

# Mark Scheme (Results)

November 2015

GCSE English Language (5EN2F)  
Paper 1: The Writer's Voice

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November 2015

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## 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:

#### **A03: 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.

#### **A04: 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.

**SECTION A: READING**

**Non-fiction text: *Touching the Void***

Question Number			
1 (a)(i)	<p>Give <b>three</b> examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p>		
	<p>Example: <i>madly</i></p> <p>Feature: <i>This is an adverb.</i></p>		
<p>An example has been given to help you.</p>			
<b>(3 marks)</b>			
Answer			
<p>The following gives some suggestions, but there are many others which a candidate could choose. Reward <b>any</b> appropriate example.</p>			
Example	<i>curiously</i>	Feature	<i>adverb</i>
Example	<i>a fierce burning fire</i>	Feature	<i>metaphor</i>
Example	<i>building and building</i>	Feature	<i>repetition</i>
Example	<i>The pain eased.</i>	Feature	<i>short sentence</i>
<p>Award 0 marks where no language example or feature is identified.</p> <p>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.</p> <p>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'.</p>			

Question Number	
1(a)(ii)	<p>Explain how the language in the extract influences your view of when Joe breaks his leg.          In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 1(a)(i).</p> <p style="text-align: right;"><b>(13 marks)</b></p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• description of Joe's thoughts - 'raced madly'</li> <li>• 'pain flooded' - metaphor</li> <li>• use of strong adjectives - 'fierce', 'burning'</li> <li>• use of metaphorical language - 'fire', 'ball in my groin' - to describe the pain</li> <li>• use of repetition to describe the intensity of the pain - 'building and building'</li> <li>• how it affects Joe - he 'cried out', his breath was 'in ragged gasps'</li> <li>• repetition of 'My leg'</li> <li>• description of the way he hangs - 'head down', 'tangled', 'leg hanging slackly'</li> <li>• description of the injury - 'grotesque distortion', 'strange zigzag'</li> <li>• the effect on Joe of seeing the injury - physical: 'wave of nausea'; mental: 'something terrible, something dark with dread', 'break into a panic'</li> <li>• how he thinks about what will happen - repetition of 'if' shows his desperation</li> <li>• the description of the pain - 'knee exploded', 'Bone grated', 'fireball rushed'</li> <li>• it was not simply broken - 'ruptured, twisted, crushed', 'kink'- describes the extent of the injury</li> <li>• description of Joe trying to move his leg - 'gingerly', 'gasping with pain', 'grinding crunch', 'stabs of fire', 'pouring on fire'</li> <li>• it does not feel as though it belongs to Joe - 'not mine'</li> <li>• Joe cries - 'hot tears', 'contact lenses swam'.</li> </ul> <p>Reward responses that link the language of the extract with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>9-11</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>12-13</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

Question Number	
1(b)	<p>In this extract, Joe describes the pain of breaking his leg.</p> <p>Describe a time in <b>one other</b> part of <i>Touching the Void</i> when Joe suffers from pain and the effect of injuries.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> <li>• describes the situation</li> <li>• describes the pain</li> <li>• shows Joe's reactions to the pain.</li> </ul> <p style="text-align: right;"><b>(24 marks)</b></p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• reference to sequence of events or individuals when commenting on the writer's ideas and perspectives</li> <li>• reference to descriptive and/or informative language relevant to the question.</li> </ul> <p>NB A specimen example is given below from Chapter 7 (pages 107-108), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes the situation</b> The writer's language describing the situation: 'Like something come alive, the rope lashed violently against my face and I fell silently, endlessly into nothingness, as if dreaming of falling.'</li> <li>• <b>How the writer describes the pain</b> The language he uses when describing the pain: 'A burning, searing agony reached up from my leg.'</li> <li>• <b>How the writer shows Joe's reactions to the pain</b> The language used to show Joe's reactions: 'I laughed through the burning, and kept laughing hard, feeling tears rolling down my face.', 'Crying and laughing at high pitch as something uncurled inside me, something tight and twisted in my guts that laughed itself apart and left me.'</li> </ul> <p>Reward any other examples of use of language that are linked with the writer's ideas and perspectives.</p>



<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>6-9</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>10-14</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>15-19</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>20-24</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

**Anita and Me**

Question Number																			
2(a)(i)	<p>Give <b>three</b> examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Example: <i>giddy</i></p> <p>Feature: <i>This is an adjective.</i></p> </div>																		
	<b>(3 marks)</b>																		
Answer																			
	<p>The following gives some suggestions, but there are many others which a candidate could choose. Reward <b>any</b> appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>groaned</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>like small red planets</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>simile</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>shyly</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adverb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>mutations</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>noun</i></td> </tr> </table> <p>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'.</p>			Example	<i>groaned</i>	Feature	<i>verb</i>	Example	<i>like small red planets</i>	Feature	<i>simile</i>	Example	<i>shyly</i>	Feature	<i>adverb</i>	Example	<i>mutations</i>	Feature	<i>noun</i>
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Question Number	
2(a)(ii)	<p>Explain how the language in the extract influences your view of the fete and the people at the fete.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 2(a)(i).</p> <p style="text-align: right;"><b>(13 marks)</b></p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• description of the villagers trying to get into the fete - 'almost knocked over', 'the rush', 'pushed'</li> <li>• the amount of noise they make - 'shouted', 'laughed', 'full decibel'</li> <li>• they are keen to spend money - 'purses already being snapped open'</li> <li>• Meena is overwhelmed - 'giddy with indecision'</li> <li>• description of the stalls - 'tables groaned' (metaphor)</li> <li>• the long list of things for sale - many examples</li> <li>• use of similes – 'as big as dinner plates', 'marrows like rockets', 'tomatoes like small red planets', 'cauliflowers as bumpy as the surface of the moon'</li> <li>• the support for Sandy – 'a sense of loyalty', 'wanted one of our own to do well'</li> <li>• description of Sandy's stall - 'at a distance, were charming, multi-coloured fluffy shapes'</li> <li>• list of problems with the toys – 'could have been a giraffe', 'definitely looked like a horse, except', 'several ears missing', 'extra paws attached'</li> <li>• how the toys are described - 'precious mutations'</li> <li>• the reactions of the Ballbearings women – 'excited chatter', 'subsided into soft whispers'</li> <li>• the language of the Ballbearings women - 'I wouldn't like to cuddle up to this one'</li> <li>• description of Sandy and her reactions – 'nervously guarding', 'fixed friendly smile', 'licked her lips' – which shows how uncertain she is</li> <li>• the description of Sandy's appearance – 'looked as if she had been sprinkled with pennies', 'looked vulnerable and younger', 'soft, bewildered expression'.</li> </ul> <p>Reward responses that link the language of the lines with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>9-11</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>12-13</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

Question Number	
2(b)	<p>The fete is an important event in the village.</p> <p>Describe how another important event is presented in <b>one other</b> part of the novel</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> <li>• describes the event</li> <li>• describes the people there</li> <li>• shows Meena's reactions to the event.</li> </ul>
	<b>(24 marks)</b>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives</li> <li>• reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question.</li> <li>•</li> </ul> <p>NB A specimen example is given below from Chapter 5 (pages 128-129), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes the event</b> The writer's use of language to describe the event, e.g.: 'the two ambulance men negotiated their way through my relatives who had formed a macabre farewell committee at the door.'</li> <li>• <b>How the writer describes the people there</b> The writer's use of descriptive language, e.g.: 'two of my Aunties appeared shivering', 'My Uncles were huddled together.'</li> <li>• <b>How the writer shows Meena's reactions to the event</b> The writer's use of language to show Meena's reactions, e.g.: 'I dodged various jingling manicured hands which grabbed at the air above my head and ran to the other side of the stretcher, holding onto the blanket.'</li> </ul> <p>Reward any other examples of use of language that are linked with the writer's ideas and perspectives.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>6-9</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>10-14</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>15-19</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>20-24</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

**Balzac and the Little Chinese Seamstress**

Question Number																			
<b>3(a)(i)</b>	<p>Give <b>three</b> 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.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>hoisted</i></p> <p>Feature: <i>This is a verb.</i></p> </div>																		
	<b>(3 marks)</b>																		
	Answer																		
	<p>The following gives some suggestions, but there are many others which a candidate could choose. Reward <b>any</b> appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>rapidly</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adverb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>growled</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>onomatopoeia</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>lurching like a drunkard</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>simile</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>snow-filled</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjective</i></td> </tr> </table> <p>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'.</p>			Example	<i>rapidly</i>	Feature	<i>adverb</i>	Example	<i>growled</i>	Feature	<i>onomatopoeia</i>	Example	<i>lurching like a drunkard</i>	Feature	<i>simile</i>	Example	<i>snow-filled</i>	Feature	<i>adjective</i>
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Example	<i>snow-filled</i>	Feature	<i>adjective</i>																

Question Number	
3(a)(ii)	<p>Explain how the language in the extract influences your view of Four-Eyes.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 3(a)(i).</p> <p style="text-align: right;"><b>(13 marks)</b></p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the language used to show he has lost his glasses/cannot see - 'goggle-eyes', 'dull, dazed look of a Pekinese dog'</li> <li>• the effect this has on him - 'quite lost', 'stricken'</li> <li>• he feels he must work – 'can't sit and do nothing', 'got to work', 'what I'm here for'</li> <li>• gives the impression that he does not want to talk to Luo and the Narrator - 'talked very rapidly', 'no time to waste on us'</li> <li>• he is not deceived by Luo - 'To hell with you', 'he growled' (onomatopoeia), 'spluttering with anger' – which suggests he has something to hide</li> <li>• he is determined to ignore them – 'Without replying', 'he pressed on'</li> <li>• the description of his struggle - 'odds were against him', 'embroiled', 'ordeal'</li> <li>• the description of the physical conditions – 'more slippery', 'sank up to his ankles'</li> <li>• the description of his progress - 'bulging eyes', 'advanced blindly', 'tottering and lurching like a drunkard' (simile)</li> <li>• the difficulties he has – 'extended a leg in search of a foothold', 'unable to sustain the weight', 'buckled', 'fell to his knees'</li> <li>• his determination - 'he tried to plough on', 'metre by metre', 'scooping the snow away' - emphasises how difficult it is</li> <li>• the description of the physical effects - 'swollen feet', 'head kept lolling', 'ears that are buzzing' .</li> </ul> <p>Reward responses that link the language of the lines with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p>



<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>9-11</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>12-13</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

Question Number	
3(b)	<p>In this extract, the Narrator describes Four-Eyes. Describe how Four-Eyes is presented in <b>one other</b> part of the novel.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> <li>• describes what Four-Eyes says and does</li> <li>• describes what other characters say about him</li> <li>• shows how other characters react to him.</li> </ul> <p style="text-align: right;"><b>(24 marks)</b></p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• reference to plot or sequence or character information only when commenting on the writer’s ideas and perspectives</li> <li>• reference to the writer’s use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question.</li> </ul> <p>NB A specimen example is given below from Part II (pages 58-60), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes what Four-Eyes says and does</b> The writer’s description of Four-Eyes, e.g.: ‘He seemed weary and dejected.’, ‘Methodically he stripped off his shirt.’</li> <li>• <b>How the writer describes what other characters say about him</b> The writer’s use of descriptive language about Four-Eyes: ‘Just glimpsing them was enough to give me goose-flesh from head to toe.’</li> <li>• <b>How the writer shows how other characters react to him</b> The writer’s use of language to show reactions, e.g.: ‘Luo and I were surprised to see him so busy around the house.’</li> </ul> <p>Reward any other examples of use of language that are linked with the writer’s ideas and perspectives.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>6-9</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>10-14</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>15-19</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>20-24</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

**Heroes**

Question Number																			
4(a)(i)	<p>Give <b>three</b> examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>silence</i></p> <p>Feature: <i>This is a noun.</i></p> </div>																		
	<b>(3 marks)</b>																		
	Answer																		
	<p>The following gives some suggestions, but there are many others which a candidate could choose. Reward <b>any</b> appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>reminiscing</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>stale</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjective</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>a sudden quiet falls</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>metaphor</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>probably</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adverb</i></td> </tr> </table> <p>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'.</p>			Example	<i>reminiscing</i>	Feature	<i>verb</i>	Example	<i>stale</i>	Feature	<i>adjective</i>	Example	<i>a sudden quiet falls</i>	Feature	<i>metaphor</i>	Example	<i>probably</i>	Feature	<i>adverb</i>
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Example	<i>a sudden quiet falls</i>	Feature	<i>metaphor</i>																
Example	<i>probably</i>	Feature	<i>adverb</i>																

Question Number	
4(a)(ii)	<p>Explain how the language in the extract influences your view of Francis's experiences at the St Jude Club.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 4(a)(i).</p>
	<b>(13 marks)</b>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Francis is welcomed - 'big hellos', 'slaps on the back', 'make room for me'</li> <li>• the veterans show consideration for his feelings - 'respect my silence'</li> <li>• they are talking about post-war freedoms - new cars - 'Chevvies and Fords', 'without saluting an officer', 'wearing civvies'</li> <li>• his friends are always there - 'fixtures'</li> <li>• repetition of 'talk' - 'talk, always the talk' - emphasises the lack of activity</li> <li>• the long list of topics of conversation (many examples) and the fact that they are all from the past - 'reminiscing'</li> <li>• Francis is focused on Larry - 'let my beer grow stale', 'want to remain sharp and alert'</li> <li>• the Strangler is friendly to Francis – 'lets me nurse my beer', 'doesn't mind if I don't order another.'</li> <li>• the description of the Strangler - 'settler of arguments', 'used to wrestle', 'famous for his stranglehold'</li> <li>• the physical description of the Strangler - 'hair is sparse and grey', 'eyes are clear and watchful,' 'muscles bulge', 'bow-tie moving when he talks.'</li> <li>• it becomes silent – 'a moment when a sudden quiet falls' (metaphor), 'as if everyone has become weary'</li> <li>• the silence allows Francis to observe the effect of war on his friends - 'twitching', 'his lips seem tugged by invisible fingers', 'stares off into space', 'sudden flashes of what - terror? bad dreams?', 'tugging at his pinned-up sleeve</li> <li>• the contrast between 'buried somewhere' and 'tossed aside'- the negative images emphasise these effects</li> <li>• Francis is still focused on Larry - 'break the mood', 'the question that has been burning inside me' (metaphor).</li> </ul> <p>Reward responses that link the language of the lines with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>9-11</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>12-13</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

Question Number	
4(b)	<p>In this extract, Francis describes a visit to the St Jude Club.</p> <p>Describe how a place is presented in <b>one other</b> part of the novel.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> <li>• describes the place</li> <li>• describes the people there</li> <li>• shows what Francis feels.</li> </ul>
	<b>(24 marks)</b>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives</li> <li>• reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question.</li> </ul> <p>NB A specimen example is given below from Chapter 4 (pages 27-29), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes the place</b> The writer's use of language describing the place, e.g.: 'where the young men of Frenchtown gather', 'Inside, the club is crowded and smoke-filled.'</li> <li>• <b>How the writer describes the people there</b> The writer's use of language describing the people, e.g.: 'all of them veterans and survivors, ball players and factory workers who became fighting men in uniform.'</li> <li>• <b>How the writer shows what Francis feels</b> The writer's use of language about his feelings, e.g.: 'The beer was warm and bitter but at least a change from all the medicine I had to swallow every day.', 'don't want to call more attention to myself', 'I am not the hero he thinks I am'.</li> </ul> <p>Reward any other examples of use of language that are linked with the writer's ideas and perspectives.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>6-9</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>10-14</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>15-19</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>20-24</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>



**Of Mice and Men**

Question Number			
5(a)(i)	<p>Give <b>three</b> examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p>		
	<p>Example: <i>brown</i></p> <p>Feature: <i>This is an adjective.</i></p>		
<b>(3 marks)</b>			
Answer			
<p>The following gives some suggestions, but there are many others which a candidate could choose. Reward <b>any</b> appropriate example.</p>			
Example	<i>gradually</i>	Feature	<i>adverb</i>
Example	<i>squirmed</i>	Feature	<i>verb</i>
Example	<i>Curley stared levelly at him.</i>	Feature	<i>short sentence</i>
Example	<i>is gonna get hurt</i>	Feature	<i>colloquial language/slang</i>
<p>Award 0 marks where no language example or feature is identified.</p> <p>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.</p> <p>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'.</p>			

Question Number	
5(a)(ii)	<p>Explain how the language in the extract influences your view of Curley and his effect on the other men.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 5(a)(i).</p> <p style="text-align: right;"><b>(13 marks)</b></p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the adjectives used in the description of Curley - 'thin', 'young', 'brown face', 'brown eyes' (repetition), 'tightly curled hair', 'high-heeled boots'</li> <li>• the way he looks at George and Lennie - 'eyes passed over', 'glanced coldly'</li> <li>• how he reacts to them - 'arms gradually bent', 'hands closed into fists', 'stiffened', 'slight crouch' - which suggests his aggression</li> <li>• the way he looks at them emphasises this - 'calculating', 'pugnacious'</li> <li>• Lennie is uncomfortable - 'squirmed', 'shifted his feet nervously'</li> <li>• Curley is wary of Lennie - 'stepped gingerly'</li> <li>• Lennie is confused - 'twisted with embarrassment'</li> <li>• Curley's manner is threatening - 'lashed his body around' (metaphor)</li> <li>• Curley's aggression is shown in his strong language - 'By Christ', 'What the hell'</li> <li>• George senses trouble - 'coldly', 'tense and motionless'</li> <li>• Curley's response – "Oh, so it's that way." – which suggests he is criticising their relationship</li> <li>• Lennie is frightened by Curley – 'helplessly'</li> <li>• Curley's behaviour is intimidating – 'Curley stared levelly at him.'</li> <li>• when Curley leaves he is still aggressive - 'his elbows were still bent out a little'</li> <li>• Candy is nervous around Curley - 'cautiously', 'quietly'</li> <li>• Candy's comments on Curley - 'handy', 'hates big guys', 'picking scraps', "Always scrappy."</li> <li>• George's final comment on Curley is derogatory - 'Curley punk', which suggests how upset he is</li> <li>• the use of adverbs to show tension when Curley is around – 'coldly', 'nervously', 'helplessly', 'cautiously'.</li> </ul> <p>Reward responses that link the language of the extract with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>9-11</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>12-13</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

Question Number	
5(b)	<p>In the extract, George and Lennie meet Curley for the first time.</p> <p>Describe how Curley is presented in <b>one other</b> part of the novel.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> <li>• describes how Curley behaves</li> <li>• describes what he says and does</li> <li>• shows how the men react to him.</li> </ul> <p style="text-align: right;"><b>(24 marks)</b></p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• reference to plot or sequence or character information only when commenting on the writer’s ideas and perspectives</li> <li>• reference to the writer’s use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question.</li> </ul> <p>NB A specimen example is given below from Section 3 (pages 67-69), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes how Curley behaves</b> The writer’s use of language to describe Curley’s behaviour, e.g.: ‘Curley whirled on Carlson.’, ‘Curley glared at him.’, ‘Curley’s rage exploded.’</li> <li>• <b>How the writer describes what he says and does</b> The writer’s use of language to describe what he says and does, e.g.: “You keep outta this”, ‘Curley stepped over to Lennie like a terrier.’</li> <li>• <b>How the writer shows how the men react to him</b> The writer’s use of language to show how the men react to him, e.g.: ‘Carlson laughed.’, ‘Candy joined the attack with joy.’, ‘he said disgustedly.’</li> </ul> <p>Reward any other examples of use of language that are linked with the writer’s ideas and perspectives.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>6-9</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>10-14</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>15-19</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>20-24</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

**Rani and Sukh**

Question Number																			
6(a)(i)	<p>Give <b>three</b> examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>slightly</i></p> <p>Feature: <i>This is an adverb.</i></p> </div>																		
	<b>(3 marks)</b>																		
Answer																			
	<p>The following gives some suggestions, but there are many others which a candidate could choose. Reward <b>any</b> appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>goreeh</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>Punjabi</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>rumours</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>noun</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>like a dog</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>simile</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>I'll tear out her hair</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>metaphor/hyperbole</i></td> </tr> </table> <p>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'.</p>			Example	<i>goreeh</i>	Feature	<i>Punjabi</i>	Example	<i>rumours</i>	Feature	<i>noun</i>	Example	<i>like a dog</i>	Feature	<i>simile</i>	Example	<i>I'll tear out her hair</i>	Feature	<i>metaphor/hyperbole</i>
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Example	<i>I'll tear out her hair</i>	Feature	<i>metaphor/hyperbole</i>																

Question Number	
<b>6(a)(ii)</b>	<p>Explain how the language in the extract influences your view of the tension between Rani and her parents.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 6(a)(i).</p> <p style="text-align: right;"><b>(13 marks)</b></p>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of the Punjabi '<i>goreeh</i>' by Rani's mother suggests a lack of respect</li> <li>• Rani is upset - 'bit my lip', 'shouting', 'voice rising slightly' - which suggests her distress</li> <li>• her mother does not want her father involved - 'she lied'</li> <li>• Rani, however, tells her father and hopes he will support her - 'hoping he would take my side', 'spreading rumours', 'his little girl'; which all suggest how she hopes to manipulate him</li> <li>• how she describes this - 'my gamble'</li> <li>• her mother persists - 'continued'</li> <li>• Rani is scared - 'my heart came close to giving way'</li> <li>• her father defends her - 'I'll tear her hair out', 'raising his voice' – which suggests how aggressive he can be</li> <li>• the description of how Rani lies to her parents - 'turned on the acting skills', 'deal with my backward parents', 'had tears in my eyes'</li> <li>• her father believes her - '<i>Beteh</i>, don't cry', 'putting his hand on my shoulder'</li> <li>• her father's use of threats - 'I'll kill her and then kill myself'</li> <li>• the description of Rani's reaction - 'heart beating really fast', 'scared of his threat', 'fake tears joined by real ones'</li> <li>• her father's final threat - 'throw you into the streets like a dog' (simile).</li> </ul> <p>Reward responses that link the language of the extract with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>9-11</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>12-13</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>



Question Number	
<b>6(b)</b>	<p>This extract shows tension between Rani and her parents.</p> <p>Describe how an argument is presented in <b>one other</b> part of the novel.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> <li>• shows what the argument is about</li> <li>• shows how the characters speak to each other</li> <li>• describes how the characters behave towards each other.</li> </ul>
	<b>(24 marks)</b>
	Indicative content

	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives</li> <li>• reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question.</li> </ul> <p>NB A specimen example is given below from the first Leicester section (pages 45-47), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer shows what the argument is about</b> The writer's use of language to show the argument, e.g.: "Where you goin' now?", "You best be back by five – wherever you goin'."</li> <li>• <b>How the writer shows how the characters speak to each other</b> The writer's use of language to show how Rani speaks to Divy, e.g.: "Yeah, yeah," I said, dismissing him with a wave of my hand.'</li> <li>• <b>How the writer describes how the characters behave towards each other</b> The writer's use of language to show how Rani is treated by her brothers, e.g.: 'He eyed my bag with suspicion.', 'my brothers watched me like hawks'.</li> </ul> <p>Reward any other examples of use of language that are linked with the writer's ideas and perspectives.</p>
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<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>6-9</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>10-14</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>15-19</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>20-24</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

**Riding the Black Cockatoo**

Question Number																			
7(a)(i)	<p>Give <b>three</b> examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>barbecue</i></p> <p>Feature: <i>This is a noun.</i></p> </div>																		
	<b>(3 marks)</b>																		
Answer																			
	<p>The following gives some suggestions, but there are many others which a candidate could choose. Reward <b>any</b> appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>preferred</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>roll out this chestnut</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>idiom/metaphor</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>extinct</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjective</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>like a toxic bloom</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>simile</i></td> </tr> </table> <p>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'.</p>			Example	<i>preferred</i>	Feature	<i>verb</i>	Example	<i>roll out this chestnut</i>	Feature	<i>idiom/metaphor</i>	Example	<i>extinct</i>	Feature	<i>adjective</i>	Example	<i>like a toxic bloom</i>	Feature	<i>simile</i>
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Example	<i>extinct</i>	Feature	<i>adjective</i>																
Example	<i>like a toxic bloom</i>	Feature	<i>simile</i>																

Question Number	
7(a)(ii)	<p>Explain how the language in the extract influences your view of White Australian attitudes in the past.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 7(a)(i).</p>
	<b>(13 marks)</b>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the language used to describe White Australians - 'straitjacketed by conformity' (metaphor)</li> <li>• White Australians were very narrow-minded about beer - 'branded you as an outsider', 'southern swill'</li> <li>• how they judged - 'questionable social standing', 'eccentric', 'academic', 'poofter', 'not to be trusted with the ladies' - and what this tells us about these men and their attitudes</li> <li>• John's reaction - 'This was beer!'</li> <li>• his description of people who tried to change attitudes - 'brave souls'</li> <li>• comments about Aboriginals from John's childhood - 'rarely', 'third-hand stories or jokes' suggest their attitudes</li> <li>• the use of insults - 'too lazy', 'too stupid', 'useless bastards', 'useless black pricks' – which suggests the negative views</li> <li>• his comment about other attitudes - 'more sensitive souls', 'roll out the old chestnut' (idiom)</li> <li>• these comments are still intolerant - 'poor bastards are cavemen', 'better off if we'd wiped them all out'</li> <li>• John's comment - 'how could an extinct race be better off?'</li> <li>• John's account of the jokes - 'Abo jokes' - suggests a level of intolerance, and his comment about telling them at Sunday lunch</li> <li>• John's reaction - 'deep down I had an inkling', 'something was amiss', 'twisted in guilty discomfort'</li> <li>• final comments about the jokes - 'mean streak that lurks' (personification), 'like a toxic bloom' (simile).</li> </ul> <p>Reward responses that link the language of the lines with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>9-11</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>12-13</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

Question Number	
7(b)	<p>This extract shows how prejudiced White Australians were in the past.</p> <p>Describe how prejudice is shown in <b>one other</b> part of <i>Riding the Black Cockatoo</i>.</p> <p>In your answer you <b>must</b> give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> <li>• describes the incident</li> <li>• describes who is involved</li> <li>• shows the attitudes of the people involved.</li> </ul>
	<b>(24 marks)</b>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• reference to sequence of events or individuals when commenting on the writer's ideas and perspectives</li> <li>• reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question.</li> </ul> <p>NB A specimen example is given below from Chapter Sixteen (pages 236-237), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes the incident</b> The writer's use of language to describe what is happening, e.g.: 'The male reporter, a large oaf in an expensive-looking suit, was goading a couple of young male firekeepers.'</li> <li>• <b>How the writer describes the people involved</b> The writer's use of language to show people's reactions, e.g.: 'jeered the reporter', 'half pleaded, half demanded'.</li> <li>• <b>How the writer shows the attitudes of the people involved</b> The writer's use of language to show people's attitudes, e.g.: 'clearly frustrated that he'd been denied some sensational footage'.</li> </ul> <p>Reward any other examples of use of language that are linked with the writer's ideas and perspectives.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>6-9</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>10-14</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>15-19</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>20-24</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

**To Kill a Mockingbird**

Question Number																			
8(a)(i)	<p>Give <b>three</b> examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>furiously</i></p> <p>Feature: <i>This is an adverb.</i></p> </div>																		
	<b>(3 marks)</b>																		
Answer																			
<p>The following gives some suggestions, but there are many others which a candidate could choose. Reward <b>any</b> appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>experience</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>noun</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>resumed</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>courteous</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjective</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>like a Mr Jingle</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>simile</i></td> </tr> </table> <p>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'.</p>				Example	<i>experience</i>	Feature	<i>noun</i>	Example	<i>resumed</i>	Feature	<i>verb</i>	Example	<i>courteous</i>	Feature	<i>adjective</i>	Example	<i>like a Mr Jingle</i>	Feature	<i>simile</i>
Example	<i>experience</i>	Feature	<i>noun</i>																
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Example	<i>courteous</i>	Feature	<i>adjective</i>																
Example	<i>like a Mr Jingle</i>	Feature	<i>simile</i>																



Question Number	
<b>8(a)(ii)</b>	<p>Explain how the language in the extract influences your view of the time when Atticus questions Mayella Ewell.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 8(a)(i).</p>
	<b>(13 marks)</b>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the description of what Atticus does before he starts to question Mayella - 'grinning', 'hooked his thumbs', 'walked slowly', 'didn't seem especially interested', 'strolled back' – creates expectancy and shows how relaxed he is</li> <li>• the way Atticus asks his first question - 'smiling' suggests his personality</li> <li>• what he says - 'Miss Mayella' - shows respect</li> <li>• 'won't try to scare you' contrasts with 'not yet'</li> <li>• "'Let's just get acquainted'" shows him trying to put her at ease</li> <li>• Mayella's response - 'said' repeated, 'jerked', 'resentfully' suggests how hostile she is</li> <li>• Atticus's polite response 'ma'am'</li> <li>• Scout's observations of Mayella- 'I could see nothing', 'to justify Atticus's assumption', 'looked at him furiously'</li> <li>• Atticus's reaction to Mayella's accusation - 'startled'</li> <li>• Mayella shows she is nervous of Atticus - 'looked from under lowered eyelids'</li> <li>• how the judge sets the record straight - 'has not been sassed' – using Mayella's language</li> <li>• Scout wonders what Mayella's life was like - 'if anybody had ever called her 'ma'am' or 'Miss Mayella'' and the effect of the short sentence - 'I soon found out.'</li> <li>• Mayella's brief, uncooperative responses to Atticus's questions.</li> </ul> <p>Reward responses that link the language of the lines with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>9-11</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>12-13</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

Question Number	
8(b)	<p>In this extract, Atticus is asking Mayella Ewell questions during Tom Robinson’s trial.</p> <p>Describe how the trial is presented in <b>one other</b> part of the novel.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> <li>• describes what is happening</li> <li>• shows what the person asking the questions says and does</li> <li>• shows what the person being questioned says and does.</li> </ul>
	<b>(24 marks)</b>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• reference to plot or sequence or character information only when commenting on the writer’s ideas and perspectives</li> <li>• reference to the writer’s use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question.</li> </ul> <p>NB A specimen example is given below from Chapter XVII (pages 181-183), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes what is happening</b> The writer’s use of descriptive language about the event, e.g.: ‘Mr Ewell backed up into the witness-chair, settled himself and regarded Atticus with haughty suspicion.’</li> <li>• <b>How the writer shows what the person asking the questions says and does</b> The writer’s use of language to show what the questioner says and does, e.g.: ‘said Atticus genially’, “You do?” asked Atticus mildly.’</li> <li>• <b>How the writer shows what the person being questioned says and does</b> The writer’s use of language to show how the witness behaves, e.g.: ‘Mr Ewell seemed determined not to give the defence the time of day.’</li> </ul> <p>Reward any other examples of use of language that are linked with the writer’s ideas and perspectives.</p>

<b>Band</b>	<b>Mark</b>	<b>AO3 (i), (ii) and (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the text</li> <li>• Basic understanding of the writer's ideas</li> <li>• Basic understanding of how the writer uses language</li> <li>• Little relevant reference to the extract to support response.</li> </ul>
<b>2</b>	<b>6-9</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the text</li> <li>• Limited understanding of the writer's ideas</li> <li>• Limited understanding of how the writer uses language</li> <li>• Limited relevant reference to the extract to support response.</li> </ul>
<b>3</b>	<b>10-14</b>	<ul style="list-style-type: none"> <li>• Some understanding of the text</li> <li>• Some understanding of the writer's ideas</li> <li>• Some understanding of how the writer uses language</li> <li>• Occasional relevant reference to the extract to support response.</li> </ul>
<b>4</b>	<b>15-19</b>	<ul style="list-style-type: none"> <li>• Generally sound understanding of the text</li> <li>• Generally sound understanding of the writer's ideas</li> <li>• Generally sound understanding of how the writer uses language</li> <li>• Mostly clear reference to the extract to support response.</li> </ul>
<b>5</b>	<b>20-24</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the text</li> <li>• Sound understanding of the writer's ideas</li> <li>• Sound understanding of how the writer uses language</li> <li>• Clear reference to the extract to support response.</li> </ul>

## SECTION B: WRITING

Question Number	Question
*9	<p>Your school or college wants contributions for its website to persuade new students to enrol.</p> <p>your contribution, explaining what it is that makes your school or college so good.</p> <p>In your contribution, you may wish to consider:  the facilities  the types of lessons  other activities that the school or college offers</p> <p>as well as any other ideas you may have.</p> <p style="text-align: right;"><b>(24 marks)</b></p>
	Indicative content
	<p>In their response, candidates may use the following points:</p> <ul style="list-style-type: none"> <li>• <b>Details about the facilities</b> Candidates may focus on: the buildings, e.g. sports facilities, art rooms; how well they are maintained; the respect students show for them.</li> <li>• <b>Details about the lessons</b> Candidates may focus on: how well they are taught; what subjects they can do; discipline and behaviour; how long lessons/break times are.</li> <li>• <b>Details about other activities</b> Candidates may focus on extra-curricular activities such as clubs, trips, drama and music productions or charity events.</li> </ul> <p>Other points should be rewarded according to the relevance of the arguments. Provided that the response is developed and meets the descriptors within a particular level, the response should be awarded marks positively, using the full range available.</p> <p>Examiners should note the importance of form, audience and purpose. In this case, the form is a contribution for a school or college website, so the register should reflect that. The audience is specified and hence the article should seek to show some awareness of a young person's perspective, and offer persuasive argument to support the personal viewpoint. The tone may be informal, in order to communicate with other young people.</p>

<b>Band</b>	<b>Mark</b>	<b>AO4: (i) and (ii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Expresses ideas at a basic level.</li> <li>• Little awareness of the purpose and audience.</li> <li>• Basic vocabulary; little variety of sentence structure; little evidence of control.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Expresses ideas with limited appropriateness.</li> <li>• Limited grasp of the purpose and audience.</li> <li>• Limited evidence of control in the choice of vocabulary and sentence structure.</li> <li>• Organisation shows limited grasp of text structure, with opening and development, and limited use of appropriate paragraphing.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Expresses ideas that are sometimes appropriate.</li> <li>• Some grasp of the purpose and audience.</li> <li>• Some evidence of control in the choice of vocabulary and sentence structures.</li> <li>• Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Expresses ideas that are generally appropriate.</li> <li>• Generally sound grasp of the purpose and audience.</li> <li>• Generally sound evidence of control in the choice of vocabulary and sentence structures.</li> <li>• Organisation shows generally sound grasp of text structure, with opening and development, and broadly appropriate paragraphing.</li> </ul>
<b>5</b>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• Expresses and develops ideas appropriately.</li> <li>• A clear sense of the purpose of the writing and audience.</li> <li>• Well-chosen vocabulary and shows some evidence of crafting in the construction of sentences.</li> <li>• Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>AO4: (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used.</li> <li>• Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects.</li> <li>• Spelling is basic in accuracy, with many slips which will hinder meaning.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Sentences show some attempt to structure and control expression and meaning. Some variety of sentence structures used.</li> <li>• Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response.</li> <li>• Spelling is sometimes accurate, with some slips which may hinder meaning.</li> </ul>
<b>3</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Sentences are clearly structured, with sound control of expression and meaning. A reasonable selection of sentence structures is used.</li> <li>• Sound control of the full range of punctuation, enabling intended emphasis and effects to be conveyed for the majority of the response.</li> <li>• Spelling is mostly accurate, with occasional slips.</li> </ul>

Question Number	Question
*10	<p>'The voting age should be lowered to sixteen.'</p> <p>Write a letter to your local newspaper, making it clear whether you agree or disagree with this statement.</p> <p>In your letter, you may wish to consider:</p> <ul style="list-style-type: none"> <li>• whether teenagers are interested in voting</li> <li>• whether they know enough about current affairs</li> <li>• whether they would make a difference</li> </ul> <p>as well as any other ideas you may have.</p>
	<b>(24 marks)</b>
	Indicative content
	<p>In their response, candidates may use the bullet points to give a structure to their letter.</p> <ul style="list-style-type: none"> <li>• <b>Whether teenagers are interested in voting</b> Candidates may focus on: the apathy of the general population towards elections; that at 16 teenagers have too much else to worry them, e.g. exams; that you cannot have a say if you do not vote; that many teenagers may want to change the way the country is run.</li> <li>• <b>Whether they know enough about current affairs</b> Candidates may focus on: some teenagers do not know anything about politics and are not interested; the effects of the media on 16-year-olds; some young people are very interested in politics.</li> <li>• <b>Whether they would make a difference</b> Candidates may focus on: ideas about enfranchisement – if you cannot vote you have no say; that some politicians started their careers at a young age, e.g. William Hague; that some teenagers feel they have grievances that are not heard, so voting would help them to have a say.</li> </ul> <p>Examiners should note the importance of form, audience and purpose. In this case, the form is a letter to a newspaper, so the register should reflect that. The audience is specified and hence the letter should seek to show some awareness of a young person's perspective, and offer persuasive argument to support the personal viewpoint. The tone should be appropriate, in order to communicate with the general public.</p>



<b>Band</b>	<b>Mark</b>	<b>AO4: (i) and (ii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Expresses ideas at a basic level.</li> <li>• Little awareness of the purpose and audience.</li> <li>• Basic vocabulary; little variety of sentence structure; little evidence of control.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Expresses ideas with limited appropriateness.</li> <li>• Limited grasp of the purpose and audience.</li> <li>• Limited evidence of control in the choice of vocabulary and sentence structure.</li> <li>• Organisation shows limited grasp of text structure, with opening and development, and limited use of appropriate paragraphing.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Expresses ideas that are sometimes appropriate.</li> <li>• Some grasp of the purpose and audience.</li> <li>• Some evidence of control in the choice of vocabulary and sentence structures.</li> <li>• Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Expresses ideas that are generally appropriate.</li> <li>• Generally sound grasp of the purpose and audience.</li> <li>• Generally sound evidence of control in the choice of vocabulary and sentence structures.</li> <li>• Organisation shows generally sound grasp of text structure, with opening and development, and broadly appropriate paragraphing.</li> </ul>
<b>5</b>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• Expresses and develops ideas appropriately.</li> <li>• A clear sense of the purpose of the writing and audience.</li> <li>• Well-chosen vocabulary and shows some evidence of crafting in the construction of sentences.</li> <li>• Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>AO4: (iii)</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used.</li> <li>• Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects.</li> <li>• Spelling is basic in accuracy, with many slips which will hinder meaning.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Sentences show some attempt to structure and control expression and meaning. Some variety of sentence structures used.</li> <li>• Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response.</li> <li>• Spelling is sometimes accurate, with some slips which may hinder meaning.</li> </ul>
<b>3</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Sentences are clearly structured, with sound control of expression and meaning. A reasonable selection of sentence structures are used.</li> <li>• Sound control of the full range of punctuation, enabling intended emphasis and effects to be conveyed for the majority of the response.</li> <li>• Spelling is mostly accurate, with occasional slips.</li> </ul>

