

# Mark Scheme (Results)

Summer 2012

GCSE English Language (5EN2F/01)

Unit 2

The Writers Voice

Foundation Tier

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **Pearson: helping people progress, everywhere**

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

Summer 2012

Publications Code UGO32123

All the material in this publication is copyright

© Pearson Education Ltd 2012

SECTION A: READING

Non-fiction text: *Touching the Void*

|                 |  |         |  |         |                     |         |               |         |                                  |         |  |         |                      |         |                    |         |                                |         |                          |
|-----------------|--|---------|--|---------|---------------------|---------|---------------|---------|----------------------------------|---------|--|---------|----------------------|---------|--------------------|---------|--------------------------------|---------|--------------------------|
| Question Number |  |         |  |         |                     |         |               |         |                                  |         |  |         |                      |         |                    |         |                                |         |                          |
| 1(a)(i)         |  |         |  |         |                     |         |               |         |                                  |         |  |         |                      |         |                    |         |                                |         |                          |
|                 | (3 marks)  |         |  |         |                     |         |               |         |                                  |         |  |         |                      |         |                    |         |                                |         |                          |
|                 | 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>despairingly</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>wet clinging sleeping bag</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjectives to describe the sleeping bag</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><b>God Almighty!</b></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>exclamation</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>dehydration of altitude</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>nouns (technical)</i></td> </tr> </table> <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, eg 'compares', or by referring to specific figures of speech, eg 'simile/metaphor'.</p> |         |  | Example | <i>despairingly</i> | Feature | <i>adverb</i> | Example | <i>wet clinging sleeping bag</i> | Feature | <i>adjectives to describe the sleeping bag</i> | Example | <b>God Almighty!</b> | Feature | <i>exclamation</i> | Example | <i>dehydration of altitude</i> | Feature | <i>nouns (technical)</i> |
| Example         | <i>despairingly</i>  | Feature | <i>adverb</i>                                  |         |                     |         |               |         |                                  |         |  |         |                      |         |                    |         |                                |         |                          |
| Example         | <i>wet clinging sleeping bag</i>   | Feature | <i>adjectives to describe the sleeping bag</i> |         |                     |         |               |         |                                  |         |  |         |                      |         |                    |         |                                |         |                          |
| Example         | <b>God Almighty!</b>   | Feature | <i>exclamation</i>                             |         |                     |         |               |         |                                  |         |  |         |                      |         |                    |         |                                |         |                          |
| Example         | <i>dehydration of altitude</i>   | Feature | <i>nouns (technical)</i>                       |         |                     |         |               |         |                                  |         |  |         |                      |         |                    |         |                                |         |                          |

|                 |  |   |
|-----------------|--|---|
| Question Number |  |   |
| 1(a)(ii)        |  |   |
|                 | (13 marks)   |   |
|                 | Indicative content   |   |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• he explains that he had played a game to cope with the loneliness</li> <li>• he describes his acute feelings: 'despairingly lonely'</li> <li>• he was almost crying as he thought about his dream</li> <li>• he describes how he managed to break open the cave roof with his axe, so realised the storm had passed</li> <li>• he manages the necessary tasks - packing away his equipment</li> <li>• however, he is worried about how thirsty he is and how much liquid he should be taking</li> <li>• he realises that his extensive planning has now become part of his coping strategy</li> <li>• he asks many questions as he tries to make sense of his situation and how bad a state he is in</li> <li>• he continues to think straight when contemplating his need for rehydration.</li> </ul> <p>Reward other responses, provided that they are rooted in the extract.<br/>Reward responses that link the language of the extract with the influence on the candidate's views.</p> |   |
| Band            | Mark   | AO3 (i), (ii) and (iii)   |
| 0               | 0  | No rewardable material.   |
| 1               | 1-2  | <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>                            |
| 2               | 3-5  | <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>                     |
| 3               | 6-8  | <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>                           |
| 4               | 9-11   | <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> |
| 5               | 12-13  | <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 | AO3: Studying written language  |   |
|-----------------|---|---|
| 1(b)            |   |   |
|                 | (24 marks)  |   |
|                 | 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 or character information only 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 (when he realises that Simon has cut the rope and left him on his own, for dead (pages 114-115)), but candidates are free to choose ANY relevant short section.</p> <p><b>How the writer describes Joe's situation</b></p> <ul style="list-style-type: none"> <li>Use of informative language to help us understand the predicament: 'white and pink filaments sprayed out from the end'</li> </ul> <p><b>How the writer shows the difficulties he is facing</b></p> <ul style="list-style-type: none"> <li>The language of his imagination, showing his plight, eg: 'I imagined how long it would seem; a long long period of twilight, and darkness, drifting from exhausted sleep to half-consciousness.'</li> </ul> <p><b>How the writer shows the way he copes with the situation</b></p> <ul style="list-style-type: none"> <li>The description of his efforts to extricate himself from the situation, eg: 'I fastened a Prusik knot to the rope above the screw. I would climb while still attached to the screw.'</li> </ul> <p>Reward any other examples of use of language that are linked with writer's ideas and perspectives.</p> |   |
| Band            | Mark  | AO3 (i), (ii) and (iii)   |
| 0               | 0   | No rewardable material.   |
| 1               | 1-5   | <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>        |
| 2               | 6-9   | <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> |
| 3               | 10-14   | <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> </ul>  |

|   |       |   |
|---|-------|---|
|   |       | <ul style="list-style-type: none"> <li>• Occasional relevant reference to the extract to support response.</li> </ul>   |
| 4 | 15-19 | <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> |
| 5 | 20-24 | <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)         |   |         |  |         |                     |         |               |         |                                  |         |                 |         |  |         |  |         |   |         |               |
|                 | (3 marks)   |         |  |         |                     |         |               |         |                                  |         |                 |         |  |         |  |         |   |         |               |
|                 | 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;"><b>unseasonably</b></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>tight-mouthed letterboxes</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>metaphor</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>twinkling jewels and brazen silks</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>adjectives (describing the people's appearance)</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>as hopeful as freshly-mown grass</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>simile</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified<br/> 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.<br/> The candidate should be awarded the feature mark for identifying the feature either using his or her own words, eg 'compares', or by referring to specific figures of speech, eg 'simile/metaphor'.</p> |         |  | Example | <b>unseasonably</b> | Feature | <i>adverb</i> | Example | <i>tight-mouthed letterboxes</i> | Feature | <i>metaphor</i> | Example | <i>twinkling jewels and brazen silks</i> | Feature | <i>adjectives (describing the people's appearance)</i> | Example | <i>as hopeful as freshly-mown grass</i> | Feature | <i>simile</i> |
| Example         | <b>unseasonably</b>   | Feature | <i>adverb</i>  |         |                     |         |               |         |                                  |         |                 |         |  |         |  |         |   |         |               |
| Example         | <i>tight-mouthed letterboxes</i>  | Feature | <i>metaphor</i>  |         |                     |         |               |         |                                  |         |                 |         |  |         |  |         |   |         |               |
| Example         | <i>twinkling jewels and brazen silks</i>  | Feature | <i>adjectives (describing the people's appearance)</i> |         |                     |         |               |         |                                  |         |                 |         |  |         |  |         |   |         |               |
| Example         | <i>as hopeful as freshly-mown grass</i>   | Feature | <i>simile</i>  |         |                     |         |               |         |                                  |         |                 |         |  |         |  |         |   |         |               |

| Question Number |   |   |
|-----------------|---|---|
| 2(a)(ii)        |   |   |
|                 | (13 marks)  |   |
|                 | Indicative content  |   |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the phrase 'vibrate with goodwill and hope' gives a very lively, positive opening to the extract</li> <li>'heady and rare' as an account of the air suggests that is like the atmosphere high in the mountains</li> <li>the scale of the food is then described as 'mountainous' (perhaps picking up the reference to the 'rare' atmosphere?)</li> <li>the excitement was fanned by the hot weather, which drove the guests out into the front garden (something that worried Meena, because front gardens were not used in this way in Tollington)</li> <li>Meena was struck by the use of the Punjabi language out of doors: this is because usually people spoke Punjabi only inside the house, and when they wish to exchange secrets that they don't want others to understand</li> <li>colours, sights, smells and sounds described in vivid detail (many examples possible)</li> <li>Meena's anxiety about this outbreak of visible Punjabi culture, but finds it attractive too ('strangely drawn')</li> <li>notes that the two cultures can co-exist ('two worlds had collided and mingled so easily').</li> </ul> <p>Reward other responses, provided that they are rooted in the extract.<br/>Reward responses that link the language of the lines with the influence on the candidate's views.</p> |   |
| Band            | Mark  | AO3 (i), (ii) and (iii)   |
| 0               | 0   | No rewardable material.   |
| 1               | 1-2   | <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>                            |
| 2               | 3-5   | <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>                     |
| 3               | 6-8   | <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>                           |
| 4               | 9-11  | <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> |

|  |             |  |
|--|-------------|--|
| 5  | 12-13       | <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)   |             |  |
|  | (24 marks)  |  |
| 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 (eg descriptive or informative language; use of dialogue) relevant to the question</li> </ul> <p>NB A specimen example is given below from the section on the Punjabi musical evenings arranged by Papa (pages 71-72) but candidates are free to choose ANY relevant short section.</p> <p><b>How the writer describes a time when Punjabi culture is important in Meena's family</b></p> <ul style="list-style-type: none"> <li>• The writer's use of language showing the differences in Punjabi culture, eg: '...would squeeze themselves into our house to hear papa and selected Uncles sing their favourite Urdu ghazals and Punjabi folk songs.'</li> </ul> <p><b>How the writer shows Meena's thoughts and feelings about her family</b></p> <ul style="list-style-type: none"> <li>• The writer's use of descriptive language about the members of the family, eg her father's song: 'Papa would wait for the laughter and joking to die down, and close his eyes, drawing breath deeply from down in his stomach.'</li> </ul> <p><b>How the writer shows Meena's attitudes to Punjabi culture</b></p> <ul style="list-style-type: none"> <li>• The writer's use of language to show Meena's attitudes, eg on how alien it all seemed to her at times: 'my elders became strangers to 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>   |
| 0  | 0           | No rewardable material.  |
| 1  | 1-5         | <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> |

|   |       |   |
|---|-------|---|
| 2 | 6-9   | <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>                     |
| 3 | 10-14 | <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>                           |
| 4 | 15-19 | <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> |
| 5 | 20-24 | <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 |   |         |   |         |  |         |   |         |                  |         |             |         |                       |         |                     |         |                |         |                     |
| 3(a)(i)         |   |         |   |         |  |         |   |         |                  |         |             |         |                       |         |                     |         |                |         |                     |
|                 | (3 marks)   |         |   |         |  |         |   |         |                  |         |             |         |                       |         |                     |         |                |         |                     |
|                 | 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="width: 25%;">Example</td> <td style="width: 25%;"><i>his hands were <u>bleeding</u> and <u>painful</u></i></td> <td style="width: 25%;">Feature</td> <td style="width: 25%;"><i>adjectives (describing the state of his hands)</i></td> </tr> <tr> <td>Example</td> <td><i>dislodged</i></td> <td>Feature</td> <td><i>verb</i></td> </tr> <tr> <td>Example</td> <td><i>dizzying depth</i></td> <td>Feature</td> <td><i>alliteration</i></td> </tr> <tr> <td>Example</td> <td><i>buzzing</i></td> <td>Feature</td> <td><i>onomatopoeia</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified<br/> 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.<br/> The candidate should be awarded the feature mark for identifying the feature either using his or her own words, eg 'compares', or by referring to specific figures of speech, eg 'simile/metaphor'.</p> |         |   | Example | <i>his hands were <u>bleeding</u> and <u>painful</u></i> | Feature | <i>adjectives (describing the state of his hands)</i> | Example | <i>dislodged</i> | Feature | <i>verb</i> | Example | <i>dizzying depth</i> | Feature | <i>alliteration</i> | Example | <i>buzzing</i> | Feature | <i>onomatopoeia</i> |
| Example         | <i>his hands were <u>bleeding</u> and <u>painful</u></i>  | Feature | <i>adjectives (describing the state of his hands)</i> |         |  |         |   |         |                  |         |             |         |                       |         |                     |         |                |         |                     |
| Example         | <i>dislodged</i>  | Feature | <i>verb</i>   |         |  |         |   |         |                  |         |             |         |                       |         |                     |         |                |         |                     |
| Example         | <i>dizzying depth</i>   | Feature | <i>alliteration</i>                                   |         |  |         |   |         |                  |         |             |         |                       |         |                     |         |                |         |                     |
| Example         | <i>buzzing</i>  | Feature | <i>onomatopoeia</i>                                   |         |  |         |   |         |                  |         |             |         |                       |         |                     |         |                |         |                     |

|                 |  |   |
|-----------------|--|---|
| Question Number |  |   |
| 3(a)(ii)        |  |   |
|                 | (13 marks)   |   |
|                 | Indicative content   |   |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• contrasts his normal boldness ('daring in all things') with his fear of heights</li> <li>• he is shown as an 'intellectual type', not a physical type</li> <li>• did not do well with the climbing, and in fact gave up on it</li> <li>• he was the one who slowed down the Narrator and Little Seamstress, because of his fear - had to crawl along the ridge</li> <li>• the fact that he crossed the ridge shows his determination to get to see the Little Seamstress</li> <li>• he was happy to let the Narrator carry his hod, to make the crossing a little easier.</li> </ul> <p>Reward other responses, provided that they are rooted in the extract.<br/>Reward responses that link the language of the lines with the influence on the candidate's views.</p> |   |
| Band            | Mark   | AO3 (i), (ii) and (iii)   |
| 0               | 0  | No rewardable material.   |
| 1               | 1-2  | <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>                            |
| 2               | 3-5  | <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>                     |
| 3               | 6-8  | <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>                           |
| 4               | 9-11   | <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> |
| 5               | 12-13  | <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)            |   |   |
|                 | (24 marks)  |   |
|                 | 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 (eg descriptive or informative language; use of dialogue) relevant to the question</li> </ul> <p>NB A specimen example is given below from near the start (Luo's story-telling ability, convincing the Headman (pages 4-5)) but candidates are free to choose ANY relevant short section.</p> <p><b>How the writer describes the event</b></p> <ul style="list-style-type: none"> <li>The writer's use of descriptive language about the event, eg: 'His command galvanised the crowd. Everyone started talking at once, shouting and reaching out to grab the toy'</li> </ul> <p><b>How the writer shows what Luo is like</b></p> <ul style="list-style-type: none"> <li>The writer's use of language about Luo, eg: 'I saw Luo giving me a surreptitious wink'</li> </ul> <p><b>How the writer shows what other characters think of Luo</b></p> <ul style="list-style-type: none"> <li>The writer's use of language expressing characters' thoughts about Luo, eg: 'I was dumbfounded. Had he gone mad?'</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>  |
| 0               | 0   | No rewardable material.   |
| 1               | 1-5   | <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>        |
| 2               | 6-9   | <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> |
| 3               | 10-14   | <ul style="list-style-type: none"> <li>Some understanding of the text</li> </ul>  |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <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> |
|--|--|---|

|   |       |   |
|---|-------|---|
| 4 | 15-19 | <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> |
| 5 | 20-24 | <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)         |   |         |  |         |  |         |  |         |                   |         |               |         |                             |         |               |         |                              |         |                       |
|                 | (3 marks)   |         |  |         |  |         |  |         |                   |         |               |         |                             |         |               |         |                              |         |                       |
|                 | 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="width: 25%; background-color: #e0e0e0;">Example</td> <td style="width: 25%;"><i>skin <u>tanned</u> and <u>glowing</u></i></td> <td style="width: 25%; background-color: #e0e0e0;">Feature</td> <td style="width: 25%;"><i>adjectives, describing his appearance</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>vigorously</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 ballet dancer</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>'Thank you,' he said.</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>short sentence</i></td> </tr> </table> <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, eg 'compares', or by referring to specific figures of speech, eg 'simile/metaphor'.</p> |         |  | Example | <i>skin <u>tanned</u> and <u>glowing</u></i> | Feature | <i>adjectives, describing his appearance</i> | Example | <i>vigorously</i> | Feature | <i>adverb</i> | Example | <i>like a ballet dancer</i> | Feature | <i>simile</i> | Example | <i>'Thank you,' he said.</i> | Feature | <i>short sentence</i> |
| Example         | <i>skin <u>tanned</u> and <u>glowing</u></i>  | Feature | <i>adjectives, describing his appearance</i> |         |  |         |  |         |                   |         |               |         |                             |         |               |         |                              |         |                       |
| Example         | <i>vigorously</i>   | Feature | <i>adverb</i>                                |         |  |         |  |         |                   |         |               |         |                             |         |               |         |                              |         |                       |
| Example         | <i>like a ballet dancer</i>   | Feature | <i>simile</i>                                |         |  |         |  |         |                   |         |               |         |                             |         |               |         |                              |         |                       |
| Example         | <i>'Thank you,' he said.</i>  | Feature | <i>short sentence</i>                        |         |  |         |  |         |                   |         |               |         |                             |         |               |         |                              |         |                       |

|                 |  |   |
|-----------------|--|---|
| Question Number |  |   |
| 4(a)(ii)        |  |   |
|                 | (13 marks)   |   |
|                 | Indicative content   |   |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the 'heroic' impression LaSalle creates by his appearance: 'resplendent' 'lieutenant's bars', 'ribbons and medals'</li> <li>also his physical appearance: 'movie-star smile', Fred Astaire walk</li> <li>the changes Francis notices, which make him 'knife-like' and 'lethal': every bit the war hero</li> <li>it was easy for Francis to imagine him leading the assault</li> <li>his being mobbed by the people - participles: 'crowding', 'embracing', 'getting'</li> <li>Joey LeBlanc specifically acknowledging him as a hero 'my hero from the war'</li> <li>description of the procession - elevates the occasion</li> <li>the mayor's speech and presentation, followed by other speeches</li> <li>LaSalle's generous response and his modest demeanour.</li> </ul> <p>Reward responses that link the language of the lines with the influence on the candidate's views.<br/>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>  |
| 0               | 0  | No rewardable material.   |
| 1               | 1-2  | <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>                            |
| 2               | 3-5  | <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>                     |
| 3               | 6-8  | <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>                           |
| 4               | 9-11   | <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> |
| 5               | 12-13  | <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)            |   |
|                 | (24 marks)  |
|                 | Indicative content  |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• reference to any short relevant section</li> <li>• descriptions of how the writer presents the way Francis thinks and feels in the chosen 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 (eg descriptive or informative language; use of dialogue) relevant to the question</li> </ul> <p>NB A specimen example is given below from Chapter 16 (Francis's visit to Nicole (pages 100-101)) but candidates are free to choose ANY relevant short section. The character chosen could again be LaSalle, from a different extract, or one of the other characters, eg Francis himself.</p> <p><b>How the writer shows why the character is seen as a hero</b></p> <ul style="list-style-type: none"> <li>• The writer's use of language to show his feelings about the events he experiences, eg, Nicole's thoughts: 'He was a big war hero. He didn't beat me up. No visible wounds. So, I didn't tell anybody'</li> </ul> <p><b>How the writer describes what the character says and does</b></p> <ul style="list-style-type: none"> <li>• The writer's use of descriptive language about the event, eg: 'silence falls between us, broken only by the swish of the tennis rackets and the plopping of the ball outside and the distant laughter of a girl in a corridor somewhere'</li> </ul> <p><b>How the writer describes how other characters react</b></p> <ul style="list-style-type: none"> <li>• The writer's use of language about people's reactions to LaSalle, eg: 'For a while there he made me feel special. Made us all feel special.'</li> </ul> <p>Reward any other examples of use of language that are linked with the writer's ideas and perspectives.</p> |

| Band | Mark  | AO3 (i), (ii) and (iii)   |
|------|-------|---|
| 0    | 0     | No rewardable material.   |
| 1    | 1-5   | <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>                            |
| 2    | 6-9   | <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>                     |
| 3    | 10-14 | <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>                           |
| 4    | 15-19 | <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> |
| 5    | 20-24 | <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)         |   |         |                                      |         |                    |         |                     |         |                            |         |                   |         |                             |         |                 |         |   |         |                                      |
|                 | (3 marks)   |         |                                      |         |                    |         |                     |         |                            |         |                   |         |                             |         |                 |         |   |         |                                      |
|                 | 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>sun streaks</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>alliteration</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>heavy, hanging dugs</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjectives</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>tiny little sausages</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>sound stopped and movement stopped</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>repetition (and alliteration)</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified<br/> 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.<br/> The candidate should be awarded the feature mark for identifying the feature either using his or her own words, eg 'compares', or by referring to specific figures of speech, eg 'simile/metaphor'.</p> |         |                                      | Example | <i>sun streaks</i> | Feature | <i>alliteration</i> | Example | <i>heavy, hanging dugs</i> | Feature | <i>adjectives</i> | Example | <i>tiny little sausages</i> | Feature | <i>metaphor</i> | Example | <i>sound stopped and movement stopped</i> | Feature | <i>repetition (and alliteration)</i> |
| Example         | <i>sun streaks</i>  | Feature | <i>alliteration</i>                  |         |                    |         |                     |         |                            |         |                   |         |                             |         |                 |         |   |         |                                      |
| Example         | <i>heavy, hanging dugs</i>  | Feature | <i>adjectives</i>                    |         |                    |         |                     |         |                            |         |                   |         |                             |         |                 |         |   |         |                                      |
| Example         | <i>tiny little sausages</i>   | Feature | <i>metaphor</i>                      |         |                    |         |                     |         |                            |         |                   |         |                             |         |                 |         |   |         |                                      |
| Example         | <i>sound stopped and movement stopped</i>   | Feature | <i>repetition (and alliteration)</i> |         |                    |         |                     |         |                            |         |                   |         |                             |         |                 |         |   |         |                                      |

| Question Number |   |   |
|-----------------|---|---|
| 5(a)(ii)        |   |   |
|                 | (13 marks)  |   |
|                 | Indicative content  |   |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the bewilderment and fright as Lennie realised she 'lay still'</li> <li>• he 'pawed' the hay as he tried to hide her</li> <li>• the use of Lennie's (whispered) speech: he has done 'another bad thing'</li> <li>• the contrast between the barn and the 'outside', the noise of the horseshoe game</li> <li>• the repetition of 'bad thing' and 'George'll be mad' as Lennie tried to remember where he should hide</li> <li>• he 'crept' (repeated) as he picks up the dead puppy and leaves the barn</li> <li>• the description of the light in the barn falling on the woman's half-covered body</li> <li>• the silence in the barn, and the hushing of the men's voices</li> <li>• the focus on how death had changed the look of Curley's wife and made her look younger and more innocent</li> </ul> <p>Reward other responses, provided that they are rooted in the extract.<br/>Reward responses that link the language of the extract with the influence on the candidate's views.</p> |   |
| Band            | Mark  | AO3 (i), (ii) and (iii)   |
| 0               | 0   | No rewardable material.   |
| 1               | 1-2   | <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>                            |
| 2               | 3-5   | <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>                     |
| 3               | 6-8   | <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>                           |
| 4               | 9-11  | <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> |
| 5               | 12-13   | <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)            |   |  |
|                 | (24 marks)  |  |
|                 | 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 (eg descriptive or informative language; use of dialogue) relevant to the question</li> </ul> <p>NB A specimen example is given below from the final section (the description of the events leading to the death of Lennie (pages 114-115)) but candidates are free to choose ANY relevant short section.</p> <p><b>How the writer describes the event</b></p> <ul style="list-style-type: none"> <li>The writer's use of descriptive language about the event, eg: 'He looked at the back of Lennie's head, at the place where the spine and skull were joined'</li> </ul> <p><b>How the writer describes what the characters say and do</b></p> <ul style="list-style-type: none"> <li>The writer's use of description about characters' words or actions, eg on Lennie: 'Lennie removed his hat dutifully and laid it on the ground in front of him'</li> </ul> <p><b>How the writer describes the atmosphere</b></p> <ul style="list-style-type: none"> <li>The writer's use of language to create a sense of mood or atmosphere, eg: 'the little evening breeze blew over the clearing and the leaves rattled and the wind waves flowed up the green pool'.</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>   |
| 0               | 0   | No rewardable material.  |
| 1               | 1-5   | <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> |

|   |       |   |
|---|-------|---|
| 2 | 6-9   | <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>                     |
| 3 | 10-14 | <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>                           |
| 4 | 15-19 | <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> |
| 5 | 20-24 | <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)         |  |         |                            |         |   |         |                        |         |                                      |         |               |         |              |         |                            |         |               |         |               |
|                 | (3 marks)  |         |                            |         |   |         |                        |         |                                      |         |               |         |              |         |                            |         |               |         |               |
|                 | 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>It had to hurt. It was horrible.</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>short sentences</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>like a kind of invisible wall</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>simile</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><b>Dunno</b></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>colloquial language</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>gently</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<br/> 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.<br/> The candidate should be awarded the feature mark for identifying the feature either using his or her own words, eg 'compares', or by referring to specific figures of speech, eg 'simile/metaphor'.</p> |         |                            | Example | <i>It had to hurt. It was horrible.</i> | Feature | <i>short sentences</i> | Example | <i>like a kind of invisible wall</i> | Feature | <i>simile</i> | Example | <b>Dunno</b> | Feature | <i>colloquial language</i> | Example | <i>gently</i> | Feature | <i>adverb</i> |
| Example         | <i>It had to hurt. It was horrible.</i>  | Feature | <i>short sentences</i>     |         |   |         |                        |         |                                      |         |               |         |              |         |                            |         |               |         |               |
| Example         | <i>like a kind of invisible wall</i>   | Feature | <i>simile</i>              |         |   |         |                        |         |                                      |         |               |         |              |         |                            |         |               |         |               |
| Example         | <b>Dunno</b>   | Feature | <i>colloquial language</i> |         |   |         |                        |         |                                      |         |               |         |              |         |                            |         |               |         |               |
| Example         | <i>gently</i>  | Feature | <i>adverb</i>              |         |   |         |                        |         |                                      |         |               |         |              |         |                            |         |               |         |               |

|                 |   |   |
|-----------------|---|---|
| Question Number |   |   |
| 6(a)(ii)        |   |   |
|                 | (13 marks)  |   |
|                 | Indicative content  |   |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• from the start Sukh shows himself brave - pretending not to be hurting: smiling through the pain</li> <li>• Sukh is prepared to apologise to Rani for having got into the fight</li> <li>• Sukh's feelings for Rani are clearly strong, despite the fears Rani has of rejection</li> <li>• Sukh does not let Rani's brother come between them or get in the way of their love</li> <li>• Sukh shows some sensitivity towards Rani by asking how she is</li> <li>• Sukh again shows some spirit in offering to face the family, despite the feud.</li> </ul> <p>Reward other responses, provided that they are rooted in the extract.<br/>Reward responses that link the language of the extract with the influence on the candidate's views.</p> |   |
| <b>Band</b>     | <b>Mark</b>   | <b>AO3 (i), (ii) and (iii)</b>  |
| 0               | 0   | No rewardable material.   |
| 1               | 1-2   | <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>                            |
| 2               | 3-5   | <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>                     |
| 3               | 6-8   | <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>                           |
| 4               | 9-11  | <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> |
| 5               | 12-13   | <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 |   |  |
| 6(b)            |   |  |
|                 | (24 marks)  |  |
|                 | 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 (eg descriptive or informative language; use of dialogue) relevant to the question</li> </ul> <p>NB A specimen example is given below with Rani's fears of their families finding out about their relationship (pages 190 -192) but candidates are free to choose ANY relevant short section.</p> <p><b>How the writer describes the relationship</b></p> <ul style="list-style-type: none"> <li>The writer's use of language showing how worried Rani is about their relationship, eg: 'It was the first time I had seriously considered what would happen if we were discovered since hearing about the feud'.</li> </ul> <p><b>How the writer shows the ways the families affect their relationship</b></p> <ul style="list-style-type: none"> <li>The writer's use of language when Rani speaks to Sukh on the phone about her family's attitudes, eg: 'You don't know my dad or Divy'</li> </ul> <p><b>How the writer describes the way other characters affect their relationship</b></p> <ul style="list-style-type: none"> <li>The writer's use of language about the attitudes of earlier generations with the killing in the Punjab, eg: 'Before I know our family histories, the idea that we would be seen by my brothers or my Dad had already been scary. But now it was enough to make me feel sick...'</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>   |
| 0               | 0   | No rewardable material.  |
| 1               | 1-5   | <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> |

|   |       |   |
|---|-------|---|
| 2 | 6-9   | <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>                     |
| 3 | 10-14 | <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>                           |
| 4 | 15-19 | <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> |
| 5 | 20-24 | <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)         |  |         |   |         |                         |         |                            |         |  |         |   |         |                                |         |                               |         |   |         |                            |
|                 | (3 marks)  |         |   |         |                         |         |                            |         |  |         |   |         |                                |         |                               |         |   |         |                            |
|                 | 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="width: 25%; background-color: #e0e0e0;">Example</td> <td style="width: 25%;"><i>we flew together</i></td> <td style="width: 25%; background-color: #e0e0e0;">Feature</td> <td style="width: 25%;"><i>metaphor (for John)</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>Mother Nature sends a messenger</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>personification - Nature turned into human</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>perch lurched earthward</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>assonance ('er' sound)</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>as powerful as a mud-crab's claw</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>comparison (simile)</i></td> </tr> </table> <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, eg 'compares', or by referring to specific figures of speech, eg 'simile/metaphor'.</p> |         |   | Example | <i>we flew together</i> | Feature | <i>metaphor (for John)</i> | Example | <i>Mother Nature sends a messenger</i> | Feature | <i>personification - Nature turned into human</i> | Example | <i>perch lurched earthward</i> | Feature | <i>assonance ('er' sound)</i> | Example | <i>as powerful as a mud-crab's claw</i> | Feature | <i>comparison (simile)</i> |
| Example         | <i>we flew together</i>  | Feature | <i>metaphor (for John)</i>                        |         |                         |         |                            |         |  |         |   |         |                                |         |                               |         |   |         |                            |
| Example         | <i>Mother Nature sends a messenger</i>   | Feature | <i>personification - Nature turned into human</i> |         |                         |         |                            |         |  |         |   |         |                                |         |                               |         |   |         |                            |
| Example         | <i>perch lurched earthward</i>   | Feature | <i>assonance ('er' sound)</i>                     |         |                         |         |                            |         |  |         |   |         |                                |         |                               |         |   |         |                            |
| Example         | <i>as powerful as a mud-crab's claw</i>  | Feature | <i>comparison (simile)</i>                        |         |                         |         |                            |         |  |         |   |         |                                |         |                               |         |   |         |                            |

| Question Number |   |   |
|-----------------|---|---|
| 7(a)(ii)        |   |   |
|                 | (13 marks)  |   |
|                 | Indicative content  |   |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the sight of the cockatoo is sudden and thrilling to him</li> <li>he follows the bird's flight with excitement, watching its every move and describing these moves in vivid language (comparison of the wings to a flag, for example)</li> <li>the description of the bird's ascent to the eucalyptus tree uses repetition ('up, up, up')</li> <li>the landing is described in the alliterative/assonantal phrase 'Perch lurched earthwards'</li> <li>the enjoyment of the bird's company is expressed along with the pleasure in the surroundings: 'enjoying the coolness of the hollow and the company of our new friend'.</li> </ul> <p>Reward other responses, provided that they are rooted in the extract.<br/>Reward responses that link the language of the lines with the influence on the candidate's views.</p> |   |
| Band            | Mark  | AO3 (i), (ii) and (iii)   |
| 0               | 0   | No rewardable material.   |
| 1               | 1-2   | <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>                            |
| 2               | 3-5   | <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>                     |
| 3               | 6-8   | <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>                           |
| 4               | 9-11  | <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> |
| 5               | 12-13   | <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)            |   |  |
|                 | (24 marks)  |  |
|                 | 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 or character information only when commenting on the writer's ideas and perspectives</li> <li>reference to the writer's use of language (eg descriptive or informative language; use of dialogue) relevant to the question</li> </ul> <p>NB A specimen example is given below from Chapter 16 (where John looks down on the Victorian border from 15,000 feet: the shimmering Murray river (pages 223-224)) but candidates are free to choose ANY relevant short section.</p> <p><b>How the writer describes the setting</b></p> <ul style="list-style-type: none"> <li>The writer's use of language about the view of the river, eg: 'It looked just as it is described in the creation story; those big bends carved into the land...'</li> </ul> <p><b>How the writer describes what he sees and experiences</b></p> <ul style="list-style-type: none"> <li>The writer's use of language about John's observations, eg: 'The land rolled away in a tapestry of patchwork properties stitched together with barbed-wire fences and bitumen'</li> </ul> <p><b>How the writer shows his reactions</b></p> <ul style="list-style-type: none"> <li>The writer's use of language about John's reflections, eg on the Aboriginal stories about the river: 'reminding me of one of the river's Aboriginal names, Millewa, 'stars on the river'.</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>   |
| 0               | 0   | No rewardable material.  |
| 1               | 1-5   | <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> |
| 2               | 6-9   | <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> </ul>  |

|   |       |   |
|---|-------|---|
|   |       | <ul style="list-style-type: none"> <li>• Limited relevant reference to the extract to support response.</li> </ul>  |
| 3 | 10-14 | <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> |

|   |       |   |
|---|-------|---|
| 4 | 15-19 | <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> |
| 5 | 20-24 | <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)         |   |         |                                     |         |                                 |         |                 |         |                 |         |                              |         |                     |         |                       |         |                           |         |                                     |
|                 | (3 marks)   |         |                                     |         |                                 |         |                 |         |                 |         |                              |         |                     |         |                       |         |                           |         |                                     |
|                 | 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>...trotting in our orbit</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>whittles</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb (technical term)</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>camel-kicked</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb (unusual)</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>stick of stovewood</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>alliteration (regional word)</i></td> </tr> </table> <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, eg 'compares', or by referring to specific figures of speech, eg 'simile/metaphor'.</p> |         |                                     | Example | <i>...trotting in our orbit</i> | Feature | <i>metaphor</i> | Example | <i>whittles</i> | Feature | <i>verb (technical term)</i> | Example | <i>camel-kicked</i> | Feature | <i>verb (unusual)</i> | Example | <i>stick of stovewood</i> | Feature | <i>alliteration (regional word)</i> |
| Example         | <i>...trotting in our orbit</i>   | Feature | <i>metaphor</i>                     |         |                                 |         |                 |         |                 |         |                              |         |                     |         |                       |         |                           |         |                                     |
| Example         | <i>whittles</i>   | Feature | <i>verb (technical term)</i>        |         |                                 |         |                 |         |                 |         |                              |         |                     |         |                       |         |                           |         |                                     |
| Example         | <i>camel-kicked</i>   | Feature | <i>verb (unusual)</i>               |         |                                 |         |                 |         |                 |         |                              |         |                     |         |                       |         |                           |         |                                     |
| Example         | <i>stick of stovewood</i>   | Feature | <i>alliteration (regional word)</i> |         |                                 |         |                 |         |                 |         |                              |         |                     |         |                       |         |                           |         |                                     |

|                 |  |   |
|-----------------|--|---|
| Question Number |  |   |
| 8(a)(ii)        |  |   |
|                 | (13 marks)   |   |
|                 | Indicative content   |   |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the children are excited at their discoveries in the knot-hole</li> <li>• Scout shows her growing maturity in dismissing the idea that these are associated with folk-magic ('hoo-dooing')</li> <li>• they are observant, studying the dolls closely: Scout takes in the close likeness to Jem's hair</li> <li>• Scout shows a sense of humour in suggesting that they are more worth looking at than Miss Stephanie</li> <li>• Jem reacts by staring at Scout and saying there is nothing the matter when asked what he is up to</li> <li>• they take some of their treasures to Atticus, but retain part of their secret, thanks to Jem's kicking Scout when she was going to say where the object had come from.</li> </ul> <p>Reward other responses, provided that they are rooted in the extract.<br/>Reward responses that link the language of the lines with the influence on the candidate's views.</p> |   |
| <b>Band</b>     | <b>Mark</b>  | <b>AO3 (i), (ii) and (iii)</b>  |
| 0               | 0  | No rewardable material.   |
| 1               | 1-2  | <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>                            |
| 2               | 3-5  | <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>                     |
| 3               | 6-8  | <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>                           |
| 4               | 9-11   | <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> |
| 5               | 12-13  | <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)            |  |  |
|                 | (24 marks)   |  |
|                 | Indicative content   |  |
|                 | <p>Responses may include:</p> <ul style="list-style-type: none"> <li>reference to any short relevant section</li> <li>descriptions of how the writer presents the way that Scout reacts to people in the chosen 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 (eg descriptive or informative language; use of dialogue) relevant to the question</li> </ul> <p>NB A specimen example is given below from Chapter VII (when Mr Radley fills in the knot-hole in the trunk (pages 68-69)), but candidates are free to choose ANY relevant short section.</p> <p><b>How the writer describes the incident</b></p> <ul style="list-style-type: none"> <li>The writer's use of descriptive and emotive language about the event, eg the filling in of the knot-hole, eg: "'Don't you cry, now, Scout... don't cry now, don't you worry" - he muttered at me all the way to school.'</li> </ul> <p><b>How the writer shows what Scout thinks and feels about the incident</b></p> <ul style="list-style-type: none"> <li>The writer's use of language about her thoughts, eg: 'When we went in the house I saw he had been crying; his face was dirty in the right places, but I thought it odd that I had not heard him.'</li> </ul> <p><b>How the writer shows the effect on other characters</b></p> <ul style="list-style-type: none"> <li>The writer's use of language about, eg: 'He seemed to be working himself into a bad humour, so I kept my distance.'</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>   |
| 0               | 0  | No rewardable material.  |
| 1               | 1-5  | <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> |

|   |       |   |
|---|-------|---|
| 2 | 6-9   | <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>                     |
| 3 | 10-14 | <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>                           |
| 4 | 15-19 | <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> |
| 5 | 20-24 | <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  |            |  |
|  | (24 marks) |  |
| Indicative content   |            |  |
| <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• discuss safety devices (personal alarms, mobile phones)</li> <li>• look at the different aspects of internet security - cyberbullying, data protection, grooming</li> <li>• make suggestions for making homes more secure - locks, alarms</li> <li>• discuss what precautions to take when travelling, especially abroad.</li> </ul> <p>In their response, candidates may focus on a small number of ideas, or they may suggest a larger number of possibilities; provided that the response is developed and meets the descriptors within a particular level, the response should be awarded marks, using the full range available.</p> |            |  |
| Band   | Mark       | AO4: (i) and (ii)  |
| 0  | 0          | No rewardable material.  |
| 1  | 1-3        | <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>  |
| 2  | 4-6        | <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>                     |
| 3  | 7-9        | <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>                                     |
| 4  | 10-12      | <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> |
| 5  | 13-16      | <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> </ul>   |

|             |             |   |
|-------------|-------------|---|
|             |             | <ul style="list-style-type: none"> <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>   |
| 0           | 0           | No rewardable material.   |
| 1           | 1-3         | <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>            |
| 2           | 4-6         | <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>    |
| 3           | 7-8         | <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> |

| Question Number  | Question   |  |
|--|------------|--|
| 10   |            |  |
|  | (24 marks) |  |
| Indicative content   |            |  |
| <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>agree with the statement, and offer arguments for why it is essential: convenience, safety, keeping in touch with friends, text messages, applications on smart phones meaning phone can be used for so many different functions, eg camera or listening to music</li> <li>comment on advantages (ease of use, small size, portable) and disadvantages (noise pollution, time taken up)</li> <li>describe times when having the phone has come to their rescue (eg stranded without transport) or other personal anecdotes</li> <li>the candidate may give points on both advantages and disadvantages but the letter may take one side only.</li> </ul> <p>In their response, candidates may focus on a small number of features, or they may suggest a larger number; provided that the response is developed and meets the descriptors within a particular level, the response should be awarded marks, using the full range available.</p> |            |  |
| Band   | Mark       | AO4: (i) and (ii)  |
| 0  | 0          | No rewardable material.  |
| 1  | 1-3        | <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>  |
| 2  | 4-6        | <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>                     |
| 3  | 7-9        | <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>                                     |
| 4  | 10-12      | <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> |

|   |       |  |
|---|-------|--|
| 5 | 13-16 | <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> |
|---|-------|--|

| Band | Mark | AO4: (iii)  |
|------|------|---|
| 0    | 0    | No rewardable material.   |
| 1    | 1-3  | <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>            |
| 2    | 4-6  | <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>    |
| 3    | 7-8  | <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> |

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UGO32123 Summer 2012

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

