

**Pearson Edexcel**  
**GCSE English Language 5EN2F/01**  
**Unit 2 The Writer's Voice (Foundation Tier)**

The purpose of this pack is to provide centres with marked exemplars of responses to the June 2015 examination.

Included in this pack:

- Questions from June 2015 paper
- Marked responses
- Examiner commentary

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## SECTION A – READING

### QUESTION 1

Use this extract to answer Question 1.

#### *Touching the Void*

Extract taken from Chapter 2.

The sun was fully up; jackets and tops were in the sacks. Following Simon, I was slowing with the heat, dry-mouthed, wanting a drink. The angle eased. Looking to my right, I smiled seeing Simon with legs astride a large rock, sack off, taking a photograph of me as I came over the top edge of the icefield and headed towards him on an easy ramp line.

'Lunch,' he said, passing me a chocolate bar and some prunes. The gas stove hissed away busily, sheltered by his rucksack. 'The brew's nearly ready.'

I sat back, glad to rest in the sun and look around. It was past noon, and warm. Ice clattered down from the headwall which reared 2,000 feet above us. For the moment we were safe. The rock on which we lunched topped a slight rib, splitting the ground above the icefield so that the debris tumbled harmlessly past on either side. We sat, perched above the icefield, which was steeply sloped, dropping like a vertical wall beneath our lunch rock. A giddy, dragging sensation urged me to lean further out over the drop, pulling me down at the snow-ice sweeping away below. Looming over, with my stomach clenched, and a sharp strong sense of danger, I enjoyed the feeling.

Our footsteps and the snow hole were no longer visible, lost in the dazzling blur of white ice and white glacier. With the wind tonight all signs of our passing would be gone.

The upper tiers of the great yellow rock buttress which split the face crowded out our view of the way ahead. As we climbed up parallel with it, we began to see just how big it was – a respectable 1,000-foot-high wall which would have been a mountain in itself in the Dolomites. Stones had whirred down from the upper reaches all day, smacking into the right side of the icefield, then bouncing and wheeling down to the glacier. Thank God we hadn't climbed any nearer to the buttress! From a distance the stones seemed small and harmless, but the smallest, falling free from many hundreds of feet above, would have hurt us as surely as any rifle bullet.

We had to find the steep ice couloir which ran up through the side of this buttress, and would eventually lead us into the wide hanging gully we had seen from Seria Norte. This would be the key to the climb. We had under six hours to find it, climb it, and dig a comfortable snow cave in the gully above. A large ice cliff hung out from the edge of the hanging gully, streaming twenty- to thirty-foot icicles – free-hanging above the 200-foot wall below. That was what we wanted to get into, but it would be impossible to go directly up the wall through the fringe of icicles.

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#### *Touching the Void*

1 Answer **all** parts of the following question.

- (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: *dazzling*

Feature: *This is an adjective.*

(3)

- (ii) Explain how the language in the extract influences your view of the surroundings that Joe and Simon experience.

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)

(b) In this extract, we learn about the difficult surroundings that Joe and Simon experience.

Describe **one other** part of *Touching the Void* where the surroundings are important.

In your answer, you **must** give examples of the language the writer uses.

You may wish to consider how the writer:

- describes the surroundings
- describes how the surroundings affect people
- shows people's thoughts and feelings about the surroundings.

(24)

(Total for Question 1 = 40 marks)

SCRIPT F1A:

Write your answer to Section A Question (a)(i) here:

Example 1:

Dry-mouthed

Feature:

verb

Example 2:

hissed

Feature:

verb

Example 3:

~~describing~~ dragging

Feature:

~~verb~~ Adjective

Write your answers to Section A Question (a)(ii) and (b) here:

(i) The language in the extract influences my view on Joe and Simon's surroundings because the writer has used language that describes the characters physical feelings, <sup>Joe is feeling</sup> ~~the~~ 'Dry-mouthed', ~~the~~ This verb makes <sup>the story</sup> ~~the~~ more realistic and helps <sup>us</sup> to understand the <sup>way</sup> ~~way~~ Joe is feeling ~~the~~ physically and helps the reader understand ~~the~~ the weather conditions they are facing.

The writer also uses descriptive language to describe the surroundings, <sup>of the characters</sup> and what they could see, he uses this descriptive language to help the reader visualise what the characters are able to see.

"Dazzling blur of white ice"

This allows the reader to familiarise the atmosphere with ~~something~~ something they may have seen or experienced before. I also think it makes the scene more peaceful and pretty.

(ii)

The writer described the surroundings of the men in the mountains. He helps the reader feel the exact feelings through describing the ~~camp~~ camp the men are staying in.

"The sounds of rustling, ~~of~~ of fabric flapping in the wind, or of rainfall, the feel of hard lumps under the ground sheet."

The writer describes the uncomfortable side of the camp and the reality. This ~~helps~~ helps the reader visualise this and makes the reader feel like they are experiencing the experience with Simon, Joe and Richard.

Script	Mark Part a	Mark Part b	Comments
F1a	ai) 3 aii) 5	4	aii) Limited understanding of the text is shown in a brief, undeveloped response. b) A response which has a basic understanding of the text with one relevant quotation

## SCRIPT F1B:

Write your answer to Section A Question (a)(i) here:

Example 1:

*Hi Small*

Feature:

*adjective*

Example 2:

*Seria Nose*

Feature:

*Noun*

Example 3:

*dropping*

Feature:

*adverb*

Write your answers to Section A Question (a)(ii) and (b) here:

- a) In this extract, Joe paints a picture of a white paradise. "Lost in the dazzling blur of white." He uses the adjective 'dazzling' to describe how beautiful ~~and~~ the scenery was. Although his surroundings were ~~beaut~~ beautiful, he still reminds the readers of ~~that~~ the dangers that the journey had.

"A sharp strong sense of danger," Joe uses ~~the~~ alliteration with "sharp, strong and sense" so those three words stick out for the reader and ~~they~~ so they then catch onto the word 'danger' at the end. All of a sudden, a ~~hot~~ snowy paradise is filled with danger. "To lean further out over the drop," perhaps that sentence (Joe describing the thrill of danger as he leans over a cliff) is ~~ss~~ Simpson's way of foreshadowing ~~his fall~~ him being lowered off of a cliff. "When Simpson then goes out explain how he enjoyed the feeling of danger. Perhaps, in his own way he is describing his ignorance ~~and~~ before the fall, ~~explaining~~

\* Joe uses the power of three to tell the readers

What he and Simon had to do to build a snowcave. "To find it, ~~dig it~~ climb it and dig a comfortable snowcave." Within the power of three, he uses adverbs for all them to express how much work needs doing when you're building a snowcave.

"For the moment we were safe;" ~~this~~ <sup>could be</sup> another foreshadow of the events about to come. Joe is saying

that although he liked the dangers of rock climbing, he also liked to relax at times and be safe.

When reading this extract, ~~first~~ my first thoughts are that it's a nice and warm place to be.

"The sun was fully up; jackets and tops were in the sacks." Joe is painting ~~at~~ a warm summer day in the reader's head and when people think 'warm and sunny,' they think safe. As I read on, the safe haven vanishes and ~~to~~ I realise that it's not safe at all. "The stones seemed small and harmless," by adding in 'seemed' instantly you know he's about to ~~say~~ explain how they aren't safe. "But the smallest, falling free from many hundreds of feet above ~~us~~, would have hurt us as surely as any rifle bullet." The safe picture is gone and Simpson has now successfully installed a fear of this scenery into his reader's hearts.

B) In chapter 7, "Shadows in the Ice," Joe retrieves his spare torch battery from his rucksack. "The ice caught the light, so that it

gleaned "blue, ~~and~~ silver and green." Before, he switched on the beam and looked into "the black space by my side," but now, looking at the ice in the wall, he can see colours. This, perhaps, shows the audience the first glimmer of hope left amongs the harsh reality of the situation.

Joe moves on to describe the crevasse. "I swallowed nervously," ~~this~~ ~~instantly~~ due to simon being 'nervous' it instantly worries the audience because it tells the readers that the news is not good. "Mr Simpson then goes on to describe the dreadful crevasse, which is an important factor in the story. "The walls, twenty feet apart, showed no signs of ~~knowing~~." "I could only guess at how many hundreds of feet the blackness beyond my torch was hiding," he uses the adjective "blackness" as a way of telling the audience that he had no idea of what was in that crevasse. for all he knew, it could have been anything. He could have used the word "shadow," but ~~to~~ to make it sound darker and more frightening he said "blackness," which could also sound as though the crevasse was never ending, as it could have been.

As dread is pulling him on and the feeling of being trapped, Joe uses a short sentence which tells the audience that his thoughts are rapid, he's getting flustered and he's in a panic. "There was none," three words, that was all he needed to get the audience worried for him.

"Fell down in a frozen chaos," ~~then~~ he's describing the roof that covered the crevasse. He uses alliteration again in this sentence to make the "frozen chaos" stand out. He uses the words "fell" and "frozen" together closely and whether it was his intention or not, it still makes an impact on the audience.

He also uses the power of three again which describes his surroundings perfectly. "the silent emptiness, and the dark and the star-filled hole above." Joe is saying that everything is deathly quiet amongst the dark and all he can see is the numerous of stars above him for comfort. This takes a major effect on the audience because you really feel for him and he makes it even worse by using another short sentence, "I was alone." It summed up everything he was feeling.

Script	Mark Part a	Mark Part b	Comments
F1b	ai) 3 aii) 13	24	aii) The response demonstrates sound understanding of the text with comments which are supported by clear reference to the text. b) There is sound understanding in a clear response with a range of sound points supported by clear references to the chosen text.

## QUESTION 4

Use this extract to answer Question 4.

*Heroes*

**Extract taken from Chapter 8.**

Arthur Rivier is slumped against the brick building at the entrance of Pee Alley and I know instantly that he is drunk. The street light catches his open mouth and the dribbles of saliva on his lips and chin.

Almost midnight and Third Street deserted. Restless in the tenement, I had decided to walk the streets, telling myself that it was possible for Larry LaSalle to show up in Frenchtown at night as well as during the day.

Arthur Rivier blinks as he sees me approaching. 'You OK?' I ask, even though I know he is not OK.

He regards me with bloodshot eyes, his lips turned downwards like the mask of Tragedy high above the stage at the Plymouth.

'Nobody talks about the war,' he mutters, trying to focus his eyes and finally finding the focus and now his eyes drill into mine, the blariness gone. 'They talk about GI Bills and going to college and getting married and joining the cops or the firemen but they don't talk about the war...'

I place my arm around his shoulder to support him as his body threatens to slide down the wall, a ridiculous gesture because he outweighs me by at least fifty pounds.

He lifts his head to the night. 'I want to talk about it, my war,' he cries. 'And your war, too, Francis. Everybody's war. The war nobody wants to talk about...'

'What war is that?' I ask, having to say something, having to respond to the sorrow in his voice. But not expecting an answer.

'The scared war,' he says, closing his eyes. 'God, but I was scared, Francis. I messed my pants. One day, running across an open field, so scared I shit my pants, bullets at my feet and everything let go...'. Opening his eyes, he asks: 'Weren't you scared?'

I remember the village and our advancing platoon and Eddie Richards saying: 'What are we doing here, anyway?' And the smell of diarrhoea.

'Everybody was scared,' I tell him.

'Heroes,' he scoffs, his voice sharp and bitter, all signs of drunkenness gone. 'We weren't heroes. The Strangler and his scrap-book. No heroes in that scrap-book, Francis. Only us, the boys of Frenchtown. Scared and homesick and cramps in the stomach and vomit. Nothing glamorous like the write-ups in the papers or the newsreels. We weren't heroes. We were only there...'

Closing his eyes, he again slumps against the wall, as if the words he has spoken have used up all his energy.

Shadows loom in the alley's entrance and I look up to see Armand and Joe silhouetted against the lights of Third Street.

'Poor Arthur,' Armand murmurs, coming forward, placing his arm around him, touching his face lightly. A deep snore flares Arthur's nostrils, flutters his lips.

Poor all of us, I think, as I watch them lurching away with Arthur Rivier between them. A cold wind buffets the buildings and sends me hurrying back to Mrs Belander's tenement.

**Heroes**

4 Answer **all** parts of the following question.

(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: *his eyes drill into mine*

Feature: *This is a metaphor.*

(3)

(ii) Explain how the language in the extract influences your view of when Francis meets Arthur Rivier in the alley.

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)

(b) In this extract, the characters talk about the horrors of war.

Describe **one other** part of the novel where the horrors of war are presented.

In your answer, you **must** give examples of the language the writer uses.

You may wish to consider how the writer:

- describes what happens
- describes who is involved
- shows how the characters feel.

(24)

**(Total for Question 4 = 40 marks)**

SCRIPT F4:

Write your answer to Section A Question (a)(i) here:

Example 1:

*'Everybody was scared'*

Feature:

*Dialog*

Example 2:

*his lips turned downwards like the mask of Tragedy high above the stage*

Feature:

*Simile*

Example 3:

*'The street light catches his open mouth'*

Feature:

*Metaphor*

Write your answers to Section A Question (a)(ii) and (b) here:

(a)(ii) The language used in the extract creates a very strong image of Arthur Riper in my mind.

Arthur is described as being drunk and poorly presented, 'dribbler of saliva on his lips and chin'. This shows that he doesn't care about what impression he implies on other people.

The war appears to have mentally scared him. Arthur told Francis that he was so scared that he actually 'shit' his pants. This reflects how scared he really was and could be the reason he is a drunken mess now. The fact that Arthur told Francis something this embarrassing, shows that he is a very honest man. The 'sorrow in his voice' also reflects the way the war has affected him.

When Arthur talks about how the 'boys <sup>of</sup> Frenchtown' being described as heroes by the media and continuing to explain the reality 'his voice was sharp and bitter' which shows that his opinion is so strong that it isn't blurred by the alcohol.

All of the above leads me to believe that Arthur Riper is a very sad, but honest man who has been badly mentally affected by his experience in the war.

(b) Chapter 3 when Francis dreams about the war:

Francis describes sleep as being oblivion, perhaps to express the endless possibilities of war nightmares he could have. Cormier creates a seamless

transition between Francis being awake and try to sleep and being asleep. ~~and dreaming about the war.~~

Comier described Francis' surroundings in detail and uses alot of commas to keep up the pace of the text, which reflects the intense situation Francis is in.

The word 'Jesus' is used to show how scared they all were. All the sounds Francis can hear are described so the reader can picture the situation better. 'quiet curser floating in the air' is a metaphor used to describe people whispering and swearing. All of this is compared to 'war movies' to show how realistic they are.

Francis' emotions and regret are emphasized when killing the two German soldiers. One of their heads 'explodes like a ripe tomato' and the other gets cut in half by gun fire. We then find out that Francis did kill the German soldiers, but without being cut in half or an exploding head'. Comier then describes how young they are, to show their innocence and how bad Francis must have felt.

Comier then goes on to say brutally say 'The next day, the grenade blows my face away'. This is done to shock the reader and cause them to ask questions because the extract then goes off topic.

Script	Mark Part a	Mark Part b	Comments
F4a	ai) 3 aii) 11	17	<p>aii) The response has valid and sound comments but needed further detail and development to achieve Band 5. Overall there is generally sound understanding.</p> <p>b) This is generally sound response with mostly clear reference to the extract to support the comments. Points made could have been more fully developed.</p>

## QUESTION 5

Use this extract to answer Question 5.

*Of Mice and Men*

Extract taken from Section 2.

The boss pointed a playful finger at Lennie. 'He ain't much of a talker, is he?'

'No, he ain't, but he's sure a hell of a good worker. Strong as a bull.'

Lennie smiled to himself. 'Strong as a bull,' he repeated. George scowled at him, and Lennie dropped his head in shame at having forgotten.

The boss said suddenly, 'Listen, Small!' Lennie raised his head. 'What can you do?'

In a panic, Lennie looked at George for help. 'He can do anything you tell him,' said George. 'He's a good skinner. He can rassel grain bags, drive a cultivator. He can do anything. Just give him a try.'

The boss turned on George. 'Then why don't you let him answer? What you trying to put over?'

George broke in loudly, 'Oh! I ain't saying he's bright. He ain't. But I say he's a God damn good worker. He can put up a four hundred pound bale.'

The boss deliberately put the little book in his pocket. He hooked his thumbs in his belt and squinted one eye nearly closed. 'Say – what you sellin?'

'Huh?'

'I said what stake you got in this guy? You takin' his pay away from him?'

'No, 'course I ain't. Why ya think I'm sellin' him out?'

'Well, I never seen one guy take so much trouble for another guy. I just like to know what your interest is.'

George said, 'He's my ... cousin. I told his old lady I'd take care of him. He got kicked in the head by a horse when he was a kid. He's awright. Just ain't bright. But he can do anything you tell him.'

The boss turned half away. 'Well, God knows he don't need any brains to buck barley bags. But don't you try to put nothing over, Milton. I got my eye on you. Why'd you quit in Weed?'

'Job was done,' said George promptly.

'What kinda job?'

'We ... we was diggin' a cesspool.'

'All right. But don't try to put nothing over, 'cause you can't get away with nothing. I seen wise guys before. Go on out with the grain teams after dinner. They're pickin' up barley at the threshing machine. Go out with Slim's team.'

'Slim?'

'Yeah. Big tall skinner. You'll see him at dinner.' He turned abruptly and went to the door, but before he went out he turned and looked for a long moment at the two men.

When the sound of his footsteps had died away, George turned on Lennie. 'So you wasn't gonna say a word. You was gonna leave your big flapper shut and leave me do the talkin'. Damn near lost us the job.'

Lennie stared hopelessly at his hands. 'I forgot, George.'

'Yeah, you forgot. You always forget, an' I got to talk you out of it.' He sat down heavily on the bunk. 'Now he's got his eye on us. Now we got to be careful and not make no slips.'

*Of Mice and Men*

5 Answer **all** parts of the following question.

(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: *strong as a bull*

Feature: *This is a simile.*

(3)

(ii) Explain how the language in the extract influences your view of when George and Lennie meet the boss.

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)

(b) In this extract, we learn about the relationship between George and Lennie.

Describe how their relationship is presented 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 situation
- shows how George and Lennie act towards each other
- shows how George and Lennie feel about each other.

(24)

(Total for Question 5 = 40 marks)

SCRIPT F5:

Write your answer to Section A Question (a)(i) here:

Example 1:

'He's a good swimmer. He can rassel grain bays, drive a cultivator.'

Feature:

Triplet.

Example 2:

'Then why don't you let him answer?'

Feature:

Rhetorical question

Example 3:

'Well, God knows he don't need any brains to back party bags'

Feature:

Opinion.

Write your answers to Section A Question (a)(ii) and (b) here:

~~From this extract, my view of when~~  
 (a)(ii) The language the writer uses influences my view a lot, for example in this extract when George and Lennie meet the Boss we can tell that their relationship is very one-sided I believe this because

George said to Lennie 'Yeah, you forgot. You always forget, and I got to ~~talk~~ talk you out of it.' ~~use~~  
 This shows us that George is the main character in the duo.

Although George gets angry with Lennie for talking when he wasn't supposed to, George describes Lennie 'as strong as a bull.' ~~the writer~~  
 I believe ~~that~~ that the writer used a simile to express George's need for a large and ~~strong~~ strong <sup>companion</sup> character to keep him company through such a tough time.

On the other hand the writer has made us believe that George might be ~~using~~ using Lennie to get his money for himself. This idea is ~~portrayed~~ <sup>portrayed</sup> to us ~~through~~ <sup>through</sup> the Boss; since George had been ~~doing~~ doing all the talking the Boss tried to talk to Lennie and ask him a question, when ~~George~~ George replied the Boss

started to get curious, ~~the~~ and said, 'Then why ~~don't~~ don't you let him answer?' The writer used this rhetorical question to try and trick ~~the~~ George into telling the truth - ~~it~~ <sup>this</sup> worried and managed to open ~~up~~ <sup>and</sup> ~~up~~ <sup>lead</sup> ~~up~~ <sup>up</sup> ~~the~~ <sup>a</sup> ~~book~~ <sup>new</sup> story, explaining why Lennie wasn't the brightest

5 b) George and Lennie's relationship is very one sided (this is shown when they talk to the Boss of the farm). We can also see their ~~relationship~~ <sup>in</sup> type of relationship in chapter 1, when they are down by the clearing of the river.

Although Lennie has the ~~big~~ size and strength to protect George and ~~himself~~ himself he lacks the brains and intelligence. To survive on his own, this is where ~~George~~ George comes in, George is like a mother to Lennie. We know this because he said 'Lennie, for God's sake don't drink so much, 'Lennie your gonna be sick.' This proves that

the two have a loving relationship even though they were going through tough times with the dust bowl and the great depression.

Although they both enjoy ~~each others~~ <sup>each others</sup> company, Lennie can become too much <sup>looses</sup> for George ~~and~~ and George often ~~loses~~ his temper and argues with Lennie. A

good example of this is when they are cooking ~~dinner~~ beans for dinner and Lennie wants and asks for ketchup George replied with 'Well, we ain't got no ketchup, you go get wood' ~~this shows us that Lennie is very childish and can be very hard to control~~ after this Lennie walks off into the wood upset and angry, this shows that Lennie can be very childish and ~~can~~ hard to control.

Over all I believe that Lennie's and George's relationship is a caring and loving one all the way through till the end.

Script	Mark Part a	Mark Part b	Comments
F5a	ai) 1 aii) 10	13	aii) A generally sound response with mostly clear reference to the text to support the points made. b) A suitable extract is chosen and comments show some understanding of the text and the writer's ideas.

SCRIPT F5B:

Write your answer to Section A Question (a)(i) here:

Example 1:

'Job was done'

Feature:

dialogue

Example 2:

'Promptly'

Feature:

Adjective

Example 3:

'Huh'

Feature:

Slang

Write your answers to Section A Question (a)(ii) and (b) here:

In this extract the language influences our view of Lennie and George when meeting the boss through a variety of language techniques, also you discover George and Lennie's personalities.

For example 'Lennie smiled at himself. 'Strong as a bull he repeated. George scowled at him'

This quote clearly shows Lennie's childlike behaviour through a simile, he repeats what George says whilst smiling to himself so you instantly understand that Lennie has a childlike personality through one language device. Also after Lennie has said that 'George scowled'. This is a very powerful verb which indicates George is not happy at Lennie for what he has just done in front of the boss, this shows how much it means to George and he does not want Lennie to ruin it for him, Steinbeck is showing George's anger through powerful verbs.

Furthermore George says "Job was done, said George promptly" this adjective shows that George said it very quickly during the conversation with the boss this may indicate that George wants to get the conversation over and done with so he knows him and Lennie will be safe and to have this conversation with no errors. Also he Steinbeck comes on using adjective throughout the extract for example "He turned abruptly" this is talking about the boss when he leaves the conversation, using this

adjective Steinbeck is trying to create a tense atmosphere whilst the conversation is going on.

Steinbeck also uses lots of dialogue and slang at times during the conversation between the boss and George and Lennie, for example George replies to the boss saying "Huh?" this quotation may indicate that George is comfortable in the conversation he is very relaxed and knows that the conversation can use informal language but the slang word "huh" could also be American dialect so George maybe not wanting to come across as informal therefore this quotation you can look at two different perspectives. This quote also contradicts a previous named quotation "promptly" as that quote may of indicated George wanted to leave whereas using slang represents that he is relaxed.

In conclusion to this the language in the extract influences my view of when George and Lennie meet the boss through a variety of language devices.

5b) In this extract we learn about the relationship between George and Lennie as a strong but stressful relationship.

In this situation this is where Lennie just broke Curly's wife neck realised he did something bad and ran away from the ranch to an escape route they planned before, now George has just found Lenny.

Lennie says "George aint you gonna give me hell?" This quote shows that Lennie realises he has done wrong but also you gather that George and Lennie's relationship is a bit like father and son. This is because when you know you have done wrong you know you will get shouted at by your parents, therefore Lennie is expecting a shouting at from George. This also heavily links in with Lennie's child-like behaviour, but it does show a strong relationship as George replies by saying "Give ya hell" This implies that George does not want to get angry at him he is trying to prevent that, therefore this shows a strong relationship.

In this extract you also discover that the relationship between Lennie and George has mixed feelings for each other. This is suggested through the quotation of "Well I will go away" said Lennie then George shook himself again and said "No I want you to stay here with me". This clearly suggests that George can't trust Lennie on his own so they may not be enough trust in the relationship but this also shows honesty, deep down George wants Lennie's company, both of them

need each other therefore this links in with the theme of friendship as it's very strong but also varies during the novella.

Also in this extract you discover that George sometimes gets too angry to keep his emotion in and lets it all out on Lennie for example 'Jesus Christ, Lennie! You can't remember nothing that happens but you remember every word I say'. George gets angry at Lennie but this may not mean George is just angry at Lennie but Lennie does not help the fact ~~at~~ by doing things that may annoy George. But like any relationship anger will sometimes be present and in some cases brings you closer together.

In conclusion to this we learn about George and Lennie's relationship as a mixed feeling but extremely strong relationship overall this extract also shows that they need one another.

Script	Mark Part a	Mark Part b	Comments
F5b	ai) 3 aii) 13	20	aii) The response covers a range of relevant points in a sound response. b) The chosen extract is appropriate and comments made show a sound understanding of the text and the writer's ideas.

SCRIPT F5C:

Write your answer to Section A Question (a)(i) here:

Example 1:

playful finger

Feature:

metaphor

Example 2:

he hooked his

Feature:

alliteration

Example 3:

deliberately

Feature:

verb

Write your answers to Section A Question (a)(ii) and (b) here:

When George and Lennie meet the boss, George comes across very shady, and makes it quite obvious that the pair of them are hiding something. "Lennie looked at George for help" this shows that their body language is frisky. Because George and Lennie are hiding their past, Curly picks up on the

atmosphere and can tell straight away that something isn't quite right. "What you trying to put over?" This straight away shows how Curly has picked up on their mysterious body language and can sense trouble.

However George is always looking out for Lennie, "he's alright" not only does this quote show not proper English, it shows how George truly does love

tennie like a brother. The simile "he's awright" shows slang or lack of education. This shows the George has no proper English and that he isn't very educated, as throughout the text he uses slang, for example; "you always forget, an'", "gonna", "leave me do the talkin." These quotes show how George uses slang and also the way he's said, it comes across like he has a dialect, accent. This could be because they travel from place to place trying to find work, "why'd you quit in weed?" because curly is anxious about George and tennie, he asks them about their previous job, as if he thinks they ~~are~~ are up to something, curly seems as though he isn't a man to play with, "the boss poked a playful finger" this metaphor is very unrealistic as curly isn't playing with them, "he hoisted his thumbs in his belt" by ~~using~~ <sup>the writer</sup> using alliteration, it makes curly's character seem more daring and dangerous. However George makes curly "George scowled at him: As a reader you would find this part of the story, very exciting and thrilling as it's very tense. Because of the way they are talking to each other, ~~it's~~ "now we got to be more careful and not make no stier", because this is at the end of the extract, it makes you wonder, what has happened in the past, and makes you want to ~~write~~ <sup>read</sup> more in depth about the story.

At the beginning of the novel, George and Lennie are on the run from their previous job in Weed, because Lennie killed somebody.

However no matter what Lennie does, George always sticks by him, this shows that they have an unbreakable friendship.

However George can be hard on Lennie, but for his own good. On page 9 + 10 Lennie finds a dead mouse. "you gonna give me that mouse or do I have to sock you?" George uses the verb sock you, to try and keep the situation calm, however Lennie is in denial. "give you what, George", "it aint nobody's mouse. I didnt steal it." as the writer describes this situation she describes Lennie as a pet dog, "slowly, like a kisser who doesn't want to bring a ball to its master" by describing Lennie like a pet, and George as the master, it shows the reader that Lennie looks up to George and relies on him, to keep him safe from harm and generally just look after him.

Lennie acts like a child and comes across like he has the mentality of a child, "Lennie's lip quivered and tears started in his eyes" This shows how Lennie is like a child, as he is crying over a dead mouse. However because George is there to look after him, George comes across as a fatherly figure "blubberin' like a baby! Jesus Christ! a big guy like you", "I aint bakin' it away jus' for meanness. That mouse aint fresh" This shows how George really does care for Lennie a lot. However it shows how Lennie can be hard ~~hard~~ work. This shows the reader that

George and Lennie care about each other and need each other equally as much, they are family to each other.

Script	Mark Part a	Mark Part b	Comments
F5c	ai) 3 aii) 11	22	aii) There is generally sound understanding of the extract and the writer's ideas with mostly appropriate reference to the text to support the comments made. b) An appropriate choice of extract. The response is sound with clear references to the text to support comments made.

SCRIPT F5D:

Of Mice And Men

(a)(i)

"Pointed a playful finger"

Feature: This is a metaphor, it shows that the boss was joking around.

"Strong as a bull"

Feature: As this is used twice within two sentences, it's known as repetition the second time, but the first is a simile.

"He's my... cousin."

Feature: Ellipse, this shows that whoever was talking didn't know how to finish his sentence so had to have a short breather.

(ii)

When George and Lennie meet the boss for the first time, George comes across as a bit controlling towards Lennie,

this has been proven, because when the boss leaves, George turns to Lennie and said "So you wasn't gonna say a word. You was gonna leave your big flapper shut and leave me do the talkin'. Damn near lost our job".

This shows that out of the two men that George was the main person, and that he told Lennie what to do all the time.

I also got the impression that Lennie was vulnerable, but physically strong, but childlike at the same time. I know that Lennie's vulnerable <sup>like</sup> because Steinbeck uses the words "Lennie stared hopelessly at his hand" this shows that Lennie knows he was told what to do, but disobeyed, the next bit goes to say "I forgot, George." Although Lennie is a fully grown man, he is very simple-minded and forgets things quicker than the average person.

We know, but only by what George says to the Boss, that Lennie is a strong, hardworking man, this is known because George turns to the Boss and says "He can do anything you tell him," this implies that whatever you need doing, get Lennie to do it, George is trying to sell himself and Lennie to the Boss so that they can get a job. George then goes on to say "He's a good skinner. He can rassel grain bags, drive a cultivator. He can do anything. Just give him a try." Steinbeck gave George short sentences when telling the Boss everything, because he wanted to keep him listening.

and hanging on, not only does it make them sound better, but there's a higher chance that they'll get the job.

116-121.

Throughout the whole book, George and Lennie have a brotherly relationship, they don't really care about anyone else, but each other. As the story comes to an end, Lennie gets himself into a bit of trouble and also, potentially George too because he accidentally kills Curley's wife.

The very last scene is just Lennie and George, they go over their plans together, just because it's something for the pair of them to look forward to.

We know that Lennie and George have a pretty much day to day routine, because Lennie says to George numerous times "Ain't you gonna give me hell?" and then he says "Sure, like you always done before."

This shows that Lennie knows when he's done something wrong, and also

that George tells him the same thing over and over again, but it's to look out for Lennie because although, he may be older than George physically, he's not mentally,

and some people can't cope with something that's out of the ordinary.

As George and Lennie go over their plans for the future, Lennie gets excited, because what's about to be said makes him happy and also because he knows what's coming.

George was quiet for a moment. This tells the reader that George is going to regret something, that he also knows that something even worse is going to happen, he then says "But not us," "because. And then Lennie jumps in, he can't control his excitement, he's oblivious to what's going to happen to him, but this makes George's task slightly harder in some way

knowing that Lennie won't be apart of it the dream anymore

As it comes up to Lennie's last moments, Lennie asks George "I thought you was mad at me, George?"

This shows that Lennie knows something's up because George normally gets angry with him, but he's not. Lennie's confused.

George may put up a hardshell towards Lennie, but sleep down

towards Lennie, but deep down he loves him, like nobody else has. We know this because one of the last things George spoke to Lennie were, "No," said George. "No, Lennie. I ain't mad. I never been mad, and I ain't now. That's a thing I want ya to know."

Not only does this show love, but it also shows that George is trying to apologise in a way that Lennie will understand.

Once George has shot Lennie in the back of the head, he knows that he has done the best thing for Lennie. George would hate himself if he let someone else kill his companion.

This links back to Slim with his dog, he felt guilty that he hadn't shot his own dog, and George got to Lennie before anyone else.

Script	Mark Part a	Mark Part b	Comments
F5d	ai) 3 aii) 12	22	aii) The response demonstrates sound understanding of the text with comments which are supported by reference to the text. b) The extract chosen is appropriate and the response is sound with clear references to the extract to support the comments.

SCRIPT F5E:

Write your answer to Section A Question (a)(i) here:

Example 1:

Cennie Small

Feature:

irony

Example 2:

He's my...

Feature:

Eclipse

Example 3:

Feature:

Write your answers to Section A Question (a)(ii) and (b) here:

a ii. The language in the extract influences the reader's view on George and Lennie by showing us that George will do anything to protect Lennie's name being, Lennie Small. we would imagine him to be

a small person but the name is ironic because he is very tall.

He uses an Eclipse when talking to the boss and this shows the reader that he was thinking of what to say, as the next words he said could depend on whether or not he would be working.

There.

~~The~~  
The writer also makes George look very persistent in trying to bust Lenny up and show the boss that he would be a good worker.

The language that Steinbeck uses shows the reader that Lennie and George have a good bond and that George would do anything to protect Lennie.

Ⓑ When George and Lennie are sitting by the fire Lennie asks George if he can tell him about the rabbits and George tells him about the farm that they are hoping

to have. George acts compassionate with Lennie and tells him that he can get all the rabbits he wants for George and Lennie also feel compassionate to one another in the way that George will tell Lennie something and he will just sit there and listen to him carefully. Lennie was delighted. This shows that he really likes to hear what George has to say and wants to hear more and feels positive about George.

'But not us! An' why? Because... because I got you to look after me' This shows us that George also acts kind.

to Lennie and treats him nicely and  
with respect.

Script	Mark Part a	Mark Part b	Comments
F5e	ai)2 aii)7	10	aii) Although the response is quite short, there is some understanding with some relevant reference to text to support comments made. b) An appropriate choice of extract and there is some understanding of the text and the writer's language in a rather brief response.

SCRIPT F5F:

Write your answer to Section A Question (a)(i) here:

Example 1:

heavily

Feature:

this is an adverb

Example 2:

Pointed

Feature:

This is a verb

Example 3:

big

Feature:

this is an adjective

Write your answers to Section A Question (a)(ii) and (b) here:

a)(ii) In the extract the speech is mostly coming from George and the boss. Lennie isn't really involved but he is the subject of the conversation. This shows he is oblivious to the fact that they are talking about him because he doesn't say anything back. Also the fact that ~~the~~ George is

answering all of Lennie's questions for him suggests that George has a controlling nature and wants to be in charge of Lennie.

He also doesn't let Lennie answer because he thinks Lennie is stupid and will say something wrong and lose them their job. I think that the extract makes it

apparent that the boss doesn't trust George. When ~~he~~ says "don't try to put nothin' over, Milton. I got my eye on ya"

I think George believes that Lennie is the

reason that the boss doesn't trust him when in fact I don't think it is. I think George tries to blame a lot of his problems on Lennie, when in fact I think most of them are his own fault. I don't think the boss was suspicious because of what Lennie said, I think he was suspicious because George wasn't letting him speak for himself. I think this is clear when the boss says to George "Why don't you let him speak, what you trying to put over?". This suggests that it is George that the boss doesn't trust, rather than Lennie, as George thinks.

(b) I would like to write about how the writer introduces us to George and Lennie. Therefore I am going to ~~write~~ analyse the very start of the novel and how the ~~of~~ two characters' relationship is represented. I think the relationship isn't presented as one between ~~two~~ two friends, but more as one between a human, and his pet that can talk. I think the writer does this, not only with dialogue, but mainly with ~~the~~ animal metaphors when describing Lennie. For example "Snoring into the water like a horse" or "Lennie dabbled his big paw in the water". These phrases make it seem like Lennie is some sort of animal that George is looking after, begrudgingly. However

I think that deep down George enjoys having Lennie around, for the companionship (much like one does with a dog). ~~But~~

But despite the company Lennie provides George, I think George still sees him as a burden. As someone he has to constantly look after. You see

this when George repeatedly refers to Lennie as a "crazy bastard" and that he doesn't let him carry his own work card because he thinks that he will lose it and he can't be trusted. I think that Lennie sees George as a guardian or a protector. And I think because of his simple mind, Lennie fails to see any flaws within George.

I think this is made apparent later on in the novel when George tells Slim about how he made Lennie jump in a river and nearly drown, and then Lennie thanked him for pulling him out. George tells Lennie that he thinks he is a burden when he says "I could get along so ~~easy~~ easy and so nice if I didn't have you on my tail" but despite acting this way towards him I think he appreciates the company that Lennie provides.

Script	Mark Part a	Mark Part b	Comments
F5f	ai) 3 aii) 12	24	<p>aii) The response demonstrates sound understanding of the text with comments which are supported by clear reference to the text to support the response.</p> <p>b) An appropriate choice of extract. The response shows sound understanding with clear references to the text to support comments made.</p>

SCRIPT F5G:

Write your answer to Section A Question (a)(i) here:

Example 1:

Lennie started hopelessly

Feature:

Adverb

Example 2:

George sat down heavily

Feature:

Adverb

Example 3:

She's a hell good worker

Feature:

Adjective

Write your answers to Section A Question (a)(ii) and (b) here:

The language used in this extract influences our view of when George and Lennie meet the boss by showing how they feel. For example, in this extract A, adverb is used 'Lennie started hopelessly'. The use of the word verb 'started' shows that the character

Lennie was lost. This shows that he was worried. This makes me feel sorry for Lennie and this could also make the reader think he doesn't care about the job.

The writer uses another adverb to show how the character George felt 'sat down heavily'. The use of word 'heavily' 'adjective' suggest that the writer wants

To show that George was worried about talking to the boss this makes me think of George as a person who doesn't have much confidence. This also makes people feel sorry for George.

(Section A continued)

The ~~characters~~ <sup>relationship</sup> between George and Lennie is presented as if they were brothers who cared about each other. We see this on page '3' Lennie is drinking water and George thinks it's not clean so he stops him drinking it. This shows that he cares about him, he was drinking it fast and then George says stop to him your going to be sick this shows that he cares about him. Then Lennie says to George 'You drink some, George you take a good big drink' he <sup>describes</sup> smiled happily. The language used shows the relationship between George and Lennie. There is rule of three used Good, Big, Drink this shows that Lennie cares about George and wants to drink well.

Script	Mark Part a	Mark Part b	Comments
F5g	ai)3 aii)6	6	aii) There is some understanding shown in a rather brief response. Points are made but there is little development.
			b) Limited understanding of the text is shown in a brief, undeveloped response.

## SECTION B - WRITING

## QUESTION 9

- \*9 Your school or college is worried about online safety.

Write the text of a speech you would give to your class or group entitled 'How to stay safe online'.

In your speech, you may wish to consider:

- what the dangers might be
  - how to stay safe on websites
  - safety issues with social networking sites
- as well as any other ideas you may have.

(24)

## SCRIPT F9A:

\* Today I am going to talk about <sup>How to Stay Safe</sup> ~~online~~ ~~safety~~. The internet is a very dangerous thing to use, you might be asking "Why?" or "How?" I will tell you all of the dangers.

The internet is an opportunity for anyone in the world to try and contact another person, if they know how to do it. It is so easy to sign up to a social network such as facebook, over a billion people worldwide use it. However, not everyone on there is who they say they are; the person you are contacting can easily pose as an innocent friendly person. The problem is the person on the other end could easily be a 50 year old paedophile who preys on young children. This kind of person will ask you to meet up with them, they will try to groom you by giving you maybe alcohol, money or a gift. They will then try to ~~do~~ do worse things like sexual assault and maybe even murder to ~~cover~~ hide the evidence.

That is not the only danger of the internet; there are others which are not as serious but can still have a very negative impact.

I am talking about security breaching; trying to buy something from the internet should always be done on a trusted website. Giving away private information such as bank details, personal address, passwords ~~should~~ are dangerous because of ~~the~~ hackers. ~~They~~ <sup>They</sup> can steal money, get into your emails, facebook and can mess accounts up. The worst case scenario being if they know your address they can try to burgle the house and take all of your belongings.

Cyber bullying is the next topic for online safety. This can be avoided by not posting a picture unless you are ~~the~~ happy with it being on facebook. The problem is that once you post your picture on the internet, it is forever out of your control. Never post a naked picture as they are popular targets for cyber bullying. It only takes a few seconds for somebody else to download and send to ~~all~~ all of their friends; the picture can then so easily go viral. Once everyone on the internet has a topic on which they can target you, they will use it to potentially ruin your life. So beware of what you do online. You will regret it if you give somebody the opportunity to cyber bully you, because it can lead to many more people sending hateful messages.

The most important ways to keep safe on social ~~media~~<sup>networks</sup> besides avoiding being cyber bullied is to never give personal information away.

A prime example of when someone has given away too much information is telling everyone on facebook to come to a party. It normally says "Party at my place this Saturday at 7pm, 22 High Street. Everyone welcome". It can lead to hundreds of people showing up and the house being destroyed.

Social networks are also known for being public, accounts can be ~~seen~~<sup>viewed</sup> by complete strangers; this allows ~~anyone~~ paedophiles to look at a child's profile. ~~and~~ so the accounts must be kept private.

All of these dangers I have talked about today might sound far-fetched. You might be thinking "No way, that will never happen to me, those people were just stupid". It doesn't matter how careful you are on the internet, there is still a chance of it happening to you. So I hope after what I have shared you will think twice with what you are about to do on the internet. Stay safe.

Script	AO4(i&ii)	AO4(iii)	Comments
F9a	16	8	Quite a lively response with a clear sense of purpose and audience and evidence of crafting. The writing is mostly accurate.

SCRIPT F9B:

Why do you think school and college is worried online safety?

I think is online safety is sometimes dangers and sometime stay safe on websites because the dangers way of online safety is some students always on the internet ~~and~~ and phone. This online ~~pro~~ problems are coming up eyes problems ~~and~~ such as some students has a exam but they doesn't revise for exams just always in the internet, phone or tablets etc. that's so dangers. This times everyone's got some online safety that's why school and colleges worried about online safety because in school and colleges students doesn't do it anything. For the online always like on the phone etc.

~~the~~ Also, the stay safe on websites is this some people's are working so hard and they have a job. This one is good for the some people's. But ~~there are~~ this times lots of people doesn't do it anything just always on the phone and internet.

whereas, imagine this times doesn't have a ~~paper~~ online safety they always revising for the lessons because if online safety is always dangerous ~~for~~ for example; some people ~~didn't~~ doesn't working hard and some students leaving the school and colleges for ~~a~~ the online safety.

The safety issues with social networking sites is some people's are didn't talk anyone sometimes ~~because if she going~~ for example if she going somewhere ~~but~~ she/he doesn't talk each other because she/he always on the phone. ~~that's why~~ why do you ~~so~~ think sometimes I doesn't like social networking sites? Because ~~I~~ such as me and my friends we coming each other but we not talking each other and we not revising because the problem of online websites.

~~At~~ At conclusion, ~~the~~

I think is don't ~~use~~ spend your time so much on the internet <sup>or etc.</sup> ~~or~~ working so hard. if you always on the phone don't do it like that because thinks your future.  
 Also, some people doesn't think's they life / future.

Script	AO4(i&ii)	AO4(iii)	Comments
F9b	4	2	There is a limited sense of audience and purpose but there is a sense of structure and clear paragraphing. There are errors especially with grammar and expression.

SCRIPT F9C:

### How to stay safe online?

Now staying safe online could be quite difficult. Why's this? Everyone thinks they're safe.

Dangers you have to think about is people you don't know talking to you on certain websites saying they are a teenage boy/girl when they aren't. Pop ups on your computer you could click on the pop up and bring you to a whole different website.

Staying safe on websites is really important. Social media like Facebook if you get friend requests make sure you know who they are before adding them. Talk to people you know and don't go on strange websites talking to people because you don't actually know who is behind the screen. Putting all your

accounts on lock to prevent strange people looking at your photos/talking to you. Know the consequences which may happen if you ever go on sites you shouldn't be on as could be men ~~not~~ /women and not who they say they are.

Social network sites are terrible nowadays as people don't actually realise the consequences

Or if they get bullied on the internet by someone they don't know always know how to report it.

Make sure that you check what you go on because it could end bad and you don't want that to happen everyone wants you safe so please put your accounts on lock, delete people you don't know, watch what sites you go on and don't talk to strangers or tell them personal information as they could find where you are. Take this to consideration and be safe if not beware of the consequences.

Script	AO4(i&ii)	AO4(iii)	Comments
F9c	12	6	The ideas are generally appropriate and there is a generally sound grasp of audience and purpose. The writing is generally accurate but there are errors.

SCRIPT F9D:

How to stay safe online  
 The dangers of being online is that your facebook or any other social media app of yours could be hacked. And the people that hacked it could have put things up that you might of never wanted anyone to find out or to see. Or the hackers could see you up for something you didnt do or cause a lot of trouble. How to stay safe on the internet or websites. Create a password with higher and lower case letters, even put some numbers in it. I bet with one clue I could guess anyones password, the safety issues with social networking sites you could think that your talking to either a boy or girl same age as you but they could be a 50-60 year old pedophile.

Script	AO4(i&ii)	AO4(iii)	Comments
F9d	6	4	Ideas are limited and undeveloped in a brief response. The writing is sometimes accurate but there are errors and the brevity of the response does not provide evidence for a higher mark.

## QUESTION 10

\*10 Your local newspaper is asking readers whether school uniform is a good idea.

Write an article for the newspaper giving your views.

In your article, you may wish to consider:

- good points about school uniform
  - bad points about school uniform
  - what you would recommend
- as well as any other ideas you may have.

(24)

## SCRIPT F10A

Would you want to be told what  
you have to wear?

A recent survey found that 98% of  
schools in the UK have a  
strict uniform that all students must  
wear. Personally I think uniforms are  
a terrible concept, they restrict  
a pupil's freedom, creativity and fun.

At an age when school children are  
trying to express who they really are,  
having to wear a dull, drab and  
dreadful uniform is certainly limiting them.  
The idea of a uniform is that  
everyone is on a level playing field  
so everyone should be treated in the  
same way, but is everyone treated  
in the same way?

Nobody wants to live in a society where everyone looks and dresses are the same, so why are we forcing school children to wear these uniforms? It doesn't just limit the child. Uniforms these days are becoming more and more expensive with studies showing that uniforms can cost anywhere between £10 - £300, this is astonishing, how can parents afford to keep buying a new uniform everytime their child grows a few inches?

Although some will argue that wearing a uniform gives you an identity and a sense of belonging, Sweden's government abolished school uniforms over 10 years ago and since then they have seen grades rise by 16% on average and grades for more creative subjects like art and music rise by almost 40%. Surely these figures indicate that uniforms are a restraint and are holding back our bright and clever children.

I see how a uniform can potentially stop issues such as bullying, with all students looking the same it gives bullies one less thing to pick out, it can also bring a sense

of pride to a child, proudly  
wearing their school's bag badge after  
beating a rival school in the local  
football derby - but are these  
two reasons more important than  
a child's creativity and expression?

To conclude my article I feel that  
uniforms no longer have a place  
in 21<sup>st</sup> Century Britain, we should  
be proud of the diverse characters  
we have here at our schools.  
Let them flourish and express themselves  
so they can truly be the student  
Would you like to be told what  
you have to wear?

Script	AO4(i&ii)	AO4(iii)	Comments
F10a	16	8	A clear, appropriate and sustained response. Quite lively. The writing is mostly accurate.

SCRIPT F10B:

IS School uniform a good idea?

Many people debate about this question, however I feel it would not make a difference whether students wore school uniform. Specialists show that there is no change on academic improvement from wearing school uniform or not.

But the <sup>Possitives</sup> ~~good points~~ of wearing school uniform are that it promotes the school you are at. It also should make pupils proud to put on their uniform.

The negatives of ~~wearing~~ school uniform are that it can be really costly and if a single mum has to ~~buy~~ buy three sets of uniforms it can be awkward for her to be able to pay for this. School uniforms are also easy to rip, so if your son or daughter ~~is~~ are playing on the field or playground they could end up with cut knees and torn clothes.

The possitives from wearing no school uniform are that you can wear what you want to <sup>school</sup> ~~school~~ (if its appropriate). It is also alot cheaper than school uniform because of new shops that have opened up like primark where you can get fashionable clothes for cheap prices.

However the negatives for no school uniforms are that it could give the school a bad reputation; could also make students judgemental of other students, which could cause bullying or being left out by other students.

I feel it is up to the students and the teachers whether they feel it would be the right decision to have no school uniforms.

If you want to see more information or advice ~~about~~ about this subject go to, [www.schooluniform.co.uk](http://www.schooluniform.co.uk)

Script	AO4(i&ii)	AO4(iii)	Comments
F10b	13	7	The ideas are appropriate and there is a clear sense of audience and purpose. The writing is mostly accurate with occasional errors.

SCRIPT F10C:

• School Uniform

School uniform is ~~the~~<sup>a</sup> and important part of student that represent their school life. School life is considered to be a golden an part of one's life.

If someone is seen ~~in~~ outside with an uniform on, there is a sense of respect. ~~Uniform creates~~ School uniform creates unity between the students. It also creates uniformity which is good for students. There is no chance of being bullied at school if everyone wears school uniform at school. Students doesn't have to worry about ~~their~~ what to wear next day which saves lot of money for parents. It is economic and everyone can afford it. School uniform also bring a sense of discipline in students life. It makes the students look smart.

Script	AO4(i&ii)	AO4(iii)	Comments
F10c	8	5	The ideas are sometimes appropriate but not fully developed. The writing is sometimes accurate but there are errors.

SCRIPT F10D:

~~I think~~ ~~Score~~ School uniform is good to wear  
 because people may feel safe in <sup>their</sup> ~~there~~ uniform  
 people who are who are poor may not like to wear  
 our clothes they may not want to show that  
 they are poor <sup>fuller persons</sup> they don't want to get bullied  
 bad points about school uniform is <sup>that</sup> ~~few~~ children  
 would like wear there ~~too~~ our clothes they, childrens  
 would want to look cool too cool they want to  
 cool, kids want to look nice and modern, stylish  
 I would recommend good points about the  
 school uniforms

Script	AO4(i&ii)	AO4(iii)	Comments
F10d	5	2	Ideas are limited and undeveloped in a brief response although a number of points are touched on. There is basic control in accuracy and a range of errors.