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| **Question**  ***TEENAGE BEDROOM* – MARKING INSTRUCTIONS** | **Expected Answer(s)** | **Max**  **Mark** | **Additional Guidance** |
| 1. | Candidates should identify two reasons why the first paragraph is an effective opening.  ***1 identification = 1 mark***  ***2 areas of identification = 2 marks*** | **2** | (Clearly) signals the two areas of concern/the focus of the piece, namely > concern with the physical symptoms/evidence:  “discarded clothes and mugs” introduces the topic of the messy teenage bedroom. (1)  The untidiness (1)  The emotional dimension (1) Accept also selection of “untrained eye” (1) introducing the idea of the lack of (psychological) expertise of the average parent (1) |
| 2. | This question should be answered in two parts:  Identification of writer’s attitude: 1 mark  Identification of 1 area: 1 mark (x 4) | **5** | The writer isn’t impressed by the state of her son’s bedroom (1)  Because: (any 4 – gloss of)   * The smell * Dirty washing everywhere “discarded clothes of indeterminate cleanliness” * Items all over the place * Towels everywhere “damp and heaped on the floor” * Books being used incorrectly. * “spoon virtually welded to the front cover” * “fungal lifeform” – questions cleanliness, bacteria * Clean laundry in with dirty * Nothing was stored properly * “various stages of decay” mugs all over the bedroom with bacteria growing * “single socks” “lots and lots of socks” contributing to the disorganisation and mess. |
| 3. | “easy-going”, “disproportionate reaction” “bizarrely out of character” because:  Glosses of 2 of the following >  Lifts alone = 0  ***Any 2 points for 2 marks*** | **2** | * Peel was so laid-back/tolerant (1) * this was an excessive/ inappropriate response (1) * this was strangely (1) * untypical of him/not like him/abnormal (1)   Accept also an answer to the effect that her children were young/she had not had experience of teenagers (1) And so she thought his response (1) was excessive (1) |
| 4. | Candidates should identify the structural link, but may do so in either direction Selection (1) + identified reference (1) from examples in additional guidance  OR  Selection identified as looking back (1) Selection identified as looking forward (1)  *Selection alone gets maximum of one mark* | **2** | “I understand” looks forward to the ideas in the following paragraphs (1)  “those feelings” looks back to the previous paragraph’s content (1)  OR  “I understand” looks forward (1) to explanation/reference to or quotation of “powerlessness … the sense of failing” etc (1)  OR  “those feelings” looks back (1) to “feelings” in the previous paragraph (1)  Accept also “Now” looks back to/contrasts with (1) “Years ago” (1)  OR  “Now” looks forward to/introduces (1) statement of current situation (1)  OR  “Now I understand” looks back to/contrasts with (1) idea of bafflement/astonishment at Peel’s reaction (1) |
| 5. | Candidates should identify examples of the writer’s language to emphasise the concerns the writer has for her son due to the condition of his bedroom.  Candidates should draw inferences from the writer’s use of language to show appreciation of this important idea.  Examples **(1 + 1),** analyses **(1 + 1)** from options stated in additional guidance Answers do not have to cover more than one aspect of language use, but while most will select and comment on two disparate expressions.  Quote: (1)  Analysis: (1)  ***This should be carried out x 2 times*** | **6** | **Word Choice:**   * “squalor” (1) suggests filth, grime and unhygienic. (1) * “chaos” (1) suggests her son’s life is full of disorder, bedlam and pandemonium. * “flea ridden squat” (1) (also hyperbole) – connotations of dirty, a dump, unliveable. Highlighting her worry. (1)   **Imagery:**   * Simile. “As If your child is sticking two fingers up at you” (1) where the writer asks herself if he is mocking her through the use of the messy bedroom. The "two fingers” represents insolence. (1) * Metaphor: “on another level” (1) Metaphorical level of parent thinking too deeply into the situation. (1)   **Sentence Structure:**   * Rhetorical question: “will he end up in a flea-ridden squat?” (1) highlights growing concern, involving the reader, seeking a sense of reassurance. (1) * “And on a different level still” (1) Use of the word “And” at the beginning of the sentence provides the idea of more areas of concern for her child. (1) |
| 6. | Candidates should use their own words to identify reasons why the mother must go into her daughter’s bedroom.  Candidates should offer a gloss of these phrases and provide correct analytic comments.  ***Four reasons = four marks***  ***Three reasons = three marks***  ***Two reasons = two marks***  ***One reason = one mark*** | **4** | **Gloss of:**   * “she leaves the windows open” (1) * “she uses my expensive hair products” (1) * Borrows clothes and doesn’t return them (1) * “drops her hated school uniform in a heap on the floor” (1) * “she’d go to school looking like a tramp” (1) * To find chopping boards and sharp knives as her daughter cannot eat apples normally. (1)   *Any four* |
| 7. | Candidates should attempt to comment on the comparison.  Rope is the umbilical cord connecting parent and child. | **2** | Approval: Just as rope connects/links/unites two different things (1)  So there are (emotional) bonds between parents and children (1)  Disapproval: “pull on the rope” suggests using it for support (1) which is not what the writer wishes to convey (1)  Watch for condensed answer, eg “pull on the rope” is ambiguous = (2)  Other analyses may be offered, eg reference to the unyielding nature of a rope, comparability to an umbilical cord, comparability to tug of war, idea of restraint – these are acceptable, but there must be some comment on appropriateness for full marks. |
| 8. | Candidates should use their own words to identify reasons why  Candidates should offer a gloss of these phrases and provide correct analytic comments.  ***Three reasons = three marks***  ***Two reasons = two marks***  ***One reason = one mark*** | **3** | Glosses of:   * “Adolescence is about making the transition from dependent child to independent adult” * “There are all these changes happening (to the) biological, psychological and social elements” “whirled about” or “confusing” * Teenage years are a period of development/ growing up (1) * various (physical and mental) aspects are developing (1) and it is a bewildering/ perplexing/puzzling time (1) |
| 9. | This question asks for reasons the writer provides to sum up why children have messy bedrooms.  *The list in the additional guidance column is not exhaustive.* | **4** | Glosses of:   * “Asserting independence” * Letting parents know that they are growing up and have “human rights” * Psychological * Emotional periods in a child’s life, their bedroom reflects this * “Adolescence is a very chaotic time emotionally” and messy bedrooms are a way to get through this * Rebellion against their parents * Unsure of how to look after themselves * Making the “transition from dependent child to independent adult” is a difficult time, their bedrooms reflect this * Teenagers can be selfish and don’t think about how their parents feel   ***Any four*** |