Mark Scheme (Results)

January 2013

GCSE English Language (5EN2F/01)
Unit 2
The Writers Voice
Foundation Tier

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Mark Scheme

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

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

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

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

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

AO3:	**Studying written language**
i	Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
ii	Develop and sustain interpretations of writers' ideas and perspectives.
iii	Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
AO4:	**Writing**
i	Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
ii	Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
iii	Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Non-fiction text: *Touching the Void*

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

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

Example	*wearily*	Feature	*adverb*
Example	*Take a photo*	Feature	*command (imperative)*
Example	*The sun bathed the snow*	Feature	*personification/metaphor*
Example	*What now?*	Feature	*question (rhetorical)*

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

| | speech,e.g. 'simile/metaphor'. |

Question Number	
1(a)(ii)	Explain how the language in the extract influences your view of Joe's character. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 1(a)(i).
	(13 marks)
	Indicative content
	Reward responses that link the language of the extract with the influence on the candidate's views. Responses may include: • although weary, Joe pulls himself out of the gully • he is keen to overtake Simon to reach the ridge • he shows strength of character by 'heaving' himself over onto the col • he is able to 'feast' his eyes on a 'new view' • he feels a sense of luxury as he sits there in the sunlight • he laughs happily with Simon as they relieve themselves of their burdens • he feels tiredness in his legs, but continues with his 'feverish snapping' • he has a sense of anticlimax from having achieved his aim • despite the difficulties, he is able to enjoy the experience and surroundings. Reward other responses, provided that they are rooted in the extract.

Band	Mark	
0	**0**	No rewardable material.
1	**1-2**	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	**3-5**	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	**6-8**	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.

4	**9-11**	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	**12-13**	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Question Number	
1(b)	(b) In this extract, Joe completes a climb. Describe how Joe shows his strength of character in **one** other part of *Touching the Void*. In your answer, you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes what he does • shows his thoughts and feelings • shows how he overcomes difficulties.
	(24 marks)
	Indicative content

	Responses may include: • reference to any short relevant section • reference to sequence of events or individuals when commenting on the writer's ideas and perspectives • reference to descriptive and/or informative language relevant to the question NB A specimen example is given below from Joe's accident in Chapter 7 (pages 107-109), but candidates are free to choose ANY relevant short section. • **How the writer describes what he does** The descriptive language about the situation: 'As the burning increased so the sense of living became fact.' • **How the writer shows his thoughts and feelings** The detailed language about the physical pain Joe experiences, e.g.: 'I laughed through the burning, and kept laughing hard'

- **How the writer overcomes his difficulties**
  Joe's use of descriptive language to show that he never gives up, e.g.: 'After several abortive attempts suddenly I found that I had tied a knot of sorts.'

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

Band	Mark	
0	0	No rewardable material.
1	1-5	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	6-9	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	10-14	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	15-19	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	20-24	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Anita and Me

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

Example	probably	Feature	adverb
Example	levered herself	Feature	metaphor
Example	Say Nanima! Say it!	Feature	commands/repetition
Example	sweet sharp sweat	Feature	alliteration

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

Question Number	
2(a)(ii)	Explain how the language in the extract influences your view of the importance to Meena of the arrival of her grandmother, Nanima. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 2(a)(i).
	(13 marks)

	Indicative content
	Reward responses that link the language of the extract with the influence on the candidate's views. Responses may include: • Meena comments that Nanima's arrival 'did not go unnoticed' in the village • she refers to her as a 'precious cargo' • she describes the 'noisy welcoming committee' that comes to greet her • everybody interprets it as an important event – traffic slowing, people 'squint', thinking there are 'hidden television cameras in the privet hedges' • Nanima is described as having 'gnarled brown fingers' • the closeness of her relationship with Meena's mother is shown by the warm embrace • she is seen as a kind of holy figure because everyone receives a 'blessing' • Meena is furious that Pinky and Baby receive a blessing before she does, when Nanima is not even their grandmother • she is amused - 'smirked' - that Nanima clearly did not know who was related to her • she cries, as a dutiful granddaughter should. Reward other responses, provided that they are rooted in the extract.

Band	Mark	
0	**0**	No rewardable material.
1	**1-2**	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	**3-5**	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings.

		• Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	6-8	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	9-11	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	12-13	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Question Number	
2(b)	The extract introduces you to an important member of Meena's family. Describe how Meena is influenced by her family in **one** other part of the novel. In your answer, you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes one or more members of the family • shows the relationship between Meena and a member or members of the family • shows how Meena is influenced by them.
	(24 marks)
	Indicative content
	Responses may include: • reference to any short relevant section • reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives • reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question

NB A specimen example is given below from the dinner party in Chapter 5 (pages 106-108), but candidates are free to choose ANY relevant short section.

- **How the writer describes one or more members of the family**
  The writer's use of descriptive language,e.g.in referring to her father: 'His suit looked crumpled at the knees and elbows and his tie hung loosely around his neck'

- **How the writer shows the relationship between Meena and the member or members of her family**
  The writer's use of language to show Meena and her mother,e.g.when her mother asks: 'Meena! What have you done to your face?'

- **How the writer describes the way Meena is influenced by them**
  The writer's use of language about the influence of members of her family,e.g.her mother: 'Even though I was sure my mother would not mind, I hid it under my vest.'

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

Band	Mark	
0	0	No rewardable material.
1	1-5	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	6-9	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	10-14	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	15-19	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.

5	20-24	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Balzac and the Little Chinese Seamstress

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

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

Example	*infernal*	Feature	*adjective*
Example	*physically and especially mentally*	Feature	*adverbs*
Example	*game of Russian roulette*	Feature	*metaphor*
Example	*clinging to the mountainside*	Feature	*personification*

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

Question Number	
3(a)(ii)	Explain how the language in the extract influences your view of the experiences of the Narrator and Luo in the coal mine. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 3(a)(i).
	(13 marks)
	Indicative content
	Reward responses that link the language of the extract with the influence on the candidate's views. Responses may include: • the two-month spell in the coal mines is seen as a harsh thing to have to experience • it is described as an 'infernal ordeal', suggesting hellish conditions • the Narrator can see with hindsight what a terrible effect the experience has had on them ('physically and especially mentally') • remembering it still 'sends shivers' down his spine • it was very dangerous – 'lacked any protection'- partly from the fear of falling rock • they learned that many people previously had had 'fatal accidents' • the fact that Luo thinks he will never get out alive starts to affect the Narrator too: he is terrified at the prospect of dying in the mines • the fear hits him every morning • everything makes him fearful: he has a 'foreboding of death'. • the fear affects his breathing and he thinks he is about to die ('brink of death'). Reward other responses, provided that they are rooted in the extract.

Band	Mark	
0	**0**	No rewardable material.
1	**1-2**	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	**3-5**	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.

3	6-8	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	9-11	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	12-13	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response

Question Number	
3(b)	(b) In this extract, the Narrator shows strong feelings about his experiences in the coal mine. Describe his experiences in **one** other part of the novel. In your answer, you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes what happens to the Narrator • shows his reactions to his experiences • describes the effects that these experiences have on others.
	(24 marks)
	Indicative content
	Responses may include: • reference to any short relevant section • reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives • reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question NB A specimen example is given below from the time when the tailor, the Seamstress's father, arrives at the village and stays with them (pages 112 - 114), but candidates are free to choose ANY relevant short section.

		• **How the writer describes what happens to the Narrator** The writer's use of language about the tailor's decision to stay with Luo and him, e.g.: 'We wondered what the hidden reason for this choice could be.' • **How the writer shows his reactions to his experiences** The writer's use of descriptive language about the arrival of the tailor's customers: 'It was an on-going festival of almost anarchic proportions.' • **How the writer describes the effects on others of these experiences** The writer's use of language to describe the effects of the women's desire for new clothes: 'Luo and I were amazed to see how agitated they were, how impatient, how physical their desire for new clothes was.' Reward any other examples of use of language that are linked with the writer's ideas and perspectives.
Band	**Mark**	
0	**0**	No rewardable material.
1	**1-5**	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	**6-9**	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	**10-14**	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	**15-19**	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	**20-24**	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Heroes

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

Example	*pitiful*	Feature	*adjective*
Example	*'Are you...'*	Feature	*unfinished question (ellipsis)*
Example	*anger flashing*	Feature	*metaphor*
Example	*'I hurt. I hurt all over.'*	Feature	*repetition*

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

Question Number	
4(a)(ii)	Explain how the language in the extract influences your view of the difficult relationship between Francis and Nicole. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 4(a)(i).
	(13 marks)
	Indicative content
	Reward responses that link the language of the extract with the influence on the candidate's views. Responses may include: • the strained aspect of their difficult relationship – this is seen by what Nicole says and how Francis reacts to her accusations • from the start, it is clear how badly the rape has affected Francis, who cannot 'sleep at night' • his sense of guilt is underlined by the heat: he feels he deserves to be suffering in the heat of hell • when he speaks to Nicole, his voice 'breaks'; he can hardly bring himself to speak her name • the way she accuses him shows her anger ('flashing in her eyes') and harshness ('her voice was harsh') / he feels he cannot defend himself 'how pitiful those words must sound to her' • she says he did nothing to help her, he can only admit it: his head is 'heavy, pounding with blood' • he tries to ask how she is, but cannot find the words • she says how badly hurt she is and she is full of 'contempt'. He feels there is no forgiveness for him and that she has 'no pity in her voice'. She repeats 'I hurt. I hurt all over'. • all he can do is wait, but she does not come back • he feels he needs to go to the church, so great is his sense of failure. Reward other responses, provided that they are rooted in the extract.

Band	Mark	
0	**0**	No rewardable material.
1	**1-2**	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings.

		• Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	**3-5**	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	**6-8**	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	**9-11**	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	**12-13**	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Question Number	
4(b)	In the extract, Francis reacts to Nicole's accusations. Describe Francis's reactions in **one** other part of the novel. In your answer, you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes what happens to Francis • shows what he thinks and feels • shows how he is affected by what happens.
	(24 marks)
	Indicative content
	Responses may include: • reference to any short relevant section

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

NB A specimen example is given below from where he walks the streets of Frenchtown looking for Nicole in Chapter 3 (pages 16-18), but candidates are free to choose ANY relevant short section.

- **How the writer describes what happens to Francis**
  The writer's use of descriptive language about Francis's experiences, e.g. when walking the streets of Frenchtown to look for Nicole: 'I feel like a spy in disguise as I walk the streets of Frenchtown.'

- **How the writer shows how his thoughts and feelings**
  The writer's use of language to show his thoughts and feelings about his appearance: 'I try to avoid eye contact with people I know.'

- **How the writer shows the way these experiences affect him**
  The writer's use of language about how he is affected when he finds that she is not there: 'Her words chase me down the steps and into the street. *All gone, all gone.*'

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

Band	Mark	
0	0	No rewardable material.
1	1-5	- Little explanation of how the writer uses techniques to create effect. - Basic understanding of how techniques contribute to presentation of ideas, themes or settings. - Little or no relevant connection made between techniques and presentation of ideas, themes or settings. - Little relevant textual reference to support response.
2	6-9	- Limited explanation of how the writer uses techniques to create effect. - Limited understanding of how techniques contribute to presentation of ideas, themes or settings. - Limited relevant connection made between techniques and presentation of ideas, themes or settings. - Limited relevant textual reference to support response.
3	10-14	- Some explanation of how the writer uses techniques to create effect. - Some understanding of how techniques contribute to presentation of ideas, themes or settings. - Some relevant connection made between techniques and presentation of ideas, themes or settings. - Occasional relevant textual reference to support response.
4	15-19	- Generally sound explanation of how the writer uses techniques to create effect. - Generally sound understanding of how techniques contribute to

		• presentation of ideas, themes or settings.
		• Generally sound relevant connection made between techniques and presentation of ideas, themes or settings.
		• Mostly clear, relevant textual reference to support response.
5	**20-24**	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Of Mice and Men

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

Answer

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

Example	*slowly and stiffly*	Feature	*adverbs*
Example	'*What ya mean, Slim?*'	Feature	*colloquial expression*
Example	*The silence came into the room*	Feature	*personification*
Example	*A minute passed, and another minute*	Feature	*repetition*

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

Question Number		
5(a)(ii)		Explain how the language in the extract influences your view of the reactions to the events described. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 5(a)(i).
		(13 marks)
		Indicative content
		Reward responses that link the language of the extract with the influence on the candidate's views. Responses may include: • Carlson is the one who 'gently', 'apologetically' says he will kill the old dog • he puts a lead on the dog in order to take him outside • all the men watch, except for Candy • Carlson tries to apologise to Candy, who does not answer • Slim directs operations, telling Carlson what he has to do ('you know what to do' and 'take a shovel') – and he takes the dog outside • Candy can only lie 'rigidly' on his bed, staring • vocabulary building the atmosphere 'gently footsteps died away', 'silence came into the room' • emphasis on small sounds ('snapping noise of cards', 'gnawing sound from under the floor') • Slim tries to make conversation, to cover the silence • George joins in, by talking about Lennie and the pup • Slim offers a pup to Candy as a consolation • Candy remains silent throughout • George suggests a game of cards, because the silent wait seems so long • Whit agrees to join in, but George cannot bring himself to deal the cards • the silence is broken by the sound of a rat – to the men's relief • emphasis on silence ('silence came into the room'; 'the silence fell into the room') • the suspense is too much for Whit, who does not understand what is taking so long and tells George to deal the cards • finally the dog is shot by Carlson: the men all turn towards Candy • Candy says nothing but eventually rolls over and faces the wall. Reward other responses, provided that they are rooted in the extract.
Band	**Mark**	
0	**0**	No rewardable material.

1	1-2	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	3-5	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	6-8	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	9-11	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	12-13	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Question Number	
5(b)	In the extract, the men react to the incident involving Candy's dog in different ways. Describe an event and the reactions to it in **one** other part of the novel. In your answer, you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes what happens in the event • shows the reactions to the event • brings out differences in their reactions.
	(24 marks)
	Indicative content

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

NB A specimen example is given below from Section Six, the end of the novel (pages 117 and 118), but candidates are free to choose ANY relevant short section.

- **How the writer describes what happens in the event**

The writer's use of descriptive language about George's actions in shooting Lennie, e.g.: 'George sat stiffly on the bank and looked at his right hand that had thrown the gun away.'

- **How the writer shows the reaction to the event**

The writer's use of description about how Slim reacts to what George has done: 'Never you mind,' said Slim. 'A guy got to sometimes.'

- **How the writer shows any differences in the reactions**

The writer's use of language to show Curley's and Carlson's inability to understand Slim's reactions: 'Now what the hell ya suppose is eatin' them two guys?'

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

Band	Mark	
0	0	No rewardable material.
1	1-5	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	6-9	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	10-14	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	15-19	• Generally sound explanation of how the writer uses techniques to create effect.

		- Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. - Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. - Mostly clear, relevant textual reference to support response.
5	**20-24**	- Sound explanation of how the writer uses techniques to create effect. - Sound understanding of how techniques contribute to presentation of ideas, themes or settings. - Sound relevant connection made between techniques and presentation of ideas, themes or settings. - Clear, relevant textual reference to support response.

Rani and Sukh

Question Number	
6(a)(i)	Give **three** examples of the writer's use of language in the extract.
	Identify the language feature for each example chosen.
	An example has been given to help you.
	Example: _Gently_, _he touched his face._ Feature: _Gently is an adverb._
	(3 marks)

Answer			

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

Example	*sped*	Feature	*verb*
Example	*sirens wailed*	Feature	*personification*
Example	*'Ssh...'*	Feature	*onomatopoeia*
Example	*Frozen to the spot*	Feature	*metaphor*

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

Question Number	
6(a)(ii)	Explain how the language in the extract influences your view of the description of the events leading to Sukh's death. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 6(a)(i).
	(13 marks)

	Indicative content
	Reward responses that link the language of the extract with the influence on the candidate's views. Responses may include: • the scene starts with the car journey of Resham Bains and the priest • they are planning a meeting with Sukh's father, Mohinder • they do not understand what has caused all the activity with police cars:'There must be something very serious...' • they think that someone has perhaps met his fate – 'fate has conspired' • they arrive at Resham Bains's home, behind a police van • Resham and Gianni realise that something terrible has happened: 'Lord, what fate...' • Resham sees his wife and daughter crying and sees the police talking to the Sandhus • there is a general commotion: 'lights were flashing' and 'sirens wailed' • Resham sees that Ravinder has been severely wounded, and tries to speak to him • he is relieved that his youngest child is all right • he tries to speak to Mohinder, his old friend • Divy breaks free and attacks Sukh with a knife - 'flash of steel', 'Divy pushed the blade in with all his strength' • Resham sees his son lying, 'blood pooling on the ground underneath his boy'. Reward other responses, provided that they are rooted in the extract.

Band	Mark	
0	**0**	No rewardable material.
1	**1-2**	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	**3-5**	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings.

		• Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	**6-8**	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	**9-11**	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	**12-13**	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Question Number	
6(b)	This extract shows the results of violent actions. Describe how violence is important in **one** other part of the novel. In your answer, you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes the violent actions • shows why these take place • explains the effect of the violence on the characters.
	(24 marks)
	Indicative content

	Responses may include: • reference to any short relevant section • reference to plot or sequence or character information only when commenting on the writer's ideas and perspectives • reference to the writer's use of language (e.g. descriptive or informative language; use of dialogue) relevant to the question NB A specimen example is given below from the incident where Divy throws a bottle (pages 203-205), but candidates are free to choose ANY relevant short section.

- **How the writer describes the violent actions**
  The writer's use of language to describe the throwing of the bottle at Sukh, e.g.: 'Before Ranjit could reply a bottle hurtled through the air and caught him on the side of his head, knocking him to the ground.'

- **How the writer shows why these take place**
  The writer's use of language to show why the feud is so deep-seated, e.g.: '"You an' me ain't nothing but enemies, Bains – remember that," added Divy as he was dragged away.'

- **How the writer shows how the violence affects the characters**
  The writer's use of language to show Sukh's attempt to break through the fighting, e.g.: '"We're closer than you think," he told Divy.'

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

Band	Mark	
0	0	No rewardable material.
1	1-5	- Little explanation of how the writer uses techniques to create effect. - Basic understanding of how techniques contribute to presentation of ideas, themes or settings. - Little or no relevant connection made between techniques and presentation of ideas, themes or settings. - Little relevant textual reference to support response.
2	6-9	- Limited explanation of how the writer uses techniques to create effect. - Limited understanding of how techniques contribute to presentation of ideas, themes or settings. - Limited relevant connection made between techniques and presentation of ideas, themes or settings. - Limited relevant textual reference to support response.
3	10-14	- Some explanation of how the writer uses techniques to create effect. - Some understanding of how techniques contribute to presentation of ideas, themes or settings. - Some relevant connection made between techniques and presentation of ideas, themes or settings. - Occasional relevant textual reference to support response.
4	15-19	- Generally sound explanation of how the writer uses techniques to create effect. - Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. - Generally sound relevant connection made between techniques and

		presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	**20-24**	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Riding the Black Cockatoo

Question Number	
7(a)(i)	Give **three** examples of the writer's use of language in the extract.
	Identify the language feature for each example chosen.
	An example has been given to help you.
	<table><tr><td>Example:</td><td>*Wanna come over?*</td></tr><tr><td>Feature:</td><td>*Wanna is a colloquial word.*</td></tr></table>
	(3 marks)

Answer

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

Example	*organically*	Feature	*adverb*
Example	*Got a sec?*	Feature	*abbreviation*
Example	*sailed past*	Feature	*metaphor*
Example	*like a bear...*	Feature	*simile*

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

Question Number	
7(a)(ii)	Explain how the language in the extract influences your view of the reactions to John's story about Mary. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 7(a)(i).
	(13 marks)
	Indicative content
	Reward responses that link the language of the extract with the influence on the candidate's views. Responses may include: • Craig shows a tribal map of Australia to help John locate Mary's origins • Craig is amused by his confusion about the tribal map – 'Craig smiled' • Craig then pinpoints the likely spot associated with Mary: Wamba Wamba • this name immediately becomes part of his family's story • Craig introduces John to Rob, to whom he tells the story about Mary's history • Rob is amazed and horrified that the skull had been kept on a mantelpiece in a white family's home • the two Aborigines share a joke about a situation they find appalling, to make John feel 'a little better'. Reward other responses, provided that they are rooted in the extract.

Band	Mark	
0	**0**	No rewardable material.
1	**1-2**	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	**3-5**	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	**6-8**	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings.

		• Occasional relevant textual reference to support response.
4	9-11	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	12-13	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Question Number	
7(b)	Mary is very important in the extract. Describe how different attitudes towards Mary are shown in **one** other part of the book. In your answer, you **must** give examples of the language the writer uses. You may wish to consider how the writer: • shows the attitudes of John and his family to Mary • shows other attitudes to Mary • describes why these different attitudes are important.
	(24 marks)
	Indicative content
	Responses may include: • reference to any short relevant section • reference to sequence of events or individuals when commenting on the writer's ideas and perspectives • reference to the writer's use of language (eg descriptive or informative language; use of dialogue) relevant to the question NB A specimen example is given below from Chapter 1 (where John tells his class about the skull (pages 7-9)) but candidates are free to choose ANY relevant short section. • **How the writer shows the attitudes of John and his family** The writer's use of language to show his father's casual attitude to the

skull, e.g.: 'Dad collected stuff. It just sat up on the wall unit with all his other bits and pieces.'

- **How the writer shows other attitudes to Mary**
  The writer's use of language showing his fellow students' reactions: '"You mean this Aboriginal skull is displayed with guns, like a trophy?"'

- **How the writer describes why these different attitudes are important**
  The writer's use of language about John's realisation that the other students regard his attitudes as unacceptable: 'And there I sat, utterly deflated.'

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

Band	Mark	
0	0	No rewardable material.
1	1-5	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	6-9	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
3	10-14	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	15-19	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	20-24	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

To Kill a Mockingbird

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

Example	*a happy cemetery*	Feature	*personification*
Example	*quietly, contemptuously*	Feature	*adverbs*
Example	*roses... trembled indignantly*	Feature	*personification*
Example	*bittersweet*	Feature	*oxymoron*

Award 0 marks where no language example or feature is identified

Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark.

The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.

Question Number	
8(a)(ii)	Explain how the language in the extract influences your view of the visit of Scout and Jem to the church. In your answer, you **must** give examples of the language the writer uses. You may include the examples you have used in your answer to 8(a)(i).
	(13 marks)
	Indicative content

	Reward responses that link the language of the extract with the influence on the candidate's views. Responses may include: • Scout builds up the atmosphere by a very detailed description of the church and the cemetery 'ancient paint-peeled', 'brightly coloured glass and Coca-Cola bottles': clearly she found it a novel and fascinating experience • she takes in all the sights and smells, with vivid language and highly specific odours which clearly make a strong impression on her – list of odours • she notes how the negro people of the church react to seeing the white children: gestures of respect and a parting of the crowd to let them through • there is a very graphic description of the tall Negro woman who challenges Calpurnia, who appears like a giant to Scout ('she seemed seven foot high') • the dialogue between the woman (Lula) and Calpurnia is very edgy and provokes the crowd ('a murmur ran through the crowd') • the tension mounts as Lula tries to stop her bringing the children in • this hostility makes the children want to leave, and they are frightened that the crowd is coming towards them in what seems a menacing way ('advanced upon'). • Jem shows his discomfort – 'let's go home, Cal, they don't want us here – ' Reward other responses, provided that they are rooted in the extract.

Band	Mark	
0	**0**	No rewardable material.
1	**1-2**	• Little explanation of how the writer uses techniques to create effect. • Basic understanding of how techniques contribute to presentation of ideas, themes or settings. • Little or no relevant connection made between techniques and presentation of ideas, themes or settings.

2	3-5	• Limited explanation of how the writer uses techniques to create effect. • Limited understanding of how techniques contribute to presentation of ideas, themes or settings. • Limited relevant connection made between techniques and presentation of ideas, themes or settings. • Limited relevant textual reference to support response.
		• Little relevant textual reference to support response.
3	6-8	• Some explanation of how the writer uses techniques to create effect. • Some understanding of how techniques contribute to presentation of ideas, themes or settings. • Some relevant connection made between techniques and presentation of ideas, themes or settings. • Occasional relevant textual reference to support response.
4	9-11	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	12-13	• Sound explanation of how the writer uses techniques to create effect • Sound understanding of how techniques contribute to presentation of ideas, themes or settings • Sound relevant connection made between techniques and presentation of ideas, themes or settings • Clear, relevant textual reference to support response.

Note: the rows above appear in the image with "Little relevant textual reference..." shown first, but logically it continues the band-1 descriptor; the table is reproduced as printed below.

Question Number	
8(b)	The children visit different places in Maycomb County. Describe how Scout and Jem react to a place they visit in **one** other part of the novel. In your answer, you **must** give examples of the language the writer uses. You may wish to consider how the writer: • describes a place the children visit • shows how they react to the place • shows how the visit affects them.
	(24 marks)
	Indicative content
	Responses may include: • reference to any short relevant section • reference to plot or sequence or character information only when commenting

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

NB A specimen example is given below from the Christmas at Finch's Landing episode in Chapter IX (pages 86-88), but candidates are free to choose ANY relevant short section.

- **How the writer describes a place the children visit**
  The writer's use of descriptive language about Finch's Landing, e.g.: 'Farther down stream, beyond the bluff, were traces of an old cotton landing, where Finch negroes had loaded bales and produce, unloaded blocks of ice, flour and sugar, farm equipment, and feminine apparel.'

- **How the writer shows how they react to the place**
  The writer's use of language about Scout's feelings on not being allowed at the main table: 'I often wondered what she thought I'd do, get up and throw something?'

- **How the writer describes the effect the visit has on them**
  The writer's use of descriptive language to describe her boredom at having to speak to Francis: 'Talking to Francis gave me the sensation of settling slowly to the bottom of the ocean. He was the most boring child I ever met.'

NB Candidates choosing this visit may include the anger of Scout at the word 'nigger-lover' used by Francis.

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

Band	Mark	
0	0	No rewardable material.
1	1-5	- Little explanation of how the writer uses techniques to create effect. - Basic understanding of how techniques contribute to presentation of ideas, themes or settings. - Little or no relevant connection made between techniques and presentation of ideas, themes or settings. - Little relevant textual reference to support response.
2	6-9	- Limited explanation of how the writer uses techniques to create effect. - Limited understanding of how techniques contribute to presentation of ideas, themes or settings. - Limited relevant connection made between techniques and presentation of ideas, themes or settings. - Limited relevant textual reference to support response.
3	10-14	- Some explanation of how the writer uses techniques to create effect. - Some understanding of how techniques contribute to presentation of ideas, themes or settings. - Some relevant connection made between techniques and presentation of ideas, themes or settings. - Occasional relevant textual reference to support response.

4	15-19	• Generally sound explanation of how the writer uses techniques to create effect. • Generally sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Generally sound relevant connection made between techniques and presentation of ideas, themes or settings. • Mostly clear, relevant textual reference to support response.
5	20-24	• Sound explanation of how the writer uses techniques to create effect. • Sound understanding of how techniques contribute to presentation of ideas, themes or settings. • Sound relevant connection made between techniques and presentation of ideas, themes or settings. • Clear, relevant textual reference to support response.

Question Number	Question
*9	'Young people spend too much money on clothes and are too often influenced by brands and designer labels.' Write an article to be included in an online magazine, giving your views on this topic. In your article, you may wish to consider: • whether young people spend too much money on clothes • other things they might spend their money on • whether it is worth spending more on particular brands or designer labels • any other ideas you may have.
	(24 marks)
	Indicative content
	The question asks for an article. All valid responses to the online magazine are acceptable and must be rewarded appropriately: • any valid kind of article for/against is acceptable • the bullets are only suggestions to consider and do not have to be followed. For those candidates using the bullets here is some guidance. • **Points in favour** may include: young people do not have much money, and so it is more important to spend it on necessities. We all need clothes, but we could wear the same clothes more often, and have them mended rather than throwing them away. Advertisers exploit the young and their desire to conform, by all wearing the same styles and labels. This forces people to spend more than they need, since the designer brands are not better quality, they are just fashionable. • **Points against** may include: it is really important for young people to feel good about themselves, and they feel good when they look good. Clothes express the personality, and make young people feel self-confident if they have the right look. They fit in with their group of friends, rather than being laughed at for being out of fashion. The designer brands are worth the extra money because they really are better quality – they fit better and look better. Examiners should note the importance of form, audience and purpose. In this case, the form is an article for an online magazine, so the register should reflect that. The audience is a general audience, but this will probably be written from the viewpoint of a teenager and hence the article should seek to show some awareness of that perspective, and to offer persuasive argument to support the personal viewpoint that is requested.

Band	**Mark**	**AO4:**

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

Question Number	Question
*10	Your School or College Council wants to appoint new student members to make sure students' views are represented. Write the text of a speech you would deliver to the Council giving reasons why you should be appointed. You may wish to consider: • personal skills and strengths that make you suitable • how you would represent students' views • topics important to students • any other ideas you may have.
	(24 marks)

	Indicative content
	Responses may: • refer to a number of different skills and strengths that would be thought suitable for such a position, such as: excellent communications skills; popularity with other students; a good understanding of what students want and need; good IT skills for using modern media, such as social networking sites • make suggestions as to what the School/College should do – for example, let the Principal/Head know what the real concerns and wishes of the students are • suggest such items as changes to student accommodation, menus, rules and regulations, clothing, amount of work, quality of teaching, subjects or clubs/societies offered. Examiners should note the importance of form, audience and purpose. In this case, the form is a speech, so the register should reflect that, and the speech should have an appropriate opening, development and conclusion. The audience is specified and hence the speech should seek to show some awareness of that and offer persuasive reasons for election.

Band	Mark	AO4:
0	**0**	No rewardable material.
1	**1-3**	• Expresses ideas at a basic level. • Little awareness of the purpose and audience. • Basic vocabulary; little variety fo sentence structure; little evidence of control.
2	**4-6**	• Expresses ideas with limited appropriateness. • Limited grasp of the purpose and audience. • Limited evidence of control in the choice of vocabulary and sentence

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

Ofqual

Llywodraeth Cynulliad Cymru
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