



Delegate Booklet

GCSE English Language: How to Apply the Mark Scheme

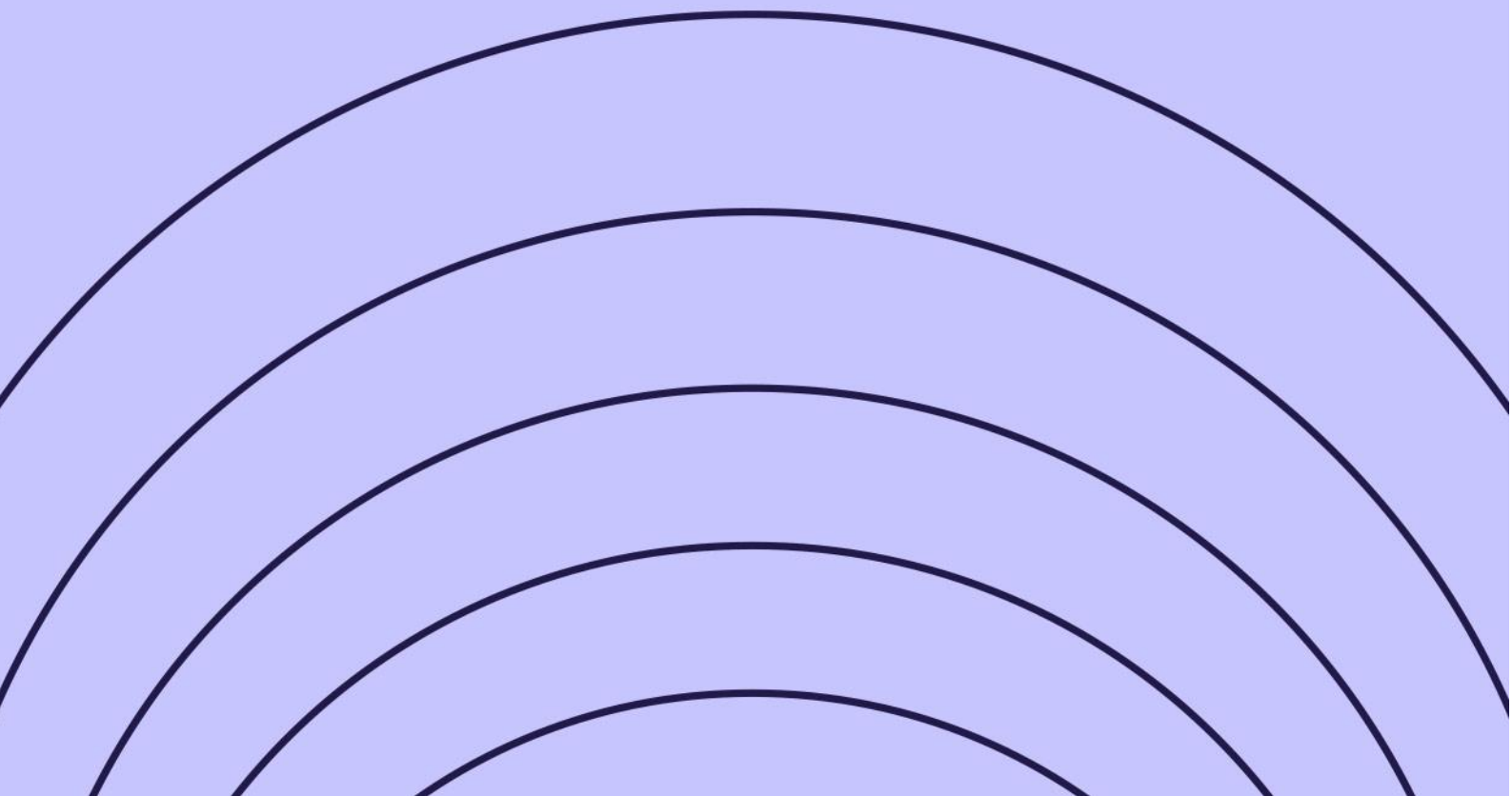


Table of Contents

| | |
|----------------------------------|-----------|
| Scripts | 3 |
| Marking Exercise 1 | 3 |
| Script 1 – Paper 1 Question 3 | 3 |
| Script 2 – Paper 2 Question 3 | 5 |
| Marking Exercise 2 | 8 |
| Script 3 – Paper 1 Question 4 | 8 |
| Script 4 – Paper 2 Question 6 | 11 |
| Marking Exercise 3 | 13 |
| Script 5 – Paper 2 Question 7(a) | 13 |
| Script 6 – Paper 2 Question 7(a) | 14 |
| Marking Exercise 4 | 15 |
| Script 7 – Paper 2 Question 7(b) | 15 |
| Script 8 – Paper 2 Question 7(b) | 18 |
| Marking Exercise 5 | 21 |
| Script 9 – Paper 1 Question 5 | 21 |
| Script 10 – Paper 2 Question 8 | 25 |

Scripts

Marking Exercise 1

Script 1 – Paper 1 Question 3

3 Read this extract.

One night, one hot night, having prayed even more heartily and tearfully, I had lain down to sleep. The windows were left open, that all possible air might reach me from the still and scented garden below. Thinking of Bobby, I had fallen asleep, and he is still mistily in my head, when I seem to wake. The room is full of clear light, but it is not morning: it is only the moon looking right in. I can see my own ghostly figure sitting up in bed, reflected in the looking-glass opposite. I listen: surely I heard some noise: yes—certainly, there can be no doubt of it—someone is knocking loudly at the hall-door. At first I fall into a deadly fear; then reason comes to my aid. If it were a robber, or person with evil intent, would he knock so openly and clamorously*? At worst it is some drunken sailor; at best, it is a messenger with news of our dear ones. At this thought I instantly spring out of bed and hurrying on whatever garments come most quickly to hand, I open my door, and fly down the passages, into which the moon is looking with her ghostly smile.

As I near the door I meet our old butler.

'Who can it be, Stephens?' I ask, trembling with excitement and fear.

How does the writer use language and structure to show what the narrator experiences on the night that Bobby returns home?

Support your views with reference to the text.

(6)

At the beginning of the extract, the writer shows the narrators relentless anxiety and stress. 'One night, one hot night, having prayed even more heartily and tearfully', uses repetition of 'one night', to create a sense of worry within the extract. The use of the adjective 'hot' creates a fast pace within the extract, showing that her quick movements may be a result of overthinking and showing the reader how emotional the idea of parting with a loved one may be.

Continuing in the extract, the ~~text~~^{writer} further expresses the narrators intense, negatively influenced emotions. The supernatural imagery 'I can see my own ghostly figure sitting up in bed' shows that the narrator ~~had~~ has lost all sense of ~~emote~~^{colour} in an attempt to mask her gut wrenching feeling. The adjective 'ghostly' expresses her worry of war and how it may lead to death. This shows the reader the negative approach the narrator has taken on her husband's absence.

Finally, the extract ends with the use of dialogue to present a sense of hope within the extract. "Who can it be, Stephens?" I ask, trembling with excitement and fear", shows an encounter with the narrators old ~~but~~^{butler}. The use of the paradox 'excitement and fear' uses juxtaposing adjectives to show how emotionally influenced her ~~to~~^{actions} and thoughts are at this ~~time~~^{moment} in time. It shows the reader a positive perspective on war and leads the reader to feel a sense of hope.

(Total for Question 3 = 6 marks)

Script 2 – Paper 2 Question 3

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

Structurally, the writer engages the ~~writer~~^{reader} through building tension and interest. For example: "Thirteen people died, hundreds were injured, damage estimated at more than £100 million". The use of a list creates tension as it gives off facts on what happened which would've interested ^{and effected} the reader by making them curious about the outcomes. However, this isn't the ^{only} first list the writer used because later on in the text it again tells the reader: "Flying debris, roofs were torn off houses, buildings collapsed, transport systems halted". Again, the use of another list leads the reader to believe and understand how much this storm has had an impact on the people living there. The writer wanted to really get the point through to effect the reader by making them read the tragic outcomes one after another.

Linguistically, the writer engages the reader through describing the storm and its effects. In the

text it says: "thrown on beaches by the ferocious storms". This is an effective way to depict the storm because the adjective "ferocious" really exaggerates the brutality of the disaster. The reader could be given more of an understanding towards what the people had to go through. Also, later in the text, the writer continues to describe the storm as "terrifying winds" where the adjective 'terrifying' continues to create imagery for the reader, which to feel distressed, which is what the writer wanted to engage the reader.

Linguistically, the writer takes another turn of mind to create empathy for the people. This is done through the writer explaining how "the south left paralysed as power lines were scythed by flying debris". Obviously, the metaphor to say the south was 'paralysed' exaggerated the effect of the storm, to interest the reader, by saying it was as if the south were absolutely helpless and couldn't do anything for themselves. This would've engaged the reader by causing them to grow worry on the people in the text. Also, a very interesting way the writer engaged the reader was by using the metaphor simile "it is like our children are gone" to describe the trees falling.

down. Of course, this would've had a huge effect on the reader because ~~if~~ a 'parents love' tends to be described as the most valuable aspect in the world. This means that the effect on the reader would've been devastating, especially if they had have children of their own. The writer wanted to use these techniques to engage the reader to feel how they were feeling during the storm.

Marking Exercise 2

Script 3 – Paper 1 Question 4

4 In this extract, there is an attempt to show the narrator's changing emotions.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The extract begins with their parting; which the writer effectively uses to convey the narrator's love, sorrow and fear. The writer describes how the narrator kissed him back, "most lovingly", which conveys how much she loves him, and this is developed with the addition of "tears". This shows how sorry the narrator is to see him go. However, the writer also foreshadows the narrator's fear. The setting of a "garden" in the "moonlight" is already an unsettling image, but is emphasized by describing shadows as "monstrously" long. This effectively gives the narrator a sense of unease from the start.

These emotions develop into ~~about~~ describing the monotony of a life without Bobby; a life dedicated to waiting for Bobby's return. The structure of the third paragraph helps to convey this successfully. It firstly uses repetition of "and" to draw out the sentence - much like the narrator's days are drawn out to boredom without Bobby. Secondly, it is a one-sentence paragraph, isolated from the rest of the text. This effectively shows how lonely and isolated the narrator feels, after her ~~unhappy~~ lover's departure.

The writer then describes how, in ~~Bobby's~~ Bobby's absence, she becomes paranoid and scared. She uses personification in describing the moon's "ghostly smile", alluding to a sense of being unprotected.

This idea of "ghosts" pervades the text, ~~Missy~~ and is key to effectively showing how the narrator is scared, having an almost child-like fear of Bobby's absence.

Also repeated is the mention of the "moon", perhaps conveying the idea that she feels she is being watched, a scary image. On the other hand, perhaps she mentions it often as she finds comfort in its nightly company, when her lover has left her.

The writer successfully conveys how fast emotions can change in paragraphs after line 25. Initially, upon realising Bobby has returned home, the narrator experiences euphoric "joy". This is ~~exactly~~ exemplified by the repetition of exclamation marks ending sentences - "joy!", "blessedness!", "lover!", alluding to the narrator's confusion.

However, in an instant she describes how this shifts to "disappointment". This reflects a key turning point in the extract; previously, she could not wait to find her lover again, now she is ~~distant~~ distant, as she finds him a changed man.

This much darker theme is developed near the end of the extract, into the ~~wright~~ writer's reformed sense or confusion. The last paragraph is made up entirely of questions - which effectively conveys her confusion. This is mixed with a sense of shock and awe as she describes her "amazement". Normally, this noun has only positive connotations. It is used here, however, to portray the narrator's grief at how Bobby is an "altered" man. Not only have her emotions changed, but clearly Bobby has changed to - as a result of post-war trauma. Again the "moonlight" is mentioned, used to describe his ~~ghostly~~ ~~ghost~~ "ghastly" appearance and demeanor, showing how he is but a ghost of the man he once was.

Script 4 – Paper 2 Question 6

6 In this extract, the writer attempts to create strong feelings about an event.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

Point
Evidence
Explain
Zoom in
Annotate
(15)

The writer ~~se~~ successfully has created strong feelings about an event, In the start of the extract which is shown in the quote "But that night, the night of the Boxing day party, even in the darkness, this was the most snow, the snowiest snow, we had ever seen" the use of this repetition means they never seen before ~~this that~~ much of snow.

The repeated word "snow" emphasises that they couldn't believe what they were seeing and it suggest they could see it even in the dark. This is important because ~~it shows that~~ the writer uses an exciting tone to describe the event.

Furthermore ~~the use of repetitive metaphor~~ "Others were ~~the~~ the writer successfully creates strong feeling about the event by using repeated metaphor "Others were trapped in family prison from which they longed to escape".

at this shows that some families were trapped in their houses. The use and "In Kent the cold had been creeping up through the sea" shows that the temperature was going lower. The repetitive use of metaphor emphasises that the conditions were getting worse and it suggests a shift of the people's feeling about the event. This is important because from a positive feeling in the start now is a negative.

The writer successfully has created strong feelings about the event by using emotive listing. "The times reported that every single country in England had been affected in some way by snow or ice with Dorset, Devon, West Kent, Surrey and East Sussex the worst hit" This shows that some areas would get even worse weather conditions. The use of 'worst hit' emphasises a strong negative feeling and it suggests worst things are on the way. This is

important because the reader understands the feelings that people go through.

Marking Exercise 3

Script 5 – Paper 2 Question 7(a)

7 (a) The two texts talk about significant weather events.

What similarities do the weather events share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

In both extracts the writers ~~but~~ mention how the weather caused damage. In text 2 Nicolson shares 'our grandmother had woken beneath the not-quite-leak-proof ceiling of her bedroom to find she was lying under a thick counterpane of snow.' Similarly in text 1 the writer shows 'damage estimated at more than £100 million was caused.'

In Both extracts the writers convey that the weather caused problems with transport. In text 1 the writer reveals 'huge ships lay stranded' ~~simat~~ similarly the writer shows 'the cancellation of fifty flights.'

Script 6 – Paper 2 Question 7(a)

7 (a) The two texts talk about significant weather events.

What similarities do the weather events share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Both texts portray people being unable to escape the weather. In text one this is shown through "the south paralyzed" and in text two this is shown by "trapped in family prisons from which they were unable to escape".

Both texts display an unexpected event at a beach. In text one "a ferry was last night still aground on Folkestone Beach". In text two "it had become possible to walk a full on ice from the beach out into the open sea".

Both texts show disruption to travel caused by the weather. In text one "Heathrow and Gatwick experienced long delays" and in text two "main roads became blocked".

Marking Exercise 4

Script 7 – Paper 2 Question 7(b)

- (b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about difficult situations.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

Both extracts mention how the ~~damaged~~^{caused} weather damage~~ed~~. In text 1 the writer mentions how 'damage estimated at £100 million caused by the hurricane' left devastation. It brought difficult times with it leaving 'countless families homeless of without electricity' 'Thirteen people died and hundreds injured.

~~In text~~ This would have caused difficulties for these families as they then had to pick up the pieces. Similarly in text 2 'grandmother had woken... to find she was lying under thick... snow' This shows that she would be left with the difficulty of finding the finances to repair the damage.

In Both extracts the writers both show that the weather brought

difficulties to the transport system. In text 1 The writer conveys 'trains into and out of London were cancelled' 'Heathrow and Gatwick experienced long delays. Similarly in text 2 'Ten inches lay on the tarmac at Gatwick' and 'The transport network had begun to buckle.' This is effective as it shows how Britain can't cope with the difficulties of extreme weather.

~~text~~ In text one the writer powerfully shows the emergency services were 'coping resiliently' and similarly the writer of text 2 reveals that 'a helicopter ferried a nurse carrying life-saving insulin.' This is effective as it clearly shows that some service simply can't come to a standstill.

In Text 1 the writer reports more factually about the storm powerfully referring to 'Thirteen people died' and 'hundreds injured' and how 'countless families were homeless

without electricity. The government ~~*declared a state of emergency~~ didn't declare 'a state of emergency' and the 'emergency services were coping resiliently'. However in text 2. The writer illustrates 'freezing snowball' fights and warnings such as cars 'sliding off roads like spinning tops' and how cars drove across 'the frozen river to meet friends'. The second extract comes across as a more lighthearted memory of the coldest winter. Which people coped better with suggesting they had more determination in those days.

Script 8 – Paper 2 Question 7(b)

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about difficult situations.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

In both text one and two, the weather traps people. However, in text one this is shown violently through the plosive alliteration in the metaphor "the south paralysed as power lines were scythed". The metaphor presents the idea of the event being unexpected and surreal, boasting an almost fiction-like quality. The writer successfully employs this tactic to display the writer's idea that the weather is alien in nature. By using the plosive alliteration, the writer is able to connote brutality which presents the writer's beliefs that the weather is a dangerous killer. The emotive verb "paralyzed" is used to reinforce this, allowing the reader to infer the toll on life this tragic event inflicted. Contrastingly, the metaphor "trapped in family prisons" creates a wildly different tone. Whilst a semantic field of punishment is created through "trapped" and "prisons", the ^{adjective} ~~verb~~ "family" softens the effect and creates empathy in the

reader, as they ~~be~~ will have experienced awkward times amongst family. This is drastically different to the sympathy for "hundreds injured" in text one.

Both texts are similar in their description of disruption to travel. In text one "The long sentence "Trains in to and out ... long delays" gives the reader an insight into how monotonous and dreary these blockages were. The writer has done this to provoke feelings of concern and empathy for the reader, as they are sure to recall ~~to~~ arduous battles with slow traffic and congestion. The presents the scale of the impact with the superlative "Britain's two biggest airports", connecting how big the disruption will be. This reinforces the building idea that the storm's chaos is widespread and significant. Similarly, in text two, the writer lists how "The weather continued to leave its imprint, 'like spinning tops'" to depict the lengthy impact of the weather. The writer is successfully able to present their feelings of concern through this, displaying worry and anxiety to the reader. The reader will sure to be affected by this and will gain ideas of long, suffering hardship.

The devastation caused by the weather is used to present hardships for nature and wildlife in both extracts. In text one, the "uprooted" trees' ~~loss~~ loss is described as "it is like our children are gone". Here, the writer strategically makes use of an emotive simile to compare the attack on nature to one of life's most painful moments: losing a loved one. This appeals to all readers mustering massive empathy towards the agonising sufferings of wildlife and nature. Also, text two creates an image of hardships caused by the weather. The ominous statistic of "kingfishers, waders and wildfowl died in their hundreds of thousands" has been employed to construct an image of immense loss and destruction. The reader can perceive this as a monumental blow to the environment as the quantity of death is sure to annihilate the ~~poor~~ ecosystem. The writer has constructed this extremely emotive moment to present the awful damage inflicted, which highlights the writer's opinions that a difficult situation will always ruin the lives of some people no matter if you yourself are "giddy with the novelty of it all".

Marking Exercise 5

Script 9 – Paper 1 Question 5

Plan your answer to Section B here:

| | | | | | | | | | | | |
|--|---|---|-----|---|---|---|---|---|---|-----|--|
| <u>Structure:</u> last repetition one line paragraph juxtaposition | <u>10 Language:</u> Metaphor (extended) simile oxymoron rhetorical questions anastrophe personification zoomorphism alliteration | | | | | | | | | | |
| They say she... They say I... | <table border="1"> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> <td>.</td> <td>...</td> <td></td> </tr> </table> | X | X | X | X | X | X | X | . | ... | |
| X | X | X | X | X | | | | | | | |
| X | X | . | ... | | | | | | | | |

Write your answer to Section B here:

They say she is in a better place.

I know that is not true.

I often remember her singing - she had a timid little voice - a little ditty her grandma had taught her when she was young. I remember very few of the words (was it sailors or lawmen?), only the tune stays in my fickle little memory these days.

I was a hoarse, humid and somewhat heavenly *

summer's eve when we met. One invitation, one conversation, one exploration into her lushes jungle or a back garden was all it took.

They say "love at first sight," I could not agree more, ~~and~~ although it is not ~~the~~ ^{so dearly} the first time I remember. The bench for instance; that creaky old thing. It could scarce support one of us, let alone the other, and let alone again both of us being laden in parcels and seeds and pots and saplings and cones. ~~It was for~~ ~~getting~~ ~~the~~ ~~seeds~~.

I doze on that bench ~~now~~ right now; I have ~~known~~ much time for how steadfast it has been over this past lifetime. I dare say I am as creaky as it ~~is~~ now.

Or take the old willow at the end of the garden. It now is a giant, a colossal statue indicative of our love. I suppose it grew as we did, if you will. Planted in our first week together - I think. ~~And~~ Another nostalgic mid afternoon it was - she was in disarray at the suggestion of a willow, saying that they grow to look like bald old men. Oh, how we laughed it off! The suggestion of age seemed more unpalatable than most other things our naive selves could

imagine.

I gaze in melancholy at that tree right now. Indeed, I must admit she was not at all wrong: its droopy tendrils of leaves cling sparsely to its knobbled trunk much like the few hairs I have left on my own crown. Still, it stands humbly majestic; knowing its grandeur and wisdom, but not wishing to steal away the rest of the garden with them.

A woodpecker clings to its bark, and the ~~light~~ rhythmic chipping of its beak brings me back one last time. Back to the ~~dark~~ ~~dark~~ thump-thump-thump of our frames as we lived the horticultural dream. She smelled like resenemies - or was it blue bells - that we planted: The aroma often filled these ~~lengthy~~ unending evenings, drifting in and out of every memory I have.

~~I cannot say it has been easy.~~

The woodpecker starts to ~~poke~~ ^{knock} poster.

I cannot say it was ~~an~~ easy, that morning ~~with~~ the heavers came knocking at ~~my door~~ my door. Said that it was her time; said that

she had a place in ~~the garden~~ Eve's garden;
said that there was no time to say goodbye.
However, in my time since, I have come to
appreciate that all ~~flowers~~ roses must
wilt; that when summer enters its horticultural
hibernation, we must simply wait for the ~~new~~
renewed beauty of spring.

And indeed, I have been waiting. Every moment I
had to be away from her, I have been waiting.

The wood pecker knocks faster still.

Only, this time, I hear he is knocking for me.
One ^{last} glance at my garden and I am gone.
Whirled away to the garden in the clouds, and I
realize that my melancholic wait has finally
drawn to a close.

They say I am in a better place.

I know that is true, for I will ~~not see~~
~~soon be seeing her again~~ soon be planting
roses with her once again.

Script 10 – Paper 2 Question 8

Plan your answer to Section B here:

| | | |
|--|--|--|
| <p><u>1</u> - Education ✓</p> <ul style="list-style-type: none"> - Build houses. ✓ - Historic Sites ✓ - Expand parks ✓ - More shops ✓ - More transport routes ✓ - More bins - More benches - More flower pots - Better hospitals ✓ - More money to key workers. | <p><u>2</u></p> <ul style="list-style-type: none"> - Fundraisers. ↓ - kids Sportsday. - Marathons - Markets - Karoke nights @ Pubs - Coffee mornings - Carnivals - Local. - Rubbish clean-up - Games night | <p><u>3</u></p> <ul style="list-style-type: none"> - Raise more money - More nicer things - More tourists - More people join council for area - Better hospitals - Better education system. - Better pay. |
|--|--|--|

Write your answer to Section B here:

In this section, I will be talking about how to raise funds for the community. This is important ~~bee~~ for the community because we can get bigger and better things for the community. I spoke with the Council ~~and~~ Randolph about why he thinks raising money for the community will be a good thing. He said this, "For me, raising money isn't just for the community, it's for the future generations and for the economy."

There are a few reasons why communities need funds. Here are a few reasons why: to build houses; to build historic sites; to better local parks equipments; More money put into shops. "What

do you think are the most important reasons why communities need funds." I asked Councillor Randolph. He responded with - "From a Councillor perspective, funds need to go on more transport routes to towns; more funds to go on schools; more funds for hospitals such as better hospital equipments; More bins; and more benches."