

Mark Scheme (Results)

November 2014

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

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November 2014

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General Marking Guidance

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

Mark Scheme

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

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

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

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

Assessment Objectives

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

AO3: Studying written language

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

AO4: Writing

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

SECTION A: READING

Non-fiction text: *Touching the Void*

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|------------------|---|---------|-----------------------|---------|------------------|---------|------------------|---------|-----------------------|---------|---------------------|---------|----------------|---------|-------------|---------|-------------------|---------|-----------------------|
| Question Number | | | | | | | | | | | | | | | | | | | |
| 1 (a) (i) | <p>(a) (i) Give three examples of the writer's use of language in the extract. Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Example: <i>vertically</i></p> <p>Feature: <i>This is an adverb.</i></p> </div> | | | | | | | | | | | | | | | | | | |
| | (3 marks) | | | | | | | | | | | | | | | | | | |
| | Answer | | | | | | | | | | | | | | | | | | |
| | <p>The following gives some suggestions, but there are many others which a candidate could choose. Reward any appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>desperate</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjective</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>swung suddenly</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>plunged</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>I stopped.</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 Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.</p> | | | Example | <i>desperate</i> | Feature | <i>adjective</i> | Example | <i>swung suddenly</i> | Feature | <i>alliteration</i> | Example | <i>plunged</i> | Feature | <i>verb</i> | Example | <i>I stopped.</i> | Feature | <i>short sentence</i> |
| Example | <i>desperate</i> | Feature | <i>adjective</i> | | | | | | | | | | | | | | | | |
| Example | <i>swung suddenly</i> | Feature | <i>alliteration</i> | | | | | | | | | | | | | | | | |
| Example | <i>plunged</i> | Feature | <i>verb</i> | | | | | | | | | | | | | | | | |
| Example | <i>I stopped.</i> | Feature | <i>short sentence</i> | | | | | | | | | | | | | | | | |

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| Question Number | |
| 1(a)(ii) | <p>Explain how the language in the extract influences your view of how frightened Joe is.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 1(a)(i).</p> <p style="text-align: right;">(13 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • Joe is scared to look down – ‘I could not bring myself to look down’ • he is frightened about what he might see – ‘to discover just another deep hole’ • he does not want to know what is there – ‘and then what?’ • he imagines the worst – ‘frantically trying to hang on as long as possible’ • he talks to himself – ‘No! I couldn’t look down.’ • he is overwhelmed by fear – ‘the dread which swamped through me’ (metaphor) • the use of alliteration when he loses his footing – ‘legs swing suddenly’ • the use of the story from childhood helps the reader to relate to how scared he is • finally fear overtakes him – ‘the dread spilled over’, ‘waves of panic swept through me’ (metaphor) • he hung for a long time – ‘immeasurable time’ – emphasising how long it was • he cannot help himself – ‘helpless’ • he is physically affected – ‘shaking’, ‘eyes tightly closed’. <p>Reward responses that link the language of the extract with the influence on the candidate’s views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p> |

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

| | |
|-----------------|---|
| Question Number | |
| 1(b) | <p>In this extract, we learn about some of the challenges Joe faced.</p> <p>Describe one other part of <i>Touching The Void</i> where Joe faces challenges.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> • describes the situation • describes what Joe does • shows Joe's thoughts and feelings. <p style="text-align: right;">(24 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • 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 <p>NB A specimen example is given below from Chapter 9, but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> • How the writer describes the situation The writer's language describing the slope: 'ten minutes work with two good legs', 'the angle of the slope that worried me', 'looked almost vertical', 'the thought wasn't encouraging'. • How the writer describes what Joe does The language he uses when describing how he climbs the slope: 'gritted my teeth', 'braced myself', 'convulsive hop', 'bend, hop, rest'. • How the writer shows Joe's thoughts and feelings The language used to show his thoughts: 'suppressed a growing pessimism', 'I realised how risky', 'harshly reminding me I was a very long way from getting out', 'I became absorbed', 'I resisted the urge to look up or down'. <p>The language used to show Joe's pain: 'burning leg', 'A searing pain', 'flares of pain', 'Agony and exertion blended into one'.</p> <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"> • Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response. |
| 2 | 6-9 | <ul style="list-style-type: none"> • Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response. |
| 4 | 15-19 | <ul style="list-style-type: none"> • Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response. |
| 5 | 20-24 | <ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response. |

Anita and Me

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|--|--|---------|-------------------------------|---------|---------------------|---------|-------------------------------|---------|------------------------------|---------|---------------|---------|-----------------|---------|-------------|---------|--------------|---------|---------------------|
| Question Number | | | | | | | | | | | | | | | | | | | |
| 2(a)(i) | <p>Give three examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>yanked</i></p> <p>Feature: <i>This is a verb.</i></p> </div> | | | | | | | | | | | | | | | | | | |
| | (3 marks) | | | | | | | | | | | | | | | | | | |
| Answer | | | | | | | | | | | | | | | | | | | |
| <p>The following gives some suggestions, but there are many others which a candidate could choose. Reward any appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>foam-flecked</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>adjective/alliteration</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>like a flock of birds</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>simile</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>clutched</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>verb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td style="text-align: center;"><i>crack</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td style="text-align: center;"><i>onomatopoeia</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.</p> | | | | Example | <i>foam-flecked</i> | Feature | <i>adjective/alliteration</i> | Example | <i>like a flock of birds</i> | Feature | <i>simile</i> | Example | <i>clutched</i> | Feature | <i>verb</i> | Example | <i>crack</i> | Feature | <i>onomatopoeia</i> |
| Example | <i>foam-flecked</i> | Feature | <i>adjective/alliteration</i> | | | | | | | | | | | | | | | | |
| Example | <i>like a flock of birds</i> | Feature | <i>simile</i> | | | | | | | | | | | | | | | | |
| Example | <i>clutched</i> | Feature | <i>verb</i> | | | | | | | | | | | | | | | | |
| Example | <i>crack</i> | Feature | <i>onomatopoeia</i> | | | | | | | | | | | | | | | | |

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| Question Number | |
| 2(a)(ii) | <p>Explain how the language in the extract influences your view of Meena's experience.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 2(a)(i).</p> <p style="text-align: right;">(13 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • Meena is in a daze – 'I don't remember', 'I see nothing' • she is extremely upset – 'shaking hands' • the description of Trixie suggests she is safe – 'patiently', 'encouraging me'(personification), 'soft sofa' (metaphor), 'so trustingly' • this makes her feel even more unhappy – 'intensified my sense of loss' • the description of the air rushing past her intensifies the sense of speed – 'whipped away', 'filled my ears' • she has never ridden – 'the reins felt heavy and stiff', 'Trixie felt the surrender in the gesture' • the description of how fast she is going – 'sped by like a revolving painted backdrop' (simile) • description of Anita and Sherrie – 'arms jerking in terrified semaphore' • the description of time passing – 'My feet were slipping in minutes' (metaphor), 'for several years', 'at least a century away' • the description of the fall – 'her hair streaming through my hands like a waterfall' (simile), 'clutched air, then metal', 'slapped palms', 'dark solid ground' • the onomatopoeia used to describe her leg breaking – 'a sharp loud crack' • she finds it difficult to open her eye – 'how heavy it was'. <p>Reward responses that link the language of the lines with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p> |

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

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| Question Number | |
| 2(b) | <p>The events in this extract happen because Meena is upset.</p> <p>Describe one other part of <i>Anita and Me</i> where Meena is upset.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> • describes the event • shows how Meena reacts • shows how other people react. <p style="text-align: right;">(24 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • 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. <p>NB A specimen example is given below from Chapter 8, but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> • How the writer describes the event The writer's use of language about why Meena is upset, e.g.: 'There was no mistake.', 'Six pence short! Six whole pence!', 'Mr Ormerod had tried to cheat my Nanima'. • How the writer shows how Meena reacts The writer's use of descriptive language to show Meena's reactions, e.g.: 'hammering of my heart', 'my voice sounded high and forced to my ears', 'made me suddenly burst out with', 'blinked back furiously'. • How the writer shows how other people react The writer's use of descriptive language about other people, e.g. 'Mr Ormerod looked up, confusion and, I thought, guilt crossing his features'. <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"> • Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response. |
| 2 | 6-9 | <ul style="list-style-type: none"> • Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response. |
| 4 | 15-19 | <ul style="list-style-type: none"> • Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response. |
| 5 | 20-24 | <ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response. |

Balzac and the Little Chinese Seamstress

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|---|---|---------|---------------------|---------|---------------|---------|---------------------|---------|----------------|---------|------------------|---------|-------------------|---------|-------------|---------|---------------------|---------|------------------|
| Question Number | | | | | | | | | | | | | | | | | | | |
| 3(a)(i) | <p>Give three examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>lowered</i></p> <p>Feature: <i>This is a verb.</i></p> </div> | | | | | | | | | | | | | | | | | | |
| | (3 marks) | | | | | | | | | | | | | | | | | | |
| Answer | | | | | | | | | | | | | | | | | | | |
| <p>The following gives some suggestions, but there are many others which a candidate could choose. Reward any appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>hooted</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>onomatopoeia</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>untamed</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjective</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>complexion</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>noun</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>irresistible</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjective</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.</p> | | | | Example | <i>hooted</i> | Feature | <i>onomatopoeia</i> | Example | <i>untamed</i> | Feature | <i>adjective</i> | Example | <i>complexion</i> | Feature | <i>noun</i> | Example | <i>irresistible</i> | Feature | <i>adjective</i> |
| Example | <i>hooted</i> | Feature | <i>onomatopoeia</i> | | | | | | | | | | | | | | | | |
| Example | <i>untamed</i> | Feature | <i>adjective</i> | | | | | | | | | | | | | | | | |
| Example | <i>complexion</i> | Feature | <i>noun</i> | | | | | | | | | | | | | | | | |
| Example | <i>irresistible</i> | Feature | <i>adjective</i> | | | | | | | | | | | | | | | | |

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| Question Number | |
| 3(a)(ii) | <p>Explain how the language in the extract influences your view of the Little Seamstress.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 3(a)(i).</p> <p style="text-align: right;">(13 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • the description of her laugh – ‘she hooted’ (onomatopoeia) • her wildness – ‘untamed quality’ • the description of her eyes suggests her raw, uncontrolled qualities – ‘uncut gems’, ‘unpolished metal’ • this is enhanced with ‘long lashes’ and ‘delicate slant’ • she is upset by her father’s behaviour – ‘face clouded suddenly’ • the Narrator is impressed by her looks – ‘glowing complexion’, ‘her features were fine, almost noble.’ • she is attractive – ‘sensual beauty’, ‘irresistible desire’ • the description of her workshop – ‘grimy’, ‘streaked with gobs of dried spittle’, ‘under siege from an army of ants’ • the Little Seamstress is not ashamed by not being able to read – ‘unabashed’ • Luo is fascinated by her – ‘followed her every move with his eyes’ • she appears to like the Narrator and Luo – ‘sign that she had taken a liking to us’. <p>Reward responses that link the language of the lines with the influence on the candidate’s views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p> |

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

| | |
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| Question Number | |
| 3(b) | <p>In this extract, the Narrator describes the Little Seamstress.</p> <p>Describe how the Little Seamstress is presented in one other part of <i>Balzac and The Little Chinese Seamstress</i>.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> • describes an event involving the Little Seamstress • describes her appearance and actions • shows the reactions to the Little Seamstress. |
| | (24 marks) |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • 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 <p>NB A specimen example is given below from Part I, but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> • How the writer describes an event involving the Little Seamstress The writer's description of the first meeting with the Little Seamstress, e.g.: 'When she leaned over her sewing machine, the shiny metal base mirrored the collar of her white blouse' • How the writer describes her appearance and actions The writer's use of descriptive language about the Little Seamstress e.g.: 'The fine shape of her feet and ankles was set off by white nylon socks.' • How the writer shows reactions to the Little Seamstress The writer's use of descriptive language about reactions to the Little Seamstress, e.g.: 'without doubt the loveliest pair of eyes in the district of Yong Jing, if not the entire region.' <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"> • Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response. |
| 2 | 6-9 | <ul style="list-style-type: none"> • Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response. |
| 4 | 15-19 | <ul style="list-style-type: none"> • Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response. |
| 5 | 20-24 | <ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response. |

Heroes

| Question Number | | | | | | | | | | | | | | | | | | | |
|---|--|---------|------------------|---------|-------------------------------------|---------|------------------|---------|------------------|---------|---------------|---------|-----------------------------|---------|---------------|---------|--------------|---------|-------------|
| 4(a)(i) | <p>Give three examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Example: <i>joined</i></p> <p>Feature: <i>This is a verb.</i></p> </div> <p style="text-align: right;">(3 marks)</p> | | | | | | | | | | | | | | | | | | |
| Answer | | | | | | | | | | | | | | | | | | | |
| <p>The following gives some suggestions, but there are many others which a candidate could choose. Reward any appropriate example.</p> <table border="1" data-bbox="316 1025 1455 1440"> <tbody> <tr> <td data-bbox="316 1025 595 1128">Example</td> <td data-bbox="595 1025 871 1128"><i>Larry LaSalle was everywhere</i></td> <td data-bbox="871 1025 1147 1128">Feature</td> <td data-bbox="1147 1025 1455 1128"><i>hyperbole</i></td> </tr> <tr> <td data-bbox="316 1128 595 1232">Example</td> <td data-bbox="595 1128 871 1232"><i>patiently</i></td> <td data-bbox="871 1128 1147 1232">Feature</td> <td data-bbox="1147 1128 1455 1232"><i>adverb</i></td> </tr> <tr> <td data-bbox="316 1232 595 1335">Example</td> <td data-bbox="595 1232 871 1335"><i>like a Broadway star</i></td> <td data-bbox="871 1232 1147 1335">Feature</td> <td data-bbox="1147 1232 1455 1335"><i>simile</i></td> </tr> <tr> <td data-bbox="316 1335 595 1440">Example</td> <td data-bbox="595 1335 871 1440"><i>dared</i></td> <td data-bbox="871 1335 1147 1440">Feature</td> <td data-bbox="1147 1335 1455 1440"><i>verb</i></td> </tr> </tbody> </table> <p>Award 0 marks where no language example or feature is identified Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.</p> | | | | Example | <i>Larry LaSalle was everywhere</i> | Feature | <i>hyperbole</i> | Example | <i>patiently</i> | Feature | <i>adverb</i> | Example | <i>like a Broadway star</i> | Feature | <i>simile</i> | Example | <i>dared</i> | Feature | <i>verb</i> |
| Example | <i>Larry LaSalle was everywhere</i> | Feature | <i>hyperbole</i> | | | | | | | | | | | | | | | | |
| Example | <i>patiently</i> | Feature | <i>adverb</i> | | | | | | | | | | | | | | | | |
| Example | <i>like a Broadway star</i> | Feature | <i>simile</i> | | | | | | | | | | | | | | | | |
| Example | <i>dared</i> | Feature | <i>verb</i> | | | | | | | | | | | | | | | | |

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| Question Number | |
| 4(a)(ii) | <p>Explain how the language in the extract influences your view of Larry LaSalle.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 4(a)(i).</p> <p style="text-align: right;">(13 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • Larry is enthusiastic – ‘made a speech urging everyone’ • he appears to be sensitive – ‘didn’t embarrass me’ • he involves himself in all the activities – ‘ Larry LaSalle was everywhere in the centre’ • the list of activities suggests his talents are many – several examples • he inspired the children – ‘tamed’, ‘coaching him patiently’ • he transforms the children – ‘brought tears to eyes of everyone’, ‘winning applause like a Broadway star’ • he is full of encouragement – “You are all stars” • he has a past – ‘Rumours told us’, ‘gotten into trouble’ • he had been famous – ‘had also been a star’, ‘faded newspaper clipping’, “Starring Larry LaSalle” • he is secretive about his past – ‘he discouraged questions’ • the rumours – ‘dark hints’- suggest that Larry is not as good as he seems • the children respond positively to him – ‘Dazzled by his talent and energy’ • the fact he has a past makes him more exciting – ‘air of mystery that surrounded him added to his glamour’ • he is idolised by the children – ‘He was our champion’, ‘happy to be in his presence’ • he shows an immediate interest in Nicole – ‘instantly caught the attention’. <p>Reward responses that link the language of the lines with the influence on the candidate’s views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p> |

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

| | |
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| Question Number | |
| 4(b) | <p>This extract tells the reader about Larry LaSalle.</p> <p>Describe how Larry LaSalle is presented in one other part of <i>Heroes</i>.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> • describes an event involving Larry LaSalle • describes what he says and does • shows how other characters react to him. |
| | (24 marks) |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • 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 <p>NB A specimen example is given below from Chapter 14, but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> • How the writer describes an event involving Larry LaSalle The writer's use of language describing the event e.g.: 'Silence falls in the room and he shifts his body in the chair. I touch the gun in my pocket to remind me of my mission.' • How the writer describes what he says and does The writer's use of language describing Larry, e.g.: 'His mouth drops open and he flinches as if reeling from an unexpected blow' and the things he says, e.g.: "'The sweet young things, Francis. Even their heat is sweet...'" • How the writer shows how other characters react to him The writer's use of language about Francis' feelings, e.g.: 'Stunned by his question', 'My lips trembling', 'my hand is shaking', 'suddenly overwhelmed', 'I shake my head in dismay'. <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"> • Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response. |
| 2 | 6-9 | <ul style="list-style-type: none"> • Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response. |
| 4 | 15-19 | <ul style="list-style-type: none"> • Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response. |
| 5 | 20-24 | <ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response. |

Of Mice and Men

| | | | | | | | | | | | | | | | | | | | |
|--|---|---------|-----------------------|---------|---------------|---------|---------------------|---------|----------------|---------|-------------|---------|----------------------------|---------|-----------------------|---------|---------------------|---------|---------------|
| Question Number | | | | | | | | | | | | | | | | | | | |
| 5(a)(i) | <p>Give three examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen. An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>strong</i></p> <p>Feature: <i>This is an adjective.</i></p> </div> | | | | | | | | | | | | | | | | | | |
| | (3 marks) | | | | | | | | | | | | | | | | | | |
| Answer | | | | | | | | | | | | | | | | | | | |
| <p>The following gives some suggestions, but there are many others which a candidate could choose. Reward any appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>squawk</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>onomatopoeia</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>stopped</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>He just scared her.</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>short sentence</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>breathlessly</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adverb</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.</p> | | | | Example | <i>squawk</i> | Feature | <i>onomatopoeia</i> | Example | <i>stopped</i> | Feature | <i>verb</i> | Example | <i>He just scared her.</i> | Feature | <i>short sentence</i> | Example | <i>breathlessly</i> | Feature | <i>adverb</i> |
| Example | <i>squawk</i> | Feature | <i>onomatopoeia</i> | | | | | | | | | | | | | | | | |
| Example | <i>stopped</i> | Feature | <i>verb</i> | | | | | | | | | | | | | | | | |
| Example | <i>He just scared her.</i> | Feature | <i>short sentence</i> | | | | | | | | | | | | | | | | |
| Example | <i>breathlessly</i> | Feature | <i>adverb</i> | | | | | | | | | | | | | | | | |

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|-----------------|---|
| Question Number | |
| 5(a)(ii) | <p>Explain how the language in the extract influences your view of Lennie.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 5(a)(i).</p> <p style="text-align: right;">(13 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • the use of 'dumb' and repetition in 'dumb bastard' suggests Lennie's lack of intelligence • he is easily confused – 'all mixed up' • he panics – 'jus' hold on', 'so scairt he couldn't let go' • he is very strong – 'so God damn strong' • he does not mean to hurt anything/anybody– emphasised by George's comment – 'Hell, no.' • he can be frightening – 'I'd be scared too if he grabbed me.' • to Lennie, stroking the girl's dress is like stroking the pups – 'like he want to pet them pups all the time.' • Slim thinks he's harmless – 'He ain't mean', 'I can tell' • the description of Lennie's appearance – 'like a cape' (simile), 'hunched way over' • he is excited – 'breathlessly' • he is child-like in his attempts to hide the pup – 'drew up his knees' • the dialogue between George and Lennie shows how child-like Lennie is. <p>Reward responses that link the language of the extract with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p> |

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

| | |
|-----------------|---|
| Question Number | |
| 5(b) | <p>In this extract we learn about Lennie's character.</p> <p>Describe how Lennie is presented in one other part of <i>Of Mice and Men</i>.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> describes what Lennie says and how he says it describes how he behaves shows how other characters react to him. |
| | (24 marks) |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> 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 <p>NB A specimen example is given below from Section 1, but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> How the writer describes what Lennie says and how he says it The writer's use of descriptive language to show how Lennie is like a child, e.g.: 'His voice broke a little. 'I don't know why I can't keep it. It ain't nobody's mouse. I didn't steal it. I found it lyin' right beside the road.' How the writer describes how he behaves The writer's use of descriptive language about Lennie, e.g.: 'Lennie made an elaborate pantomime of innocence'. How the writer shows how other characters react to him The writer's use of language to show how George reacts to Lennie, e.g.: 'George snapped his fingers sharply' and how George tries to protect Lennie, e.g.: 'I ain't takin' it away just for meanness'. <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"> • Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response. |
| 2 | 6-9 | <ul style="list-style-type: none"> • Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response. |
| 4 | 15-19 | <ul style="list-style-type: none"> • Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response. |
| 5 | 20-24 | <ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response. |

Rani and Sukh

| | | | | | | | | | | | | | | | | | | | |
|-----------------|---|---------|----------------------------------|---------|--|---------|-----------------|---------|------------------|---------|---------------|---------|----------------|---------|-------------|---------|-------------------------|---------|----------------------------------|
| Question Number | | | | | | | | | | | | | | | | | | | |
| 6(a)(i) | <p>Give three examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>brazen</i></p> <p>Feature: <i>This is an adjective.</i></p> </div> | | | | | | | | | | | | | | | | | | |
| | (3 marks) | | | | | | | | | | | | | | | | | | |
| | Answer | | | | | | | | | | | | | | | | | | |
| | <p>The following gives some suggestions, but there are many others which a candidate could choose. Reward any appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>Nat had other plans up her sleeve</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>strangely</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>grabbed</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>I'd give her one</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>slang/colloquial language</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g., 'simile/metaphor'.</p> | | | Example | <i>Nat had other plans up her sleeve</i> | Feature | <i>metaphor</i> | Example | <i>strangely</i> | Feature | <i>adverb</i> | Example | <i>grabbed</i> | Feature | <i>verb</i> | Example | <i>I'd give her one</i> | Feature | <i>slang/colloquial language</i> |
| Example | <i>Nat had other plans up her sleeve</i> | Feature | <i>metaphor</i> | | | | | | | | | | | | | | | | |
| Example | <i>strangely</i> | Feature | <i>adverb</i> | | | | | | | | | | | | | | | | |
| Example | <i>grabbed</i> | Feature | <i>verb</i> | | | | | | | | | | | | | | | | |
| Example | <i>I'd give her one</i> | Feature | <i>slang/colloquial language</i> | | | | | | | | | | | | | | | | |

| Question Number | |
|-----------------|---|
| 6(a)(ii) | <p>Explain how the language in the extract influences your view of Natalie.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 6(a)(i).</p> <p style="text-align: right;">(13 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • we can see how determined Nat is – ‘had other plans up her sleeve’ (metaphor), ‘she followed Sukh’, ‘popping up’(metaphor) • the places she visits add humour but also show how far she is willing to go to help Rani – ‘the boys’ changing rooms’ • Rani’s description of her feelings shows how daring and assertive Nat is – ‘ashamed’, ‘brazen hussy’, ‘strangely proud’ • Nat is not easily shocked – ‘it’s no big deal’ ‘anticlimax’ • she is not going to be sidetracked – ‘Back to the real mission’ • Rani’s sarcastic comment - ‘<i>Scared? Of you? Surely not.</i>’ suggests Nat can be intimidating • she believes in equality – ‘You could try just going up and asking him out yourself’, ‘Equality, sister’ • she is forceful – ‘grabbed him by the arm’, ‘stormed’, ‘with Sukh in tow’ • the description of what Nat says to Sukh is humorous but also quite aggressive – ‘she wouldn’t be forced to bite him where it hurts’ • the language she uses is very direct – ‘if I was a lad <i>I’d</i> give her one’ • she is rebellious – ‘my-parents-don’t-want-me-to-go-out-with-girls crap’ • she appears to be patronising – ‘Mummy’s speaking’ and bossy – ‘snapped’, ‘cutting him short’ • she won’t accept any nonsense – ‘ask her out’. <p>Reward responses that link the language of the extract with the influence on the candidate’s views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p> |

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

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| Question Number | |
| 6(b) | <p>This extract shows Natalie acting as a go-between for Rani and Sukh.</p> <p>Describe how Natalie is presented in one other part of <i>Rani and Sukh</i>.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> • describes what Natalie says • describes her behaviour • shows how other characters react to her. |
| | (24 marks) |
| | Indicative content |
| | <p>Responses may include: reference to any short relevant section:</p> <ul style="list-style-type: none"> • 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 <p>NB A specimen example is given below from the second Leicester section (pages 280-282), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> • How the writer describes what Natalie says The writer's use of language to show how Natalie speaks, e.g.: "'It's a little disguise," she told him ', "'I wonder, Mr Sandhu, could I have a moment..?" answered Natalie in a very refined accent that was deeper than her real voice.' • How the writer describes her behaviour The writer's use of language to show Natalie's behaviour, e.g.: 'driven him in her mum's car – illegally – to within five hundred metres of Rani's house.' • How the writer shows how other characters react to her The writer's use of language to show Sukh's reactions to Natalie, e.g.: 'He looked at what Natalie was wearing and decided that he had to be as crazy as she was', 'genuinely surprised'. <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"> • Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response. |
| 2 | 6-9 | <ul style="list-style-type: none"> • Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response. |
| 4 | 15-19 | <ul style="list-style-type: none"> • Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response. |
| 5 | 20-24 | <ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response. |

Riding the Black Cockatoo

| | | | | | | | | | | | | | | | | | | | |
|---|--|---------|---------------------|---------|----------------------|---------|---------------------|---------|-------------------|---------|-----------------|---------|---------------------|---------|---------------|---------|---------------|---------|-------------|
| Question Number | | | | | | | | | | | | | | | | | | | |
| 7(a)(i) | <p>Give three examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Example: <i>appetite</i></p> <p>Feature: <i>This is a noun.</i></p> </div> | | | | | | | | | | | | | | | | | | |
| | (3 marks) | | | | | | | | | | | | | | | | | | |
| Answer | | | | | | | | | | | | | | | | | | | |
| <p>The following gives some suggestions, but there are many others which a candidate could choose. Reward any appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>prized pieces</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>magpie eye</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>thoughtfully</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>lugged</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>verb</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.</p> | | | | Example | <i>prized pieces</i> | Feature | <i>alliteration</i> | Example | <i>magpie eye</i> | Feature | <i>metaphor</i> | Example | <i>thoughtfully</i> | Feature | <i>adverb</i> | Example | <i>lugged</i> | Feature | <i>verb</i> |
| Example | <i>prized pieces</i> | Feature | <i>alliteration</i> | | | | | | | | | | | | | | | | |
| Example | <i>magpie eye</i> | Feature | <i>metaphor</i> | | | | | | | | | | | | | | | | |
| Example | <i>thoughtfully</i> | Feature | <i>adverb</i> | | | | | | | | | | | | | | | | |
| Example | <i>lugged</i> | Feature | <i>verb</i> | | | | | | | | | | | | | | | | |

| | |
|-----------------|---|
| Question Number | |
| 7(a)(ii) | <p>Explain how the language in the extract influences your view of John's father's passion for collecting</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 7(a)(i).</p> <p style="text-align: right;">(13 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • the description of his Dad's favourite items – 'prized pieces' and his collection – 'curios' • he has been collecting a long time – 'Over the decades', 'Over the years' • he has a keen eye – 'magpie eye'(metaphor) • he is able to find interesting things – 'treasures' – under the mess – 'dust-caked', 'half concealed' • he is an avid collector – 'amassed', 'mind-boggling' • the description of the things he collects – many examples • the use of the short sentence 'There was so much stuff.' after the long list emphasises the extent of the collection • the description of the effort involved – 'carted home', 'lugged', 'reassembled overnight' • there is some organisation in his collection – 'arranged thoughtfully' • he does not just collect masculine artefacts – 'it wasn't all blokey stuff' • John describes his father's collecting as 'mania' suggesting it has overtaken him • the description of the weaponry – 'wickedly sharp', 'intricately laid'. <p>Reward responses that link the language of the lines with the influence on the candidate's views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p> |

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

| | |
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| Question Number | |
| 7(b) | <p>This extract is about collecting unusual or interesting objects.</p> <p>Describe how collecting is presented in one other part of <i>Riding The Black Cockatoo</i>.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> • describes who does the collecting • describes what they collect • shows how other people react to what they collect. <p style="text-align: right;">(24 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • 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 (e.g. descriptive or informative language; use of dialogue) relevant to the question <p>NB A specimen example is given below from Chapter Four, but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> • How the writer describes who does the collecting The writer's use of descriptive language about the collectors, e.g.: 'There were articles about institutions stubbornly refusing to hand back collections of Aboriginal remains that sometimes numbered in the hundreds'. • How the writer describes what they collect The writer's use of language describing the collections, e.g.: '1570 sets of remains from Aboriginal men, women and children.', 'a dazzling array of rare treasures'. • How the writer shows how other people react to what they collect The writer's use of language to show John's reactions, e.g.: 'The very scale of the issue was too mind-numbing to get my head around', 'It seemed so utterly unreasonable'. <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"> • Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response. |
| 2 | 6-9 | <ul style="list-style-type: none"> • Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response. |
| 4 | 15-19 | <ul style="list-style-type: none"> • Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response. |
| 5 | 20-24 | <ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response. |

To Kill a Mockingbird

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|-----------------|---|---------|---------------------|---------|--------------------|---------|---------------------|---------|------------------|---------|---------------|---------|-------------------|---------|------------------|---------|-------------------|---------|-------------|
| Question Number | | | | | | | | | | | | | | | | | | | |
| 8(a)(i) | <p>Give three examples of the writer's use of language in the extract.</p> <p>Identify the language feature for each example chosen.</p> <p>An example has been given to help you.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Example: <i>jutted</i></p> <p>Feature: <i>This is a verb.</i></p> </div> | | | | | | | | | | | | | | | | | | |
| | (3 marks) | | | | | | | | | | | | | | | | | | |
| | Answer | | | | | | | | | | | | | | | | | | |
| | <p>The following gives some suggestions, but there are many others which a candidate could choose. Reward any appropriate example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>rain-rotted</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>drunkenly</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>malevolent</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>adjective</i></td> </tr> <tr> <td style="background-color: #e0e0e0;">Example</td> <td><i>suspicious</i></td> <td style="background-color: #e0e0e0;">Feature</td> <td><i>noun</i></td> </tr> </table> <p>Award 0 marks where no language example or feature is identified Award 1 mark for each example and corresponding language feature, up to a maximum of 3 marks. Each example must be supported by a language feature to gain the mark. The candidate should be awarded the feature mark for identifying the feature either using his or her own words, e.g. 'compares', or by referring to specific figures of speech, e.g. 'simile/metaphor'.</p> | | | Example | <i>rain-rotted</i> | Feature | <i>alliteration</i> | Example | <i>drunkenly</i> | Feature | <i>adverb</i> | Example | <i>malevolent</i> | Feature | <i>adjective</i> | Example | <i>suspicious</i> | Feature | <i>noun</i> |
| Example | <i>rain-rotted</i> | Feature | <i>alliteration</i> | | | | | | | | | | | | | | | | |
| Example | <i>drunkenly</i> | Feature | <i>adverb</i> | | | | | | | | | | | | | | | | |
| Example | <i>malevolent</i> | Feature | <i>adjective</i> | | | | | | | | | | | | | | | | |
| Example | <i>suspicious</i> | Feature | <i>noun</i> | | | | | | | | | | | | | | | | |

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|-----------------|---|
| Question Number | |
| 8(a)(ii) | <p>Explain how the language in the extract influences your view of the Radley Place.</p> <p>In your answer, you must give examples of the language the writer uses.</p> <p>You may include the examples you have used in your answer to 8(a)(i).</p> <p style="text-align: right;">(13 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • the Radley Place is run-down – ‘once white’, ‘long ago darkened’, ‘drooped’, ‘drunkenly’ • it is damp – ‘rain-rotted’(alliteration) • the front yard is overgrown – ‘johnson grass and rabbit tobacco grew in abundance’ • description of the inhabitant- ‘a malevolent phantom’ • the Radley Place has such a bad atmosphere that the locals still distrust it – ‘unwilling to discard their initial suspicions’ • the locals are frightened by the place – ‘A Negro would not pass the Radley Place at night’, ‘Radley pecans would kill you’, ‘a lost ball and no questions asked’ • the description of past events – ‘The misery’, ‘terrorized’, ‘morbid nocturnal events’ • the description of the way the Radleys behave – ‘kept to themselves’, ‘worshipped at home’, ‘seldom if ever crossed the street’ • the closed shutters and doors suggest the Radleys are not friendly and do not welcome visitors – ‘was something their neighbours never did’ • the house was different from others in the town –‘had no screen doors’. <p>Reward responses that link the language of the lines with the influence on the candidate’s views.</p> <p>Reward other responses, provided that they are rooted in the extract.</p> |

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

| | |
|-----------------|---|
| Question Number | |
| 8(b) | <p>In this extract, atmosphere and setting are very important.</p> <p>Describe one other part of <i>To Kill A Mockingbird</i> where atmosphere and setting are important.</p> <p>In your answer you must give examples of the language the writer uses.</p> <p>You may wish to consider how the writer:</p> <ul style="list-style-type: none"> • describes the setting • shows what the atmosphere is like • shows how the setting and atmosphere affect the characters involved. <p style="text-align: right;">(24 marks)</p> |
| | Indicative content |
| | <p>Responses may include:</p> <ul style="list-style-type: none"> • 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 <p>NB A specimen example is given below from Chapter XVI (16), but candidates are free to choose ANY relevant short section.</p> <ul style="list-style-type: none"> • How the writer describes the setting The writer's use of descriptive language about the courthouse, e.g.: 'presenting an unoffensive vista when seen from the north. From the other side, however', 'sundry sunless county cubby holes'. • How the writer shows what the atmosphere is like The writer's use of language to show the atmosphere, e.g.: 'We knew there was a crowd, but we had not bargained for the multitudes in the first floor hallway'. • How the writer shows how the setting and atmosphere affect the characters involved The writer's use of language about what happened, e.g.: 'Happily we sped ahead of the Reverend Sykes', 'The Coloured balcony ran along three walls of the courtroom like a second storey verandah, and from it we could see everything.' <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"> • Basic understanding of the text • Basic understanding of the writer's ideas • Basic understanding of how the writer uses language • Little relevant reference to the extract to support response. |
| 2 | 6-9 | <ul style="list-style-type: none"> • Limited understanding of the text • Limited understanding of the writer's ideas • Limited understanding of how the writer uses language • Limited relevant reference to the extract to support response. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Some understanding of the text • Some understanding of the writer's ideas • Some understanding of how the writer uses language • Occasional relevant reference to the extract to support response. |
| 4 | 15-19 | <ul style="list-style-type: none"> • Generally sound understanding of the text • Generally sound understanding of the writer's ideas • Generally sound understanding of how the writer uses language • Mostly clear reference to the extract to support response. |
| 5 | 20-24 | <ul style="list-style-type: none"> • Sound understanding of the text • Sound understanding of the writer's ideas • Sound understanding of how the writer uses language • Clear reference to the extract to support response. |

SECTION B: WRITING

| Question Number | Question |
|-----------------|---|
| *9 | <p>Your school or college had been awarded a large sum of money to improve facilities and has asked for suggestions from the students.</p> <p>Write a letter to your Principal or Headteacher, suggesting ways the money should be spent.</p> <p>In your letter, you may wish to consider:</p> <ul style="list-style-type: none"> • which areas need improving • how they can be improved • how the improvements will benefit the whole school or college as well as any other ideas you may have. <p style="text-align: right;">(24 marks)</p> |
| | Indicative content |
| | <p>In their response, candidates may use the bullet points to give a structure to their arguments.</p> <ul style="list-style-type: none"> • Areas for improvement Candidates may focus on: the building, individual classrooms, equipment, the teaching staff, sports facilities. • How they can be improved Candidates may focus on: painting the school, repairing damage, improving the grounds, buying new science equipment, new/more computers, employing more staff, improving the sports facilities e.g. a new gym/swimming pool. • How the improvements will benefit the whole school Candidates may discuss the school image, how a better environment will lead to better behaviour and respect for the school, better facilities will lead to better results. <p>Other points should be rewarded according to the relevance of the arguments. Provided that the response is developed and meets the descriptors within a particular level, the response should be awarded marks positively, using the full range available.</p> <p>Examiners should note the importance of form, audience and purpose. In this case, the form is a relatively formal letter, so the register should reflect that, and the letter should have an appropriate opening and closing. The audience is specified and hence the letter should seek to show some awareness of writing to a Principal or Headteacher, and offer persuasive argument to support the personal viewpoint that is requested.</p> |

| Band | Mark | AO4: |
|-------------|--------------|--|
| 0 | 0 | No rewardable material. |
| 1 | 1-3 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <p>A website called 'Your Voice' is asking for contributions with the title 'What I feel strongly about'.</p> <p>Write your contribution on a topic of your own choice.</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • details about your chosen topic • why your chosen topic is important • what you want to change <p>as well as any other ideas you may have.</p> <p style="text-align: right;">(24 marks)</p> |
| | Indicative content |
| | <p>In their response, candidates may use the following points:</p> <ul style="list-style-type: none"> • Details about the chosen topic Candidates may focus on: areas of personal, local, national or international importance e.g. bullying, ways teenagers are treated, lack of facilities, educational opportunities, job opportunities, war, environmental issues • Why the chosen topic is important Candidates may focus on: how it might impact on them as individuals, the impact on the local area or globally, how there might be effects in the future • What changes suggested Candidates may discuss personal changes, things that can be done on an individual level or more far-reaching changes over a wider area. <p>Other points should be rewarded according to the relevance of the arguments. Provided that the response is developed and meets the descriptors within a particular level, the response should be awarded marks positively, using the full range available.</p> <p>Examiners should note the importance of form, audience and purpose. In this case, the form is a contribution for a website, so the register should reflect that. The audience is specified and hence the contribution should seek to show some awareness of a strong personal perspective, and offer persuasive argument to support the personal viewpoint that is requested. The tone may be informal.</p> |

| Band | Mark | AO4: |
|-------------|--------------|--|
| 0 | 0 | No rewardable material. |
| 1 | 1-3 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

