

Mark Scheme

November 2016

GCSE in English Language  
(5EN2F)  
Unit 2: The Writer's Voice

Foundation Tier

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Publications Code 5EN2F\_01\_1611

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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 scheme for the English Language Unit 2 Foundation Tier Question Paper.

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.

**SECTION A: READING**

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

Question Number																			
<b>1 (a)(i)</b>	<p>(a)(i) Give <b>three</b> examples of the writer’s use of language in the extract. Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p>																		
	<p style="text-align: center;">Example: <i>slow</i></p> <p style="text-align: center;">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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>quietly</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>adverb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>trauma</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>noun</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>long long</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>repetition</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>Fastened</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>verb</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>quietly</i>	Feature	<i>adverb</i>	Example	<i>trauma</i>	Feature	<i>noun</i>	Example	<i>long long</i>	Feature	<i>repetition</i>	Example	<i>Fastened</i>	Feature	<i>verb</i>
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Question Number	
<b>1(a)(ii)</b>	<p>Explain how the language in the extract influences your view of how Joe feels and reacts in this dangerous situation.</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 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 how Joe feels – ‘hopes sank’, ‘stared’, ‘couldn’t take my eyes from it’ – suggests that he cannot believe what has happened</li> <li>• use of short sentence – ‘Cut!’</li> <li>• description of his hopes – ‘madness’, ‘Crazy’</li> <li>• description of Joe’s reactions – ‘sobbed’, ‘feeling overwhelmed’, ‘cried in bursts’, ‘cried again’ (repetition)</li> <li>• his description of how he woke up – ‘came up slowly’, ‘long emptiness’, ‘Sleep had taken me unawares’, ‘startled’</li> <li>• his reactions to his prospective death – ‘I felt calm’, ‘I had always known’, ‘accept it calmly’, ‘Acceptance seemed better’</li> <li>• his description of the event - ‘no trauma this way’, ‘made things easier’, ‘one less thing to worry about’</li> <li>• his calm description of how he expects to die – ‘take me a few days’, ‘long long period of twilight’, ‘drifting’, ‘half-consciousness’, ‘dreamless sleeping’, ‘ebbing away quietly’</li> <li>• his reaction to this – ‘pretty sordid’, ‘slow pathetic fade’</li> <li>• the change in Joe - ‘didn’t want it to be like that’</li> <li>• he tries to overcome his difficulties – ‘thought it might be possible’; despite this ‘Deep inside I knew it would be impossible’</li> <li>• language used to show how dangerous his position is – ‘resolve failed’, ‘black void’, ‘desperately precarious’.</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’s thoughts change.</p> <p>Describe a time in <b>one other</b> part of <i>Touching the Void</i> when Joe struggles with his thoughts.</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 thoughts Joe has</li> <li>• shows how Joe deals with the situation.</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 descriptive and/or informative language relevant to the question.</li> </ul> <p>NB A specimen example is given below from Chapter 10 (pages 150-151), 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: ‘There was snow in the air above. Fresh falling snow!’</li> <li>• <b>How the writer describes the thoughts Joe has</b> The language he uses when describing Joe’s thoughts: ‘The <i>voice</i> said I would lose my way, said I would never get through the crevasses without the prints, and told me to hurry on’.</li> <li>• <b>How the writer shows how Joe deals with the situation</b> The language used to show how Joe deals with the situation: ‘I lost track of how long I moved through the snow’, ‘I kept crawling forward blindly’.</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																	
<b>2(a)(i)</b>	<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 0;"> <p>Example: <i>hunched</i></p> <p>Feature: <i>This is a verb.</i></p> </div> <p style="text-align: right;"><b>(3 marks)</b></p>																
	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>favourite</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>an armoury</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>memories</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 living sculpture</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>favourite</i>	Feature	<i>adjective</i>	Example	<i>an armoury</i>	Feature	<i>Metaphor</i>	Example	<i>memories</i>	Feature	<i>Noun</i>	Example	<i>like a living sculpture</i>	Feature	<i>Simile</i>
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Question Number	
2(a)(ii)	<p>Explain how the language in the extract influences your view of how Meena describes Tollington and its people.</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>• the description of spring in Tollington – ‘my favourite season’</li> <li>• the description of the women – ‘taut-jawed women’, ‘brandishing’, ‘possessed female’, ‘strong sleeveless arms’</li> <li>• the women’s activities – ‘hunched over’, ‘choking’, ‘beaten to a pulp’</li> <li>• their colloquial conversation – the list – ‘Some big knob’, ‘bloody point’, ‘stinking like a brewery’, ‘bloody walloped him’ – shows how aggressive they are</li> <li>• the description of their possessions – ‘clusters of china dogs’, ‘horse brasses’, ‘drying to a gleam’</li> <li>• the description of their homes as ‘upturned nests’ shows how chaotic spring cleaning is</li> <li>• Meena’s reactions are shown by positive language – ‘fascinated’, ‘intoxicated’</li> <li>• the contrast between spring cleaning and spring – ‘disinfectant and coal tar’ and ‘sticky new buds adorning’</li> <li>• the adjective ‘Mad’ used to describe the Mitchells suggests how they are viewed by their neighbours</li> <li>• the description of their front garden ‘junk’, ‘bizarre monument to kitsch’</li> <li>• the long list of the contents of their garden emphasises what a mess it is</li> <li>• this is further emphasised by the description of their house – ‘grimy opaque windows’, ‘tattered curtains’, ‘peeling front door’</li> <li>• Meena’s description of this mess – ‘another imaginative addition’, ‘Mad Mitchell Collection’ – makes it sound grand or a work of art, especially with the use of capitals.</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>In the extract, Meena enjoys Tollington in the spring.</p> <p>Describe how Tollington 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 Tollington</li> <li>• describes the people there</li> <li>• shows Meena’s thoughts and feelings.</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 Chapter 1 (pages 11-12), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes Tollington</b> The writer’s use of language to describe Tollington: ‘uneven teeth which spread into a gap-toothed smile as the houses gradually became bigger and grander’.</li> <li>• <b>How the writer describes the people there</b> The writer’s use of language to describe the people: ‘practising noisy manoeuvres which threw up clouds of dust’, ‘her brown skin glowed like a burning planet’.</li> <li>• <b>How the writer shows Meena’s thoughts and feelings</b> The writer’s use of descriptive language about Meena’s thoughts and feelings: ‘as we marched down the hill towards Mr Ormerod’s shop, down into the valley of...’, ‘I swallowed and looked around, as if for help.’</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.</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>extreme</i></p> <p>Feature: <i>This is an adjective.</i></p> </div>																		
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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>strapped</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>responsibility</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 cyclist racing at full tilt</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>slowly</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>strapped</i>	Feature	<i>verb</i>	Example	<i>responsibility</i>	Feature	<i>noun</i>	Example	<i>like a cyclist racing at full tilt</i>	Feature	<i>simile</i>	Example	<i>slowly</i>	Feature	<i>adverb</i>
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Question Number	
3(a)(ii)	<p>Explain how the language in the extract influences your view of when Luo and the Narrator treat the headman's tooth.</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 Narrator's reaction – 'flabbergasted'</li> <li>• the description of the headman – 'tyrant', 'despot' - suggests the depth of the Narrator's hatred</li> <li>• how the Narrator describes the headman – 'resign', 'being restrained', 'look utterly ridiculous' - suggests his humiliation</li> <li>• the Narrator is puzzled – 'What the devil had got into him?', 'confounds me'</li> <li>• the use of the word 'awesome' suggests how important/difficult/daunting the task was</li> <li>• the use of 'responsibility' and 'trepidation' shows how nervous the Narrator feels</li> <li>• this is further emphasised by 'braced'</li> <li>• language used to describe the Narrator's initial pedalling of the treadle – 'relentless rhythm' (alliteration), 'feeling like a cyclist racing at full tilt' (simile)</li> <li>• description of the dentistry – 'needle juddered', 'treacherous tooth' (alliteration), 'dreadful gurgling' - suggests how horrible the experience is for the headman</li> <li>• the description of the headman's situation emphasises he is at the mercy of Luo and the Narrator – 'lashed to the bed', 'like a bad guy' (simile), 'about to get his comeuppance', 'clamped', 'vice-like grip'</li> <li>• the headman's reactions – 'deathly pale', 'foaming at the mouth' – suggest his terror</li> <li>• the Narrator's behaviour - 'an uncontrollably sadistic impulse', 'like a volcano' (simile) - suggest how much he hates the headman</li> <li>• this is further emphasised by the contrast - 'innocent, calm deliberation' and 'hatred smouldering'</li> <li>• the graphic description of the dentistry – 'penetrated the decay', 'final tremor', 'slowly and shakily', 'became a chisel', 'greasy yellow dust' - emphasises how nasty the event is.</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	
<b>3(b)</b>	<p>This extract describes how the Narrator behaves.</p> <p>Describe how the Narrator 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 the Narrator says and does</li> <li>• describes what other characters say about him</li> <li>• shows how other characters react to him.</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 Part III (pages 140-142), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes what the Narrator says and does</b> The writer’s description of the Narrator’s behaviour: ‘Never had a secret agent carried out his mission with more dedication’.</li> <li>• <b>How the writer describes what other characters say about him</b> The writer’s use of descriptive language to suggest what other characters say about him: “‘Where did you learn all this girlish stuff?’”</li> <li>• <b>How the writer shows how other characters react to him</b> The writer’s use of descriptive language about other characters’ reactions: ‘hostility on their young faces’, ‘a jeering voice behind my back’.</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																			
<b>4(a)(i)</b>	<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>plop</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>glued the paddle</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>anticipation</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>gulped</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>Verb</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>plop</i>	Feature	<i>Onomatopoeia</i>	Example	<i>glued the paddle</i>	Feature	<i>Metaphor</i>	Example	<i>anticipation</i>	Feature	<i>Noun</i>	Example	<i>gulped</i>	Feature	<i>Verb</i>
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Example	<i>gulped</i>	Feature	<i>Verb</i>																

Question Number	
4(a)(ii)	<p>Explain how the language in the extract influences your view of when Francis learns to play table tennis.</p> <p>In your answer, you <b>must</b> give examples of the language the writer uses. You may include the examples you have used in your answer to 4(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>• Francis initially trivialises the game – ‘ping-pong’</li> <li>• Francis had expected something more exciting – ‘betray my disappointment’</li> <li>• Larry emphasises the skill – ‘quickness’, ‘reflexes’</li> <li>• the list used to describe how Francis stands suggests the skill/importance of the game – ‘alert’, ‘leaning forward’</li> <li>• the description initially suggests Francis feels in control – ‘satisfying <i>plop</i>’ (onomatopoeia), ‘sail cleanly over’,</li> <li>• ‘Bounce and return again’ – the use of repetition of ‘bounce’ and ‘return’ shows the rhythm of the game</li> <li>• Larry changes the pace of the game to test Francis – ‘squirted crazily’</li> <li>• Francis responds – ‘Instantly alert’</li> <li>• the description of the audience – ‘kids gathered’, ‘crowd often cheered’ – suggests how interesting it is</li> <li>• Francis’s enthusiasm/skill is shown – ‘I made a lunging return.’</li> <li>• the importance of ‘Nobody had ever cheered me before.’ (short sentence)</li> <li>• Larry praises Francis – ‘a natural’</li> <li>• Francis’s reaction – ‘spellbound’ - suggests how important this praise is to Francis</li> <li>• the description of Larry’s dedication to table tennis – ‘bring a sudden importance’, ‘tirelessly’, ‘encouraged’</li> <li>• Francis’s dedication to table tennis – ‘spent hours’, ‘game after game’</li> <li>• the contrast between Francis and his opponents – ‘scarlet with anger’, ‘calm and composed’ (alliteration).</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, the relationship between Francis and Larry is shown.</p> <p>Describe how this relationship 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 Francis behaves</li> <li>• describes how Larry behaves</li> <li>• shows Francis's thoughts and feelings.</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 Chapter 14 (pages 89-91), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes how Francis behaves</b> The writer's use of language to describe how Francis behaves: 'But my hand is shaking and I am suddenly overwhelmed by the knowledge of what I am about to do.'</li> <li>• <b>How the writer describes how Larry behaves</b> The writer's use of language describing how Larry behaves: 'He sighs, his lips trembling and his voice trembles too'.</li> <li>• <b>How the writer shows Francis's thoughts and feelings</b> The writer's use of language about Francis's thoughts and feelings: '<i>Sweet young things</i>. Had he done it before? How many young girls had been invaded by him?'</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																			
<b>5(a)(i)</b>	<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>rouged</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>rectangle</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 sausages</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>leaned</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>defensively</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>rectangle</i>	Feature	<i>Noun</i>	Example	<i>like sausages</i>	Feature	<i>Simile</i>	Example	<i>leaned</i>	Feature	<i>Verb</i>	Example	<i>defensively</i>	Feature	<i>Adverb</i>
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Example	<i>defensively</i>	Feature	<i>Adverb</i>																

Question Number	
5(a)(ii)	<p>Explain how the language in the extract influences your view of when George and Lennie meet Curley's wife for the first time.</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>
	<b>(13 marks)</b>
	Indicative content
	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of 'cut off' to describe the sunshine suggests the impact Curley's wife can have</li> <li>• the initial description - 'A girl' – suggests innocence</li> <li>• the way she is described – 'full, rouged lips', 'wide-spaced eyes', 'heavily made up', 'fingernails were red'</li> <li>• the description of her hair – 'rolled clusters', 'like sausages' (simile)</li> <li>• her clothes are inappropriate – 'cotton house dress', 'mules', 'ostrich feathers'</li> <li>• the repetition of 'red' suggests danger</li> <li>• the description of her voice – 'nasal, brittle'</li> <li>• the way she behaves is provocative – 'hands behind her back', 'leaned against the door frame', 'her body was thrown forward'</li> <li>• Lennie's reaction – 'eyes moved down over her body', 'fascinated' and how she reacts – 'bridled a little'</li> <li>• George's reaction - 'brusquely' - and how she reacts – 'smiled archly', 'twitched her body'</li> <li>• she is 'suddenly apprehensive', which suggests she is frightened of Curley</li> <li>• George does not like or trust her – 'tramp', 'clear out for twenty bucks', 'bitch', 'poison', 'jail bait', 'rat trap' – this harsh, negative language suggests how strongly he feels</li> <li>• Lennie is enthralled/enchanted/likes her – the repetition of 'purty' and 'stared' suggests his fascination and the use of the adverb 'admiringly' suggests he really likes her</li> <li>• Lennie protests his innocence – 'never done nothing', 'never meant no harm', 'Honest, I never' - (repetition).</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, Curley's wife is described.</p> <p>Describe how Curley's wife 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's wife behaves</li> <li>• describes what she says and does</li> <li>• shows how the men react to her.</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 Section 4 (pages 84-86), 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's wife behaves</b> The writer's use of descriptive language to show how she behaves: 'She breathed strongly, as though she had been running.', 'She dropped her fingers and put her hands on her hips.'</li> <li>• <b>How the writer describes what she says and does</b> The writer's use of language when Curley's wife is speaking: "'Baloney!'", "'Standin' here talkin' to a bunch of bindle stiffs – a nigger an' a dum-dum and a lousy ol' sheep'".</li> <li>• <b>How the writer shows how the men react to her</b> The writer's use of language to show how the men react: 'Lennie watched her fascinated; but Candy and Crooks were scowling down away from her eyes.'</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																			
<b>6(a)(i)</b>	<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>blinked</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>eventually</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>like a new thread</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>youngest</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>Adjective/Superlative</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>consequences</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>eventually</i>	Feature	<i>Adverb</i>	Example	<i>like a new thread</i>	Feature	<i>Simile</i>	Example	<i>youngest</i>	Feature	<i>Adjective/Superlative</i>	Example	<i>consequences</i>	Feature	<i>Noun</i>
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Example	<i>consequences</i>	Feature	<i>Noun</i>																

Question Number	
6(a)(ii)	<p>Explain how the language in the extract influences your view of when Resham and Sukh talk about the feud.</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 way Sukh tells his father who hit him – ‘cutting his dad off midstream’</li> <li>• Sukh is surprised at the way his father reacts – ‘not expecting the reaction that he got’</li> <li>• the description of Resham’s reaction – ‘mouth slightly open’, ‘eyes filling up’ - suggests how shocked he is</li> <li>• initially Sukh is not entirely honest – ‘thought about saying yes’</li> <li>• Sukh realises his father will tell him the story – ‘a strong feeling’</li> <li>• Resham is sorry he has not told Sukh before – ‘all the while stopping to apologize’</li> <li>• telling the story upsets Resham – ‘let a tear fall’</li> <li>• Sukh is affected by his father’s emotions – ‘swallowed hard’, ‘He’d never seen his dad react’</li> <li>• Sukh feels a bond with Resham – ‘a strange moment’, ‘like a new thread’ (simile), ‘linking’, ‘beyond the normal father- son bonds’</li> <li>• the description of how Sukh tells his father about Rani – ‘let words fall out’ (metaphor), ‘not thinking or caring’</li> <li>• Sukh’s simple short sentence – ‘I know his daughter.’</li> <li>• his father’s reactions – ‘shed a few more tears’, ‘continued talking, ignoring’</li> <li>• his mother’s reactions – ‘frowned’, ‘left the room’</li> <li>• Resham cannot see a way to resolve the feud - ‘resignation’; the statement ‘Nothing can bring our families together now’ emphasises this</li> <li>• Resham is adamant that the feud cannot be resolved; his view is emphasised by the repetition of ‘Nothing’.</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>In this extract, Resham talks about the family feud.</p> <p>Describe how the family feud affects characters 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 feud</li> <li>• shows how the characters behave</li> <li>• describes how the characters react.</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 Six Months Later (pages 210-212), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> <li>• <b>How the writer describes the feud</b> The writer’s use of simple language to describe the feud: “Family business”, “There was a fight yesterday”.</li> <li>• <b>How the writer shows how the characters behave</b> The writer’s use of language to show how the characters behave: ‘My mum looked at me, then looked away before she replied.’, ‘My dad’s face clouded over’.</li> <li>• <b>How the writer shows how other characters react</b> The writer’s use of language to show how other characters react: ‘My head was swimming with thoughts.’, ‘his face set in a frown’, ‘my mum began to fuss over him’.</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>

**Riding the Black Cockatoo**

Question Number																	
<b>7(a)(i)</b>	<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>mantelpiece</i></p> <p>Feature: <i>This is a noun.</i></p> </div> <p style="text-align: right;"><b>(3 marks)</b></p>																
	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>My worldliness withered</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>metaphor/alliteration</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>teleported</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>furiously</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>beloved</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>My worldliness withered</i>	Feature	<i>metaphor/alliteration</i>	Example	<i>teleported</i>	Feature	<i>verb</i>	Example	<i>furiously</i>	Feature	<i>adverb</i>	Example	<i>beloved</i>	Feature	<i>adjective</i>
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Example	<i>teleported</i>	Feature	<i>verb</i>														
Example	<i>furiously</i>	Feature	<i>adverb</i>														
Example	<i>beloved</i>	Feature	<i>adjective</i>														

Question Number	
7(a)(ii)	<p>Explain how the language in the extract influences your view of when John tells his classmates about Mary, the skull.</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> <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 description of the way John tells his class – ‘worldly swagger’ but is embarrassed by his classmates’ reactions</li> <li>• the looks on his classmates’ faces – ‘mixture of incredulousness, disgust and horror’ - shows how shocking what he has said is</li> <li>• the initial reaction: ‘There was silence’</li> <li>• the description of how John remembers his childhood – ‘feel-good fuzziness’ contrasting with ‘cold, hard glare’ - emphasises their shock</li> <li>• the classmates’ horrified reaction – ‘<i>what... what</i>’ (repetition)</li> <li>• John’s reaction – ‘backpedalled furiously’ - shows how he is trying to retrieve the situation</li> <li>• there is an increasing sense of John’s unease – ‘voice to taper off’, ‘collective unblinking stare’, ‘squeaked’</li> <li>• the repetition of ‘silence’ adds to the negative atmosphere</li> <li>• his listing of things his father has collected does not help – ‘eyes grew wider’, ‘Guns?’, ‘like a trophy?’</li> <li>• nor does his description of Mary – ‘a scientific curio’</li> <li>• the description of the girl as ‘teary-eyed’ shows how strongly affected his classmates are</li> <li>• the colloquial use of ‘spooked out’ suggests the skull as a frightening image</li> <li>• how the encounter has left John feeling – ‘utterly deflated’, ‘crashing back to terra firma’.</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>In this extract, John feels criticised for his family’s treatment of Mary, the skull.</p> <p>Describe a time when John has to explain how Mary has been treated 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 Five (pages 75-77), 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 the incident: ‘Gary was on the other end of the phone, half a continent away in Melbourne.’</li> <li>• <b>How the writer describes who is involved</b> The writer’s use of language to describe who is involved: ‘Gary sounded cool, relaxed.’, ‘Gary laughed when I made my first confession.’</li> <li>• <b>How the writer shows the attitudes of the people involved</b> The writer’s use of language to show the attitudes of the people involved: ‘How strange, I thought; I should be apologising to these people for everything I’ve taken from them, and here they are thanking me, saying <i>they owe me.</i>’</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																	
<b>8(a)(i)</b>	<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>invitation</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>evidently</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>chuckled</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>clutches of whisky</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>deepest</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>evidently</i>	Feature	<i>Adverb</i>	Example	<i>chuckled</i>	Feature	<i>Verb</i>	Example	<i>clutches of whisky</i>	Feature	<i>Metaphor</i>	Example	<i>deepest</i>	Feature	<i>adjective</i>
Example	<i>evidently</i>	Feature	<i>Adverb</i>														
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Example	<i>clutches of whisky</i>	Feature	<i>Metaphor</i>														
Example	<i>deepest</i>	Feature	<i>adjective</i>														



Question Number	
<b>8(a)(ii)</b>	<p>Explain how the language in the extract influences your view of when Scout and Dill meet Dolphus Raymond.</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>• Scout's initial description – 'an evil man' - suggests he is wicked</li> <li>• she goes along 'reluctantly', showing she does not want to go</li> <li>• the way the incident with the drink is presented – "'Take a good sip'", "quieten you" - suggests that the drink is alcohol</li> <li>• Scout's misgivings are emphasised – 'evidently taking delight in corrupting a child'</li> <li>• she is protective of Dill – 'warned' – suggesting there is some danger</li> <li>• the homely/comforting description of Dolphus Raymond's smell – 'leather, horses, cottonseed'</li> <li>• Scout's shock at the revelation about Coca-Cola shown by the unfinished sentences and the repetition of 'Coca-Cola'</li> <li>• Dolphus Raymond's confusing explanation</li> <li>• how Dolphus describes his act – 'weave a little', 'clutches of whisky' (metaphor)</li> <li>• repetition of 'never' suggests how strongly Dolphus feels that people would not accept his lifestyle</li> <li>• Scout's reaction shows confusion – the contrast of 'sinful man' and 'fascinating'</li> <li>• the description of what Scout thinks Dolphus Raymond has done – 'deliberately perpetrated fraud against himself'</li> <li>• how Scout views the confession – 'his deepest secret'.</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, Scout does not understand the way Dolphus Raymond behaves.</p> <p>Describe a time when Scout does not understand the way a character behaves 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 character says and does</li> <li>• shows how Scout reacts.</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 IX (pages 81-83), 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 what is happening: ‘But I was worrying another bone’, ‘‘Then why did Cecil say you defended niggers? He made it sound like you were runnin’ a still.’’</li> <li>• <b>How the writer shows what the character says and does</b> The writer’s use of language to show what the character says and does: ‘Atticus sighed. ‘I’m simply defending a negro – his name’s Tom Robinson.’’, ‘‘Because I could never ask you to mind me again.’’</li> <li>• <b>How the writer shows how Scout reacts</b> The writer’s use of language to show how Scout reacts: ‘I crawled into his lap and tucked my head under his chin.’, ‘It was the first time I had ever walked away from a fight.’</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>A local charity is asking for volunteers.</p> <p>Write the text of a speech you would give to your peers persuading them to volunteer.</p> <p>In your speech, you may wish to consider:</p> <ul style="list-style-type: none"> <li>• ways you can volunteer</li> <li>• who you can help</li> <li>• why it is important to volunteer as well as any other ideas you may have.</li> </ul> <p style="text-align: right;"><b>(24 marks)</b></p>
Indicative content	
	<p>In their response, candidates may use the bullet points to give a structure to their speech.</p> <ul style="list-style-type: none"> <li>• <b>Ways you can volunteer</b> Candidates may focus on: fundraising, sponsored events, working for the charity, working in a charity shop, 'hands-on' helping.</li> <li>• <b>Who you can help</b> Candidates may focus on: children, the elderly, the poor, the homeless, animal charities, medical charities, environmental charities, any other groups.</li> <li>• <b>Why it is important to volunteer</b> Candidates may focus on: benefits to society, benefits to the environment, benefits to the individual.</li> </ul> <p>Other points should be rewarded according to their relevance. 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 speech to peers, so the register should reflect that. The audience is specified and hence the speech should seek to show some awareness of this, and offer persuasive argument to support the personal viewpoint that is requested.</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>A teenage magazine is asking for articles on the topic 'The biggest influence in my life.'</p> <p>Write your article explaining how you have been influenced.</p> <p>In your article, you may wish to consider:</p> <ul style="list-style-type: none"> <li>• who or what the influence is</li> <li>• why it matters so much</li> <li>• how it has helped you as well as any other ideas you may have.</li> </ul> <p style="text-align: right;"><b>(24 marks)</b></p>
	Indicative content
	<p>In their response, candidates may use the bullet points to give a structure to their article.</p> <ul style="list-style-type: none"> <li>• <b>Who or what the influence is</b> Candidates may focus on: family, friends or someone famous (past or present), or maybe a place, activity, event or object with significance.</li> <li>• <b>Why it matters so much</b> Candidates may focus on: people who have helped in difficult or challenging situations; people who inspire through overcoming difficulties; places, activities, events or objects linked to inspirational memories.</li> <li>• <b>How it has helped</b> Candidates may focus on: how it pushed them to succeed, helped them through bad times; overall it has been an inspiration.</li> </ul> <p>Other points should be rewarded according to their relevance. 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 an article for a teenage magazine, so the register should reflect that. The article should offer persuasive argument to support the personal viewpoint that is being given. The tone may be reasonably informal, in order to communicate with a teenage audience.</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>

