Mark Scheme (Results)

Summer 2013

GCSE English Language (5EN2F)
Paper 01 The Writer's Voice

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.
Their contact details can be found on this link:
www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Mark Scheme

This booklet contains the mark schemes for the English Language Unit 2 Foundation Tier Question Papers.

Examiners should allow the candidate to determine her or his own approach, and assess what the candidate has offered, rather than judging it against predetermined ideas of what an answer should contain.

Examiners must assure themselves that, before they disregard passages they consider to be completely irrelevant, they have made every effort to appreciate the candidate's approach to the question.

A crossed out response should be marked if there is no other response on the paper.

Assessment Objectives
The following Assessment Objectives will be assessed in this unit and are referenced in the mark grids:

AO3: Studying written language
   i   Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
   ii Develop and sustain interpretations of writers' ideas and perspectives.
   iii Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

AO4: Writing
   i Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
   ii Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
   iii Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Non-fiction text: *Touching the Void*

Question Number	
1 (a)(i)	(a) (i) Give **three** examples of the writer's use of language in the extract.
	Identify the language feature for each example chosen.
	An example has been given to help you.
	Example: *closely*
	Feature: *This is an adverb.*
	(3 marks)

	Answer
	The following gives some suggestions, but there are many others which a candidate could choose. Reward **any** appropriate example.

Example	*awesome*	Feature	*adjective*
Example	*jerk*	Feature	*verb*
Example	*minutes*	Feature	*noun*
Example	*It had been so sudden*	Feature	*short sentence*

Award 0 marks where no language example or feature is identified
Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark.
The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number	
1(a)(ii)	Explain how the language in the extract influences your view of the Japanese climbers' fall. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 1(a)(i).
	(13 marks)

	Indicative content
	Responses may include: • the fact that the two teams did not communicate and the 'lack of competitiveness' or suggestion of possible teamwork create a sense of distance • they seemed to be 'coping well'/ no apparent problems • sudden unexpected dramatic fall ('arms outstretched in surprise') • 'awesome' distance of fall ('2,500-foot plunge') • when the leading Japanese climber fell 'without a sound', there was nothing his partner could do: this creates a sense of helplessness • the second climber was pulled down by the first ('into the void') • they were still roped together but were completely 'helpless' • Simon and Jon knew they could do nothing for them: this creates a different kind of helplessness • repetition of 'helpless' and 'helplessly' • one of the Japanese climbers was not immediately killed: 'in agony, desperately alone and terrified' • contrast of initial silence and a 'ghastly screaming' • tension is created by the brief reprieve when the fall was stopped but finally they fell again and were both killed • horror stressed ('horrified spectators far above them'). Reward other responses, provided that they are rooted in the extract. Reward responses that link the language of the extract with the influence on the candidate's views.

Band	Mark	AO3 (i), (ii) and (iii)
0	**0**	No rewardable material.
1	**1-2**	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	**3-5**	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	**6-8**	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language

		• Occasional relevant reference to the extract to support response.
4	**9-11**	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	**12-13**	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Question Number	
1(b)	(b) In this extract, the dangers of mountain climbing are presented. Describe **one** other part of *Touching the Void* where a dangerous situation is presented. In your answer you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes the scene where the situation occurs • shows how this is dangerous for one or more of the climbers • shows what happens to the climber or climbers as a result of the dangers.
	(24 marks)
	Indicative content
	Responses may include: • reference to any short relevant section • reference to sequence or character information only when commenting on the writer's ideas and perspectives • reference to descriptive and/or informative language relevant to the question NB A specimen example is given below from Chapter 3 (pages 47-49), but candidates are free to choose ANY relevant short section. • **How the writer describes the scene** The descriptive language about where the dangerous situation occurs, e.g.: Simon's fall on the corniced ridge: 'A deep, heavy explosion of sound echoed through the clouds'. • **How the writer shows the dangers experienced** The language describing why the climber(s) faced danger, e.g.: 'the volume of sound suggested something more like a serac avalanche' • **How the writer shows what happens as a result of the dangers** The descriptive language about the outcome, e.g.: 'We were now faced with a very dangerous ridge which, although it had collapsed, was no safer as a result.'

| | | (This time, however, they overcome the dangers of the fall.)

Reward any other examples of use of language that are linked with writer's ideas and perspectives. |
| | | |

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-5	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	6-9	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	10-14	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	15-19	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	20-24	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Anita and Me

Question Number	
2(a)(i)	Give **three** examples of the writer's use of language in the extract.
	Identify the language feature for each example chosen.
	An example has been given to help you.
	Example: *solid and scaly*
	Feature: *This is alliteration.*
	(3 marks)

	Answer

The following gives some suggestions, but there are many others which a candidate could choose. Reward **any** appropriate example.

Example	*pain*	Feature	*noun*
Example	*What yow doing, Nita?*	Feature	*dialect*
Example	*like a talisman*	Feature	*simile*
Example	*moon suspended*	Feature	*metaphor*

Award 0 marks where no language example or feature is identified
Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark.
The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number	
2(a)(ii)	Explain how the language in the extract influences your view of the atmosphere of the Big House garden and Hollow Pond. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 2 (a) (i).
	(13 marks)

	Indicative content
	Responses may include: • the thickness of the trees in the garden is emphasised: 'thicket'... 'solid and scaly as elephant legs' – effective simile • these trees were no longer 'distant and symbolic' objects but very close to the girls • contrast between the bright lights of the Octopus from the fairground, 'barnacled' with flashing lights and illuminating the nearest trees, and the surrounding darkness • beyond, it was dark and gloomy, appearing to house a 'child-eating monster' – exaggerated fears • the fence had a gap just small enough for a child to go through – fear of what was on the other side • Meena panicked as Anita went ahead, so followed her as Anita goaded her • the thick branches were hard to get through and this created the sense that the forest 'owned' Meena • Meena realised that she could no longer hear the fairground because of the exaggerated forest sounds ('low breathing of night breeze', ' whispering leaves', 'mournful hoots') • a sense of relief is created when Meena, with Anita's help, made it to the top of the rise • they stared down in wonder at the immense black hole which turned out to be Hollow Pond. Reward other responses, provided that they are rooted in the extract. Reward responses that link the language of the lines with the influence on the candidate's views.

Band	Mark	AO3 (i), (ii) and (iii)
0	**0**	No rewardable material.
1	**1-2**	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.

2	3-5	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	6-8	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	9-11	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	12-13	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Question Number	

2(b)	In this extract, the atmosphere and setting are very important.
	
	Describe **one other** part of *Anita and Me* where atmosphere and setting are important.
	
	In your answer you **must** give examples of the language the writer uses.
	
	You may wish to consider how the writer:
	   • describes the setting
	   • shows what the atmosphere is like
	   • shows how the setting and atmosphere affect the characters involved.

	(24 marks)
	Indicative content

	Responses may include:
	   • reference to any short relevant section
	   • reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives
	   • reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question
	
	NB A specimen example is given below from where Tracey leads Meena towards the Big House (pages 309-310), but candidates are free to choose ANY relevant short section.
	
	   • **How the writer describes the setting**
	     The writer's use of descriptive language, e.g.: 'the new low-roofed building

now stood, its windows still without glass, vacant like empty eye-sockets.'

- **How the writer shows what the atmosphere was like**
  The writer's use of language to show the atmosphere, e.g.: 'Now the bullrushes stood on silent guard, furry bearskins around the still water.'

- **How the writer shows the effects on the characters involved:**
  The writer's use of language about what happened, e.g. Meena's worry about her examination: 'I Have An Exam Tomorrow, Tomorrow...' (use of repetition)

Reward any other examples of use of language that are linked with the writer's ideas and perspectives.

Band	Mark	
0	0	No rewardable material.
1	1-5	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	6-9	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	10-14	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	15-19	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	20-24	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Balzac and the Little Chinese Seamstress

Question Number	
3(a)(i)	Give **three** examples of the writer's use of language in the extract.
	Identify the language feature for each example chosen.
	An example has been given to help you.
	Example: *woolly* Feature: *This is an adjective.*
	(3 marks)
	Answer
	The following gives some suggestions, but there are many others which a candidate could choose. Reward **any** appropriate example.

Example	The situation was hopeless	Feature	short sentence
Example	cast its... net	Feature	metaphor
Example	stomach	Feature	noun
Example	gynaecology department	Feature	technical language

Award 0 marks where no language example or feature is identified
Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark.
The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number	
3(a)(ii)	Explain how the language in the extract influences your view of reactions to the Little Seamstress's pregnancy. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 3(a)(i).
	(13 marks)

	Indicative content
	Although candidates are likely to focus on the reactions of the Little Seamstress and the Narrator, some may comment on the expected reactions of the State, the medical profession and society to a pregnancy such as hers. This would be acceptable. Responses may include: The Little Seamstress • her crying ('convulsing with stifled sobs') shows how distraught she is and creates sympathy • she is hiding her pregnancy ('under her red, hand-knitted woolly jumper'): this shows her shame and creates sympathy • she considers jumping off the roof of the house to provoke a miscarriage : this shows desperation and creates sympathy The Narrator • the realisation that she is pregnant makes him afraid ('pang of fear', 'weak at the knees') • he also realises that he has not asked the 'pressing question' of how she feels about being a mother, but then states the hard fact that she would definitely not be allowed to keep the baby; these points show his practical nature • he knows that having a baby out of marriage is 'illegal' and nobody would help her keep it ('The situation was hopeless'): short emphatic sentence • he tries to be practical and think about 'ways of procuring' an abortion; he also persuades her not to go to the sorceress, because of the risk of poisoning and also discovery; he convinces her not to jump off the house to try to have a miscarriage ('a bad idea'): these points again show his practical nature • he decides to take action and visit the town of Yong Jing to try to get professional advice ('gynaecology department') The State • having a baby out of marriage is 'illegal' and nobody would help her keep it: this shows the helplessness of her situation • marriage under the age of 25 is illegal; abortion is illegal; 'political and administrative punishment' shows the power of the State The Medical Profession • no hospital, doctor or midwife would break the law to assist an unmarried woman in labour: this shows the hopelessness of her situation

Society
- she would be condemned to marry the other cripple in the village (if she jumped off the roof and also became a cripple) - this shows the hopelessness of her situation
- she would be denounced for going to the sorceress - again shows the hopelessness of her situation.

Reward other responses, provided that they are rooted in the extract.
Reward responses that link the language of the lines with the influence on the candidate's views.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-2	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	3-5	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	6-8	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	9-11	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	12-13	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Question Number	
3(b)	In this extract, we can see how caring the Narrator is towards the Little Seamstress.
	Describe how the Narrator shows his concern for the Little Seamstress in **one other** part of the novel.
	In your answer you **must** give examples of the language the writer uses.
	You may wish to consider how the writer: ▪ shows what the Narrator is thinking about her ▪ describes how his actions show his concern ▪ explains what kind of person the Narrator is.
	(24 marks)
	Indicative content

Responses may include:
- reference to any short relevant section
- reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives
- reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question

NB A specimen example is given below from Part 3 (where the Narrator watches over her while Luo is away (pages 137-139)), but candidates are free to choose ANY relevant short section.

- **How the writer shows what the Narrator is thinking about her**
  The writer's use of language to show his thoughts, e.g.: 'I was surprised and flattered by his request, and promised to do as he instructed.'

- **How the writer describes how his actions show his concern**
  The writer's use of language about his concern, e.g.: 'I pictured myself at the head of a routed army, charged with escorting the young wife of my bosom friend.'

- **How the writer explains what kind of person the Narrator is**
  The writer's use of language to explain the kind of person he is (a secret agent on a reconnaissance'), e.g.: 'My look was steely and my pace brisk, as befitting a secret agent with a mission.'

Reward any other examples of use of language that are linked with the writer's ideas and perspectives.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-5	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	6-9	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	10-14	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	15-19	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	20-24	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Heroes

Question Number	
4(a)(i)	Give **three** examples of the writer's use of language in the extract. Identify the language feature for each example chosen. An example has been given to help you. Example: *dropped* Feature: *This is a verb.*
	(3 marks)
	Answer
	The following gives some suggestions, but there are many others which a candidate could choose. Reward **any** appropriate example.

Example	*as sharp as a razor*	Feature	*simile*
Example	*slid*	Feature	*verb*
Example	*tall slim* man	Feature	*adjectives*
Example	*He was both*	Feature	*short sentence*

Award 0 marks where no language example or feature is identified
Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark.
The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number	
4(a)(ii)	Explain how the language in the extract influences your view of the beginning of the Wreck Centre and its importance. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 4(a)(i).
	(13 marks)

Indicative content
Responses may include: • the passage's opening, with the excitement of the news of the intended 'transformation' of the hall; the description of the interest this attracted • the 'frenzy of activity', with many words conveying movement – 'attacking', 'disgorged' • the description of the large numbers of people who were engaged in the programme • the account of the busy work, but the contrast with the reality that the work was 'haphazard', illustrated by the mistakes made by the workmen ('dropped hammers, spilled paint') and their occasional drinks from 'hidden bottles' • the picture of the finished article: the building looks unfinished even when completed: gaps in paint, 'dark patches of mildew', shutters 'sagged'; the sign was not properly fixed and slid to a 'drunken angle' • the pun on the title: it became known as the 'Wreck' Centre, not the 'Rec' • the excitement of the opening of the Centre at the start of the school holidays, and the introduction to the very charismatic Larry LaSalle and what he could provide as a 'teacher'.   Reward other responses, provided that they are rooted in the extract. Reward responses that link the language of the lines with the influence on the candidate's views.

Band	Mark	AO3 (i), (ii) and (iii)
0	**0**	No rewardable material.
1	**1-2**	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	**3-5**	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.

3	6-8	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	9-11	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	12-13	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Question Number	
4(b)	In this extract, the young people of Frenchtown watch as the Wreck Centre is opened. Describe **one other** part of *Heroes* in which you learn about the young people using the Wreck Centre. In your answer you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes how the young people use the Centre • describes the characters of the young people using the Centre • shows the relationship between Larry LaSalle and the young people.
	(24 marks)
	Indicative content

	Responses may include:
	   • reference to any short relevant section
	   • reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives
	   • reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question
	
	NB A specimen example is given below from the start of Chapter 7 (pages 43-47), but candidates are free to choose ANY relevant short section.
	
	   • **How the writer describes how the young people use the Centre**
	     The writer's use of language about the young people, e.g.: 'Inside, the chorus was rehearsing for the *Follies and Fancies* production'.
	
	   • **How the writer describes the young people's characters**
	     The writer's use of language about the young people, e.g. Francis's

emotional reaction to Nicole's dancing with Larry: 'Jealousy streaked through me as Larry LaSalle tossed her in the air.' Any of the young people may be chosen.

- **How the writer shows the relationship between Larry LaSalle and the young people**
  The writer's use of language to show the relationship between Larry and the young people includes the activities and opportunities that Larry LaSalle offers, e.g.: 'Just as he had lured awkward girls into ballet classes and ball players and bullies into being singers and dancers, so did he bring a sudden importance to table tennis.'

Reward any other examples of use of language that are linked with the writer's ideas and perspectives.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-5	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	6-9	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	10-14	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	15-19	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	20-24	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Of Mice and Men

Question Number	
5(a)(i)	Give **three** examples of the writer's use of language in the extract. Identify the language feature for each example chosen. An example has been given to help you. Example: *darkening* Feature: *This is an adjective.*
	(3 marks)
	Answer
	The following gives some suggestions, but there are many others which a candidate could choose. Reward **any** appropriate example.

Example	*barn*	Feature	*noun*
Example	*clang*	Feature	*onomatopoeia*
Example	*defensively*	Feature	*adverb*
Example	*quiet* and *receptive*	Feature	*adjectives*

Award 0 marks where no language example or feature is identified
Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark.
The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number	
5(a)(ii)	Explain how the language in the extract influences your view of the relationship between Slim and George. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 5(a)(i).
	(13 marks)

	Indicative content
	Responses may include: • Slim's modesty is shown when he speaks first, brushing off George's thanks ('It wasn't nothing' - repeated) • George shows gratitude on behalf of Lennie ('it was a hell of a lot to him') • the development of their relationship is seen in: - the way George confides in Slim his worry over whether Lennie will sleep in the bunk house, ('He'll want to sleep right out in the barn with 'em') - the way Slim tells George what a good worker Lennie is, and what a 'strong guy' he is - the way George shows Slim that he is proud of Lennie ('Jus' tell Lennie what to do and' he'll do it') - the way Slim invites George 'to confidence' – asks him to speak about the way Lennie and he travel together • George initially is suspicious of the questioning: 'demanded defensively' (alliteration) • Slim explains why he finds this unusual, describing Lennie as a 'cuckoo' and George as a 'smart little guy' • George does open up to Slim, explaining how Lennie and he came to be together. Reward other responses, provided that they are rooted in the extract. Reward responses that link the language of the extract with the influence on the candidate's views.

Band	Mark	AO3 (i), (ii) and (iii)
0	**0**	No rewardable material.
1	**1-2**	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	**3-5**	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	**6-8**	• Some understanding of the text • Some understanding of the writer's ideas

		• Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	**9-11**	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	**12-13**	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Question Number	
5(b)	In this extract, we learn about George's character. Describe the character of George in **one other** part of the novel. In your answer you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes what George says and how he says it • shows how he acts towards others • describes how other characters react to him.
	(24 marks)
	Indicative content
	Responses may include: • reference to any short relevant section • reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives • reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question NB A specimen example is given below from Section 1 (pages 9-11), but candidates are free to choose ANY relevant short section. • **How the writer describes what George says and how he says it** George said coldly, 'You gonna give me that mouse or do I have to sock you?' • **How the writer shows George's actions towards others** The writer's use of language about what he does, e.g.: 'George stood up and threw the mouse as far as he could into the darkening brush, and then he stepped to the pool and washed his hands.'; 'George's hand remained outstretched imperiously.' • **How the writer describes characters' reactions towards him** The writer's use of language to show the way other of the characters regard George, e.g. Lennie's response: 'Slowly, like a terrier who doesn't want to bring a ball to its

master, Lennie approached, drew back, approached again.'

Reward any other examples of use of language that are linked with the writer's ideas and perspectives.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-5	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	6-9	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	10-14	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	15-19	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	20-24	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Rani and Sukh

Question Number	
6(a)(i)	Give **three** examples of the writer's use of language in the extract. Identify the language feature for each example chosen. An example has been given to help you. Example: *yawned* Feature: *This is a verb.*
	(3 marks)
	Answer
	The following gives some suggestions, but there are many others which a candidate could choose. Reward **any** appropriate example. <table><tr><td>Example</td><td>*goreeh*</td><td>Feature</td><td>*Punjabi word*</td></tr><tr><td>Example</td><td>*gutter*</td><td>Feature</td><td>*noun*</td></tr><tr><td>Example</td><td>*like I was living*</td><td>Feature</td><td>*simile*</td></tr><tr><td>Example</td><td>*previously*</td><td>Feature</td><td>*adverb*</td></tr></table> Award 0 marks where no language example or feature is identified Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number	
6(a)(ii)	Explain how the language in the extract influences your view of Rani's attitudes to her father and mother. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 6(a)(i).
	(13 marks)
	Indicative content
	To achieve maximum marks candidates must include Rani's attitudes to both the father and the mother in their answer; candidates may make comments which apply to both Rani's parents as well as to each one: these are acceptable. Responses may include: Father - Rani's father treats her rather abruptly at the start – does not thank her, only yawns and asks her if she 'has any work to do' - she notes that he addresses her in Punjabi (traditional) - Rani makes sure that she answers him 'respectfully' - her father tells her he should find something to do; Rani sighs (perhaps irritated by his manner) but agrees to do so Mother - Rani describes her mother's appearance on entering, including the fact that she notices how she is looking older ('flecks of grey') and tired ('worn out', 'drawn') - she speaks to her mother in English, but her mother tells her to speak Punjabi, as she too is doing - this clearly also annoys Rani, since she 'forgot about enquiring after her welfare' - her mother agrees to her going into town, but does so grudgingly ('if you have to') and accompanied with a warning ('if I hear...') - Rani thinks about her mother's extreme views of the 'other girls' - Rani promises that she is not 'messing about' Both parents - Rani is aware that her parents think that such girls, with their Westernised ways, are a disgrace to their own cultural values and to family honour (*izzat*) - Rani is anxious not to let her parents (or brothers) know about her meetings with Sukh. Reward other responses, provided that they are rooted in the extract. Reward responses that link the language of the extract with the influence on the candidate's views.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-2	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	3-5	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	6-8	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	9-11	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	12-13	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Question Number	
6(b)	In this extract, Rani feels that she has little freedom. Describe one other part of the novel in which Rani experiences difficulties in her relationship with her family. In your answer you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes the problems Rani faces in her home life • shows how Rani is treated by a member or members of her family • describes Rani's reactions to this treatment.
	(24 marks)
	Indicative content
	Responses may include: • reference to any short relevant section • reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives

- reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question

NB A specimen example is given below from the incident where the Sandhus discuss the opening of a new Bains shop opposite their store (pages 185 to 187), but candidates are free to choose ANY relevant short section.

- **How the writer describes the problems Rani faces in her home life**
  The writer's use of language about Rani's problems, e.g.: 'My heart started pounding in my chest. "Who are the Bains?" I asked.'

- **How the writer shows Rani's treatment by a member or members of her family**
  The writer's use of language to describe how members of the family treat Rani, e.g.: 'When I got in my father was far too angry about something else to even care where I had come from'.

- **How the writer describes Rani's reactions to this treatment**
  The writer's use of language to describe how Rani reacts, e.g. to Divy: 'I smiled at him but he was wearing a scowl to go with his coat.'

Reward any other examples of use of language that are linked with the writer's ideas and perspectives.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-5	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	6-9	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	10-14	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	15-19	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	20-24	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Riding the Black Cockatoo

Question Number	
7(a)(i)	Give **three** examples of the writer's use of language in the extract. Identify the language feature for each example chosen. An example has been given to help you. Example: *attitude* Feature: *This is a noun.*
	(3 marks)
	Answer
	The following gives some suggestions, but there are many others which a candidate could choose. Reward **any** appropriate example.

Example	*like antennae*	Feature	*simile*
Example	*deep, cool grooves*	Feature	*adjectives*
Example	*agreed*	Feature	*verb*
Example	*people*	Feature	*noun*

Award 0 marks where no language example or feature is identified
Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark.
The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number	
7(a)(ii)	(a)(ii) Explain how the language in the extract influences your view of John's father. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 7(a)(i).
	(13 marks)
	Indicative content
	Responses may include: • the first phrase used, 'breaking with emotion', shows immediately how John's father has been affected by meeting with Aborigines • he admits that it has caused him to 'rethink' his attitudes completely • he speaks very positively about how he found the Aborigines (*'friendly'*) • however, John still finds his language offensive (*'clean'*): he 'almost choked' • John makes an effort because he realises what a great change there has been in his father ('how far my father had journeyed...') • all this has come from just one 'less than three-hour' meeting; the contrast is one he finds striking • John's father outlines his big idea about how to mark the history of Australia ('the people who came before us') • references are made to touch, to 'retracing the grooves and furrows of the past' with 'fingertips'. Reward other responses, provided that they are rooted in the extract. Reward responses that link the language of the lines with the influence on the candidate's views.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-2	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	3-5	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	6-8	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	9-11	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.

5	12-13	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Question Number	

7(b)	(b) In this extract, we can see that the attitudes of John's father to the Aboriginal people are changing.
	
	Describe **one other** part of *Riding the Black Cockatoo* where changing attitudes are important.
	
	In your answer you **must** give examples of the language the writer uses.
	
	You may wish to consider how the writer:
	    • describes the event that shows the changing attitudes
	    • describes what those changes are
	    • shows how those involved are affected.
	
	(24 marks)

	Indicative content

	Responses may include:
	    • reference to any short relevant section
	    • reference to sequence or character information only when commenting on the writer's ideas and perspectives
	    • reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question
	
	NB A specimen example is given below from Chapter 11 (at the Oodgeroo Unit (pages 148-150)) but candidates are free to choose ANY relevant short section.
	
	    • **How the writer describes the event that shows the changing attitudes**
	    The writer's use of descriptive language about the build up to the hand-over ceremony, e.g. 'An area had been set for the media contingent, who busied themselves unfolding tripods, unwinding cables and checking over camera equipment'.
	
	    • **How the writer describes what those changes are**
	    The writer's use of language showing how Aborigines react to white people, e.g.: 'A blur of Indigenous faces – people who introduced themselves, touched me, and asked if I was okay.'

		• **How the writer shows how those involved are affected** The writer's use of language about how the two groups relate to each other, e.g. the Aborigines' warmth towards John: 'I was taken aback; I was the representative of a family that had violated the dead, yet everyone I spoke to was genuinely concerned for *my* wellbeing!' Reward any other examples of use of language that are linked with the writer's ideas and perspectives.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-5	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	6-9	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	10-14	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	15-19	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	20-24	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

To Kill a Mockingbird

Question Number	
8(a)(i)	Give **three** examples of the writer's use of language in the extract. Identify the language feature for each example chosen. An example has been given to help you. Example: *shiver like a horse* Feature: *This is a simile.*
	(3 marks)
	Answer
	The following gives some suggestions, but there are many others which a candidate could choose. Reward **any** appropriate example.

Example	*few hesitant steps*	Feature	*adjectives*
Example	*heck*	Feature	*colloquial language*
Example	*Jem and I nearly fainted*	Feature	*short sentence*
Example	*like an underwater swimmer*	Feature	*simile*

Award 0 marks where no language example or feature is identified
Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark.
The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number		
8(a)(ii)	Explain how the language in the extract influences your view of the character of Atticus. In your answer you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 8(a)(i).	
		(13 marks)
	Indicative content	
	Responses may include: - Atticus is calm and practical: he advises Heck on the best moment to shoot Tim Johnson, the mad dog - he also firmly tells Calpurnia to 'Go inside', thinking of her feelings and safety - when Heck hands him the rifle instead, he hesitates from doing it himself and continues to tell Heck to shoot and not to waste time - Heck pleads with Atticus to shoot ('this is a one-shot job'), knowing (which the children do not, and hence are terrified) that he is an excellent shot - Atticus's refusal ('I haven't shot a gun in thirty years-') forces Heck to admit that he is not a good enough shot himself - finally, he accepts the rifle which Heck 'almost threw' at him and walks quickly (decisively) into the street - the suspense is increased by Atticus's dropping and breaking his glasses - each moment of this event seems to be in slow motion - Atticus creates tension by knowing the exact moment when it is best for him to shoot - the shooting of the dog is done swiftly and with complete accuracy ('with movements so swift they seemed simultaneous'), so the dog is killed immediately - Atticus has shown his children not only his bravery but also his ability with a rifle. Reward other responses, provided that they are rooted in the extract. Reward responses that link the language of the lines with the influence on the candidate's views.	

Band	Mark	AO3 (i), (ii) and (iii)
0	**0**	No rewardable material.
1	**1-2**	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	**3-5**	• Limited understanding of the text • Limited understanding of the writer's ideas

		• Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	6-8	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	9-11	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	12-13	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

Question Number	
8(b)	(b) In this extract, the character of Atticus is presented. Describe the character of Atticus in **one other** part of the novel. In your answer you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes what Atticus says and does • shows his relationships with others • describes how other characters react to him.
	(24 marks)
	Indicative content

	Responses may include:
	 • reference to any short relevant section
	 • reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives
	 • reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question
	NB A specimen example is given below from Atticus's summing up at the trial in Chapter 20 (pages 208-212), but candidates are free to choose ANY relevant short section.
	
	 • **How the writer describes what Atticus says and does**
	  The writer's use of descriptive language about how Atticus acts, e.g.:
	  'Then he took off his glasses and wiped them, and we saw another "first": we had never seen him sweat – he was one of those men whose faces never perspired, but now it was shining tan.'
	
	 • **How the writer shows his relationships with others**
	  The writer's use of language about his relationship to others, e.g. when

trying to persuade the jury: 'Which, gentlemen, we know is a lie as black as Tom Robinson's skin, a lie I do not have to point out to you.'

- **How the writer describes how other characters react to him**
    e.g. 'the jury seemed to be attentive: their heads were up, and they followed Atticus' route with what seemed to be appreciation. I guess it was because Atticus wasn't a thunderer'.

Reward any other examples of use of language that are linked with the writer's ideas and perspectives.

Band	Mark	AO3 (i), (ii) and (iii)
0	0	No rewardable material.
1	1-5	• Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response.
2	6-9	• Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response.
3	10-14	• Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response.
4	15-19	• Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response.
5	20-24	• Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response.

SECTION B: WRITING

Question Number	Question
*9	A teenage magazine is including articles on the topic 'Everybody needs a role model'. Write an article for the magazine describing your chosen role model. In your article, you may wish to consider: • why role models are important • who you have chosen • the qualities of this person as well as any other ideas you may have.
	(24 marks)
	Indicative content
	Responses may: • choose someone whom the candidate knows personally, such as a friend or relative, or an adult whom they have admired for, e.g., their leadership or inspiration (teacher, youth leader, sports coach, music conductor, drama/dance director) • opt instead for a 'celebrity', known to them from the media (film star, successful business personality, sportsperson, political or religious leader – past or present) • have very different selected qualities and reasons for choice. Examiners will need to avoid judging harshly choices and qualities which they themselves do not find wholly admirable. (For example, girls may well choose Katie Price or Victoria Beckham because they see their success as something to emulate; or boys similarly may choose Wayne Rooney or Russell Brand.) Whoever is chosen, candidates should identify positive qualities which, in their view, make the chosen person someone to look up to. In their response, candidates may select a number of different aspects of the chosen person – their character, views, attitudes; or they may focus on one or two prominent features, such as particular skills or accomplishments. If they choose 'celebrities', they may well show awareness of the ways in which they have supported or sponsored worthwhile causes or charities. Examiners should note the importance of form, audience and purpose. In this case, the form is an article for a teenage magazine, so the register should reflect that.

Band	Mark	AO4: (i) and (ii)
0	0	No rewardable material.
1	1-3	• Expresses ideas at a basic level. • Little awareness of the purpose and audience. • Basic vocabulary; little variety of sentence structure; little evidence of control.
2	4-6	• Expresses ideas with limited appropriateness. • Limited grasp of the purpose and audience. • Limited evidence of control in the choice of vocabulary and sentence structure. • Organisation shows limited grasp of text structure, with opening and development, and limited use of appropriate paragraphing.
3	7-9	• Expresses ideas that are sometimes appropriate. • Some grasp of the purpose and audience. • Some evidence of control in the choice of vocabulary and sentence structures. • Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.
4	10-12	• Expresses ideas that are generally appropriate. • Generally sound grasp of the purpose and audience. • Generally sound evidence of control in the choice of vocabulary and sentence structures. • Organisation shows generally sound grasp of text structure, with opening and development, and broadly appropriate paragraphing.
5	13-16	• Expresses and develops ideas appropriately. • A clear sense of the purpose of the writing and audience. • Well-chosen vocabulary and shows some evidence of crafting in the construction of sentences. • Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.
Band	Mark	AO4: (iii)
0	0	No rewardable material.
1	1-3	• Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used. • Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects. • Spelling is basic in accuracy, with many slips which will hinder meaning.
2	4-6	• Sentences show some attempt to structure and control expression and meaning. Some variety of sentence structures used. • Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response. • Spelling is sometimes accurate, with some slips which may hinder meaning.
3	7-8	• Sentences are clearly structured, with sound control of expression and meaning. A reasonable selection of sentence structures are used. • Sound control of the full range of punctuation, enabling intended emphasis and effects to be conveyed for the majority of the response.

| | | • Spelling is mostly accurate, with occasional slips. |

Question Number	Question
*10	Many schools and colleges help a charity by having a 'Make a Difference Day'. Write the text for a speech to give to a class or group, explaining your ideas for such a day in your school or college. In your speech, you may wish to consider: • what you would choose to do • what you would hope to achieve • how you would organise your group's contribution as well as any other ideas you may have.
	(24 marks)
	Indicative content
	In their responses, candidates may: select whatever kind of activity or event they like, provided that it falls within the general field 'making a difference'. It should be clear whether the aim is to improve the lives of some or all people directly (for example, it could be related to health, facilities or additional support for the school/college/local community); or it could be concerned with the environment or amenities in a particular area; or it could be on a specific topic such as help for the disadvantaged or elderly, animal welfare, traffic congestion or local entertainment. The three bullet points are not required elements, but in practice candidates are likely to follow them to at least some extent: • the event or activity: this may be a sponsored event, such as a charity walk, a concert or theatrical production, a visit/trip to a particular place, a working party helping with a particular task or project, dressing up and making a collection for the stated cause, or any other event focused on making a difference • what it is hoped to achieve: this should show what it is hoped to introduce or change and how the proposed event/activity will ensure that the aims are achieved • how the group's contribution will be organised: this may show some detailed planning, such as publicity (internet sites, posters), different roles for different people, preparations, costs and expected returns.

Examiners should note the importance of form, audience and purpose. In this case, the form is a speech, so the register should reflect that. The audience is a school/college class or group and hence the speech should seek to show some awareness of such a group's perspective.

Band	Mark	AO4: (i) and (ii)
0	0	No rewardable material.
1	1-3	• Expresses ideas at a basic level. • Little awareness of the purpose and audience. • Basic vocabulary; little variety fo sentence structure; little evidence of control.
2	4-6	• Expresses ideas with limited appropriateness. • Limited grasp of the purpose and audience. • Limited evidence of control in the choice of vocabulary and sentence structure. • Organisation shows limited grasp of text structure, with opening and development, and limited use of appropriate paragraphing.
3	7-9	• Expresses ideas that are sometimes appropriate. • Some grasp of the purpose and audience. • Some evidence of control in the choice of vocabulary and sentence structures. • Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.
4	10-12	• Expresses ideas that are generally appropriate. • Generally sound grasp of the purpose and audience. • Generally sound evidence of control in the choice of vocabulary and sentence structures. • Organisation shows generally sound grasp of text structure, with opening and development, and broadly appropriate paragraphing.
5	13-16	• Expresses and develops ideas appropriately. • A clear sense of the purpose of the writing and audience. • Well-chosen vocabulary and shows some evidence of crafting in the construction of sentences. • Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.
Band	Mark	AO4: (iii)
0	0	No rewardable material.
1	1-3	• Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used. • Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects. • Spelling is basic in accuracy, with many slips which will hinder meaning.
2	4-6	• Sentences show some attempt to structure and control expression and meaning. Some variety of sentence structures used.

		• Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response. • Spelling is sometimes accurate, with some slips which may hinder meaning.
3	**7-8**	• Sentences are clearly structured, with sound control of expression and meaning. A reasonable selection of sentence structures are used. • Sound control of the full range of punctuation, enabling intended emphasis and effects to be conveyed for the majority of the response. • Spelling is mostly accurate, with occasional slips.