



**Rugby
School**

English

Sixth Form Examination 2015

Mark Scheme

Sixth Form Specimen Examination Mark Scheme - English

Section A

- 1 The fact that he had been thinking about money already.
Possibly: the abruptness of the question.
- 2 He was tempted to give a detailed and complex answer, but the child's age and experience meant that he had to simplify the information that was familiar to him.
- 3 He is asking about the real value of money, rather than simply enquiring about its economic function.
- 4 In spite of his youth, Paul has asked a philosophical question about the difference between moral and material values that his father is incapable of answering. Hence, the sophistication of his question belies his actual age.
- 5 Dombey 'backs his chair' which echoes his inability to put a ready answer forward.

Paul 'folds his arms' which suggests decision, and the desire to confront his father.

Dombey restores the chair to its former position and pats Paul on the head – indicating greater confidence in his ability to patronise his son.

Dombey takes Paul's hand – which looks like confidentiality – but the use of the word 'beat' suggests an underlying violence and hierarchy.

Paul gets his hand free and rubs it – as if his father's touch has soiled him in some way.
- 6 Any intelligent and well-reasoned response will be credited. Some suggestions: both young people are trying to come to terms with the death of a parent. In the case of Paul Dombey this should be an intimate meeting by the fireside, but it shows the distance between the child and the parents. In 'The Lesson' the Headmaster the meeting is an official one in which a private event is communicated. The Headmaster is only described in order to show the child's bursting into tears from the child's point of view. Both give a strong visual impression of events, the poem by the metaphor of the Head 'splintering', the Dickens passage by means of the tensions between the participants reflected in their behaviour.

The inner life of the boy is more visually described – with the outside world being used to illustrate his inner feelings – the image of the goldfish old friend, for example. In Dickens the suffering of the child is conveyed by his isolation and the sophistication of his questions, born of his anguish.

The reaction of the young people to each parent's death is different. Paul sees it as something which puts the values he has been brought up with into question; the boy in the lesson does not feel grief but relief at the fact that he will not be bullied for a while because he will be seen to be bereaved. Both have an unexpected reaction; Paul seems to have been matured by his suffering, and made more decisive; the boy in 'The Lesson' is not so concerned with his father's death but the reprieve it will win him at school. He is ashamed of feeling like this, but feels pride in the unaccustomed attention this has earned him.

Section B

Essays

- In the creative piece credit will be given to the ability to realise a situation imaginatively in language. Self-conscious displays of linguistic virtuosity are discouraged, and technical command of the language (SPG etc) will be expected. The brevity of the time allowed will not allow candidates to explore the question at length, but accomplished writing, even if unevenly displayed, will be acknowledged.
- In the discussion piece the ability to match styles to context and implied audience will be an important element. Clarity and logic of argument will be rewarded, as will be the judicious choice of illustrative examples.