as overpowering, restrictive • 'got them in his clutches for life' is a depressing, rather unsettling idea, reflecting the writer's admission near the start of the passage • the final paragraph is a brutally simple recognition of his own feelings <p>or any other acceptable answer.</p>



7.	<p>Both writers express their views about homework. Identify key areas on which they disagree.</p> <p>Candidates should identify key areas of disagreement in the two passages.</p> <p>There may be some overlap among the areas of disagreement. Markers will have to judge the extent to which a candidate has covered two points or one.</p> <p>Candidates can use bullet points in this final question, or write a number of linked statements.</p> <p>Evidence from the passage may include quotations, but these should be supported by explanations.</p> <p><i>Approach to marking is shown in the 'Additional guidance' column.</i></p> <p><i>Key areas of disagreement are shown in the grid overleaf. Other answers are possible.</i></p>	5	<p>The mark for this question should reflect the quality of response in two areas:</p> <ul style="list-style-type: none"> • identification of the key areas of disagreement in attitude/ideas • level of detail given in support <p>The following guidelines should be used:</p> <ul style="list-style-type: none"> • 5 marks – identification of three key areas of disagreement with insightful use of supporting evidence • 4 marks – identification of three key areas of disagreement with appropriate use of supporting evidence • 3 marks – identification of three key areas of disagreement • 2 marks – identification of two key areas of disagreement • 1 mark – identification of one key area of disagreement • 0 marks – failure to identify one key area of disagreement and/or misunderstanding of task
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	Area of disagreement	Richard Morrison	Eleanor Mills
1.	General	<ul style="list-style-type: none"> • homework is a bad thing 	<ul style="list-style-type: none"> • homework is a good thing
2.	Plans to reduce/abolish homework	<ul style="list-style-type: none"> • welcomes this enthusiastically 	<ul style="list-style-type: none"> • thinks this is wrong/misguided
3.	Educational benefits/short-term effects of homework	<ul style="list-style-type: none"> • none, more likely to cause students to switch off from education 	<ul style="list-style-type: none"> • reinforces what's been taught at school that day
4.	Attitude to homework's effect on attainment	<ul style="list-style-type: none"> • (probably) leads to good grades, but at enormous social and psychological cost 	<ul style="list-style-type: none"> • seems to imply that achieving good grades through homework is unquestionably a good thing
5.	Long-term effects	<ul style="list-style-type: none"> • disastrous – can make people damagingly obsessed with work 	<ul style="list-style-type: none"> • is character-building; reinforces concept of 'deferred gratification'; shows that effort will be rewarded – an important lesson for life
6.	Effect on families	<ul style="list-style-type: none"> • encourages/allows parents to abdicate responsibility for inspiring children 	<ul style="list-style-type: none"> • can create a sense of bonding between parent and child; can provide support, structure and purpose to disorganised families