

# GCSE (9-1) English Language



## EXEMPLARS

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Paper 2: Non-Fiction and Transactional Writing

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# GCSE Language 2015

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## Student exemplar responses for Paper 2: Non-Fiction and Transactional Writing

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# Introduction

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This pack has been produced to support GCSE English Language teachers delivering the new GCSE English Language course in 2015 (first certification summer 2017).

The pack contains exemplar student responses to GCSE English Language Paper 2 (Section A – Non-Fiction Reading and Section B – Transactional Writing). It shows real student responses to the questions taken from the sample assessment materials. In some cases, the original student responses have been adapted by the marker to provide clearer exemplification of the mark scheme.

There are also exemplars for GCSE English Language Paper 1 and GCSE English Literature available to download from our website

Section A questions address four Reading Assessment Objectives: AO1, AO2, AO3 and AO4.

	<b>Reading – 50%</b>
<b>AO1</b>	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>
<b>AO2</b>	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
<b>AO3</b>	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
<b>AO4</b>	Evaluate texts critically and support this with appropriate textual references

Section B questions address two writing Assessment Objectives: AO5 and AO6.

	<b>Writing – 50%</b>
<b>AO5</b>	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>
<b>AO6</b>	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Following each question you will find the mark scheme for the band that the student has achieved, with accompanying marker comments on how the marks have been awarded, and any ways in which the response might have been improved.

## Paper 2: Section A – Reading

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### Question 1

- 1 In lines 41–49, identify **two** requirements needed by people to be recruited by MI6 (SIS).

1 .....

2 .....

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(Total for Question 1 = 2 marks)

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### Candidate A

1. *They must be British*
2. *They must also hold a 2:2 degree or above*

### Marker comment and mark

Two correct answers offered.

**2 marks**

### Candidate B

1. *Motivated problem solvers who do not crave the limelight*
2. *People who are good at building relationships*

### Marker comment and mark

Two correct answers offered.

**2 marks**

### Candidate C

1. *You must have a 2:2 degree or above*
2. *Assessment*

### Marker comment and mark

The first answer is correct but the second is not credited – it is what people need to **do** rather than **have**.

**1 mark**

**2**

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## Candidate D

1. *Online application*
2. *Assessment course*

### Marker comment and mark

Both answers are incorrect as they look at what people need to **do** rather than **have**.

**0 marks**

## Candidate E

1. *Have to apply online*
2. *Must be British and hold a 2:2 degree or above.*

### Marker comment and mark

While the first answer is incorrect, two correct answers are given in the second part.

**2 marks**

### Mark scheme

Question Number	(AO1) Answer	Mark
1	<p>Accept any reasonable answer based on lines 22 to 30, up to a maximum of 2 marks.  <b>Quotations and candidate's own words are acceptable.</b>            For example:</p> <ul style="list-style-type: none"> <li>• 'motivated problem-solvers' (1)</li> <li>• 'do not crave the limelight' (1)</li> <li>• good at building relationships (1)</li> <li>• willing to put themselves in danger (1)</li> <li>• determined because it is hard to apply (1)</li> <li>• British (1)</li> <li>• have a degree at 2:2 or above. (1)</li> </ul>	<b>(2)</b>

## Question 2

- 2 Give **one** example from lines 10–18 of how the writer uses language to show how the recruitment process has changed.

Support your example with a detailed text reference.

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(Total for Question 2 = 2 marks)

### Candidate A

*The writer uses comparatives 'wider than the cloisters of Oxbridge.' He also uses phrases that don't mean what they actually are. 'Not just bluestockings.'*

### Marker comment and mark

This response achieves 1 mark. While the first example identified is relevant to how the recruitment process has changed, it is not explained with reference to the question. The second comment is not relevant to the question.

**1 mark**

### Candidate B

*'There is a demand for more women, too'. The writer is putting the exaggeration on women implying that MI6's recruiting has changed on the amount of women they let in.*

### Marker comment and mark

This response achieves 2 marks. The example is relevant for 1 mark and is explained in terms of the recruitment process for the second mark.

**2 marks**

## Candidate C

*The writer uses 'cloisters' to describe Oxbridge. The word seems very informal, which means that he wants come across easy to the reader. It is also used in lines 15-18, which creates good humour for the reader.*

### Marker comment and mark

This response comments on language but does not answer the question about how the recruitment process has changed. The answer achieves 0 marks.

**0 marks**

### Mark scheme

Question Number	(AO1) Answer	Mark
2	<p>Award 1 mark for a valid example from lines 1 to 8, and 1 mark for the text reference.  <b>Do NOT accept an example without a text reference.</b>            For example:</p> <ul style="list-style-type: none"> <li>• the phrase 'tiptoed into the modern world' (1) shows it has taken a long time to change and it was old fashioned before (1)</li> <li>• saying 'it has had to' (1) shows that SIS has been forced to change the way it recruits (1)</li> <li>• the word 'wider' (1) shows that it is looking for a broad range of people (1)</li> <li>• the mention of 'ethnic minorities' and 'women' (1) shows the broader types of people being recruited (1).</li> </ul>	(2)

### Question 3

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

Support your views with detailed reference to the text.

(15)

#### Candidate A

*In the text the writer has taken a very formal approach. For example 'If the encounter proved satisfactory, the candidate received a letter inviting him to an interview'. The word encounter comes across as posh as it's Standard English and gives good imagery for the reader.*

#### Marker comment and mark

This answer offers one key point about language which is the use of formal language, with an example used. This is only a comment, and describes the language rather than analyses it. There is reference to some language 'comes across as posh' and 'gives good imagery for the reader' which is broadly related to language. There is no comment on structure.

#### Level 1 – 2 marks

#### Candidate B

*The writer uses language and structure to interest and engage readers by using alliteration 'Subtle, stylish business'. This engages the reader by making MI6 sound interesting and exciting.*

*Another way the writer uses language and structure to engage the reader is by using formal language. 'Managed to conceal his clandestine life'. Using formal language was appropriate for the topic and interested the reader by appealing to the target audience that might read about 'Britain's foreign intelligence service'.*

*One way that the writer uses language to engage the reader is descriptive language. 'Tall, elegant, forties, patrician...' This engaged the reader by describing what it was like to be in MI6. This helped the reader to visualise what it was like to be there and made the article more interesting.*

*The writer uses quotes in the text to engage the reader 'Work you can believe in, Colleagues you can trust. This shows the variety of different ideas that the people at MI6 have to share, and adds a*



*selection of different perspectives to the article, which make it more interesting.*

### Marker comment and mark

This answer offers comment on language - alliteration, formal language, descriptive language. These have valid reference and explanation - to appeal to the audience, create interest and to connect reader to writer. On language, the response could achieve Level 3. However, the response does not comment on structure and thus cannot progress beyond the top of Level 2.

### Level 2 – 6 marks

#### Candidate C

*The writer attempts to engage the reader by using descriptive language, for example 'subtle, stylish business'. This implies that the writer wants to draw the reader in and make them interested. He also does this by using alliteration which would have been used in this because the vocabulary is catchy so it is easily remembered, therefore many people will become more interested in his writing, and it will become more popular within society.*

*When the writer uses phrases like 'work you can believe in, Colleagues you can trust' this makes the reader want that to really happen so this would make them more engaged to the piece of writing because it would be something that they like. It suggests that the writer is trying to imply that the reader is being listened to, the work being increased, and they are treated better, and colleagues you can confide in if need be.*

*The writer also uses language so it is structured out extremely well, flowing fluently through each point he makes using speech contrasted with prose. He used a creative technique to open the piece 'Psst! Want to join MI6?' this implies that he is using a form of direct address towards the reader, so that he can instantly engage them, therefore they wouldn't just turn past it straight away, they would want to keep reading.*

*Because of the structure the writer has chosen, once the reader has started reading this piece of writing, they are instantly engaged, without a doubt, this would be because of the wording chosen. At the beginning of the text 'Psst' implies that he is whispering to the reader, and that he is sharing a secret with them as if no-one else is allowed to hear the conversation. Many adjectives are used, for example 'subtle, stylish', 'promising', 'curious', 'softly-spoken' which*

*creates a more descriptive piece adding to the flavour of the text, and verbs are used to show action, e.g. 'recruiting', 'venturing', 'joining'.*

### Marker comment and mark

This answer offers comment on both language and structure, although the comment on structure is vague and non-specific. The language points have explanation and include focus on vocabulary and use of sentence structure. A couple of points are nearly explored, e.g. the secretive language, but not quite enough for Level 4. There is enough explanation of language to achieve mid-Level 3, but not enough on structure to meet the top of that level.

### Level 3 - 8 marks

#### Candidate D

*There are many ways that the writer engages the reader, at the beginning of the text the writer uses a rhetorical question 'Want to join MI6?' this directly addresses the reader which engages the reader, as well as creating a sense that this text will not be totally formal and will be more relaxed. The use of 'Psst!' creates an informal tone which could suggest that spies don't have to be well-spoken 40 year olds, but normal people (as long as you have a degree) which relaxes the tone. It also uses humour to interest the reader 'the potential recruit (right school, right family) would be subjected to gentle interrogation over crumpets'. This engages the reader as it turns their attention directly to the text as the probably wouldn't expect humour to be in the article about MI6, the whole text seems to be slightly informal (use of humour etc), which could link to their audience, young graduates. It also uses anecdotes (for example paragraph 5) to engage the reader as it increases the informal tone, also anecdotes tend to be interesting!*

*Paragraph 6 further uses anecdotes and rhetorical questions and humour, 'What was it like being a spy? Could you tell your mum?' This addresses the reader and engages them and the humour creates a light friendly tone which links to the target audience with abbreviations like 'mum'. The writer also uses slang 'bluestockings' to interest the reader and link again to the target audience. It suggests that you don't have to be male to work for MI6 to a top Oxford graduate. The structure is set up to keep the reader interested, paragraphs 1-4 is the introduction and uses slang and humour to engage the reader and keeps the reader motivated, paragraphs 5-7 use anecdotes to heighten the reader's*

*engagement and to create a sense of a grand finale, then the structure finishes off with paragraphs 8-10 to include the less interesting recruitment procedures, creating maximum engagement of the readers at all times.*

### Marker comment and mark

This answer both explains and explores language features such as alliteration, anecdotes and rhetorical questions and consistently links back to the effect on readers, although this is fairly repetitive. There is some sense of exploring how language is linked to the text's potential readership, however. The explanation and exploration move the answer into Level 4. There is fairly broad explanation of structure in the development and set out of the text, although this is not as detailed or specific as it is on language. Given this, the answer achieves the middle of Level 4.

### Level 4 – 11 marks

#### Candidate E

*The writer has used varied sentence structure to keep the reader engaged. They have also included advanced and complex sentences with the use of colons and semi-colons which adds a sophisticated aura to the text, this maximises the audience's attention as it implies the writer knows exactly what they are portraying in the text.*

*The reader's engagement is an obvious point of interest for the writer. Throughout the text there is mockery of stereotypes 'subjected to gentle interrogation over crumpets'. Crumpets are associated as being typically British and considering MI6 is British it's an obvious link to attract a British audiences as well as to humour all ethnicities. Included in the text, the writer has intertwined personal stories such as lines 20-27 with added diversity between candidates chosen so that it will appeal to all personalities and people in general - this makes the text seems diverse and subject to anyone this creates a light-hearted and relatable atmosphere for the reader. 'Psst! Want to join MI6?' The title is short, simple yet effective. The informal 'Psst!' at the beginning really catches the reader's attention, as it is commonly used before telling someone a secret. This links to the theme of the text, spies, and adds a more 'once in a lifetime opportunity' feel which matches the concept of the text, working for MI6. The clever use of 'Psst!' is followed by a more intriguing literal device, a rhetorical question 'Want to join MI6?' This gives direct address to the reader which engages them. On top of that the meaning of the*

*question relates to the reader because of the 'dream appeal' of working for MI6 - it makes it seem as if anyone could if they wanted to, and who hasn't thought of being a spy? This gives interest and excitement to the reader as the idealistic picture forms in their imagination of them turning into a spy and being like Bond. The secret nature of spies is also reflected with verbs like 'tiptoed' and verbs which suggest adventure such as 'venturing'. Positive adjectives like 'promising', 'elegant', 'smart', 'attractive' make the business and the people you would work with sound great.*

*The language throughout the text is formal, sophisticated yet with a hint of humour. Slang/informal language has been included in this article about MI6's recruitment as a way to become more on a level with the audience. MI6 is known to be a top secret agency and only for the chosen which gives it a high status names which immediately discounts some audiences, but including more common language and not only standard English re-opens the door for them. The use of informal language also keeps the text current. The writer has used informal language such as 'tiptoed' and 'cast its net' (which also uses personification to make the agency seem more human) to contend with the modernisation of the recruitment process. The organisation is made to seem more human and real which connects to the audience.*

### **Marker comment and mark**

This answer demonstrates analysis of language at Level 5 overall. The exploration of structure at the start of the piece is evident but not developed or exemplified enough. The candidate shows some discriminating examples, for example the subtle mockery of stereotypes in the language use, the use of the 'dream appeal' language and the use of personification in the presentation of MI6. Some exploration of the effect is a little general, e.g. to create a light-hearted atmosphere and 'keeps the text current'. However, there is enough analysis and discriminating use of examples to achieve the middle of Level 5. More development of the analysis and more analysis of structure would push the mark to the top.

### **Level 5 - 14 marks**

## Mark scheme

Question Number	Indicative content
3	<p>Reward responses that analyse how the article uses language and structure to interest and engage readers.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> <li>• the writer uses literary techniques such as personification to create interest in the reader. Referring to SIS as someone 'tiptoeing' into the modern world, creates a sense that they want to do it quietly and without fuss or that they are not sure about it</li> <li>• the colloquial tone helps to strengthen rapport with the reader, e.g. 'Could you tell your mum?'</li> <li>• the use of humour is designed to interest the reader and engage them in what is being said. It also helps to make SIS seem less secret and 'untouchable', e.g. 'the kind who know what to do with scatter cushions', 'Could you tell your mum?'</li> <li>• the quotations from the officers make the job sound 'normal' and so more appealing, with references to family 'I do get to drop my daughter at nursery and pick her up' and skills many people have such as 'building relationships'</li> <li>• the article contrasts the normal with the unusual – the references to family are contrasted with the references to exotic foreign travel 'Africa and the Middle East'</li> </ul> <p>Responses may include the following points about the structure of the text</p> <ul style="list-style-type: none"> <li>• the use of short sentences at the start sets a conversational tone as if the writer is talking to the reader and telling them a secret about the types of people being recruited, e.g. 'That increasingly means people from the ethnic minorities.' and 'There is a demand for more women, too.'</li> <li>• the structure of the article is used to surprise the reader and make them realise that their ideas about spies are incorrect, e.g. the opening part shows that the recruitment drive is unusual and the second part, from line 19, shows that there are particular qualities and requirements</li> <li>• the use of short sentences in the section on application emphasises how difficult it is, e.g. 'Five per cent of applicants fail personal vetting'.</li> <li>• the repetition of percentages and 'half' in lines 24-26 shows how hard it is to be selected and this contrasts with the idea of it being open and friendly.</li> </ul>

Level	Mark	(AO2) Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>Limited comment on the text.</li> <li>Identification of the language and/or structure used to achieve effects and influence readers.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>Comment on the text.</li> <li>Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b></p>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>Explanation of the text.</li> <li>Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>Exploration of the text.</li> <li>Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>Analysis of the text.</li> <li>Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

## Question 4

4 How many messages does Leo Marks have to de-code?

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(Total for Question 4 = 1 mark)

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### Candidate A

*Three*

#### Marker comment and mark

Correct answer.

**1 mark**

### Candidate B

*80 People*

#### Marker comment and mark

Incorrect answer.

**0 marks**

### Candidate C

*He decodes 3 letters/messages*

#### Marker comment and mark

The correct answer is identified - although just '3' would have been enough.

**1 mark**

### Candidate D

2

#### Marker comment and mark

Incorrect answer.

**0 marks**

## Mark scheme

Question Number	(AO1) Answer	Mark
<b>4</b>	Accept the answer below for 1 mark: <ul style="list-style-type: none"><li>• Three (messages)</li></ul>	<b>(1)</b>



## Question 5

- 5 Give **one** example from lines 6 to 8 of how Leo Marks uses language to show how difficult it was for him to break the code.

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(Total for Question 5 = 1 mark)

### Candidate A

*an unbreakable code*

#### Marker comment and mark

This response achieves 0 marks as there is an example identified but no explanation.

**0 marks**

### Candidate B

*The word 'unbreakable' was used to show that it was impossible to decode.*

#### Marker comment and mark

This response achieves 1 mark - there is an example and explanation.

**1 mark**

### Candidate C

*'and it seemed safe to assume that with millions of Guilders at stake the government-in-exile would use an unbreakable code'*

#### Marker comment and mark

This response achieves 0 marks as there is an example identified but no explanation.

**0 marks**

### Candidate D

*It was difficult 'fast forward three years and there is our man in a crumpled linen suit'.*

## Marker comment and mark

This response achieves 0 marks. The example given is not from the appropriate text.

**0 marks**

## Candidate E

*He uses sophisticated language like 'permutation' to show how sophisticated and difficult his task was.*

## Marker comment and mark

This response achieves 0 marks as it is from line 9, not from lines 6–8.

**0 marks**

## Mark scheme

Question Number	(AO2) Answer	Mark
5	<p>Award 1 mark for a valid example made about lines 6 to 8.  <b>Do NOT accept an example without an explanation.</b>            For example:</p> <ul style="list-style-type: none"> <li>• the repetition of 'and' emphasises how complex his task is (1)</li> <li>• the word 'unbreakable' makes you think that he will never be able to break the code (1)</li> <li>• the long first sentence, followed by 'And got nowhere.', makes it sound like he is trying to do something impossible (1)</li> <li>• 'millions of guilders' makes his task seem harder as his enemy has a lot at stake. (1)</li> </ul>	(1)

## Question 6

- 6 Leo Marks attempts to engage the reader through the description of his relationship with 'the girls'.

Evaluate how successfully this is achieved.  
Support your views with detailed reference to the text.

(15)

### Candidate A

*The writer was fairly successful using this relationship 'with girls'. As it felt as it was a new topic, but was still feeding information about the topic in a new way. For example 'The first step was to take a frequency count of the individual letters...' The information in the sentence was quite complex therefore not engaging all audiences. However the next sentence reengaged the reader. 'The girls, some of whom had come armed with the German dictionaries'. As the text came from a new point of view (the girls' view). Which stereotypically is very different to complex code breaking. This gives the effect of a new interesting topic. The use of 'the girls' also gives the anecdote more effect as it gives the struggle of a real human relationship between the male as an outsider towards the females. This engages the reader by putting stereotypically two very different topics into one.*

### Marker comment and mark

The requirement for AO4 is to evaluate the text. This answer is very brief given it is worth 15 marks, and the only parts credited are 'fairly successful' as it shows an assertion about the text with a textual reference and the comment on the struggle of the male/female relationship. Other than that some parts of the response lack clarity.

### Level 1 – 2 marks

## Candidate B

*In paragraph three of the text, Leo Marks begins to describe how 'the girls' felt about his inability to break the codes. He wrote 'After three days of trying every permutation I could think of, the girls had lost all confidence in me'. Here he is saying that 'the girls' had once trusted his judgement and believed Leo was able to break any code. However, after his third day of failure, they began to doubt whether he could do it or not, Regarding Leo Marks relationship with 'the girls' after this incident, they may have lost his trust. Also, with the knowledge that he worked with 'the girls', the reader can safely assume that they might have been good friends, as well as colleagues. As if to confirm the now negative relationship between Marks and 'the girls', line eighteen says 'I hurried in to the girls, who were less than pleased to see me'. This very successfully informs the reader that their relationship really has taken a turn for the worse. Now that 'the girls' have given up hope on him, and are not pleased to see him, it is obvious that Leo must have had great difficulty in getting them to listen to his new found, ground-breaking knowledge.*

### Marker comment and mark

This response uses some broad evaluative language and offers straightforward opinion about the text, e.g. 'it is obvious that' and 'very successfully'. There is comment on the events of the text – that the girls lose confidence in him, that he works hard to break the code, that he wants to please them – but these could be explained more than they are to move into Level 3. There is more comment than explanation, e.g. 'it is obvious that Leo...'. There is also comment on the ideas of the text – the hard work breaking a code – although this is only broadly linked to a judgment about the text. To achieve the top of Level 2 the candidate could have used more evaluative language and made opinions more explicit.

### Level 2 – 5 marks

## Candidate C

*It is successfully achieved because using phrases such as 'the girls had lost all confidence in me' makes the reader feel empathy with him because there is very little he could do about the situation. It makes the reader feel as though they must continue reading in order to find out what will happen to his relationship with the girls.*

*To continue he also uses the phrase 'I hurried to the girls, who were less than pleased to see me'. Here the writer has used positive-*

negative re-statement to engage the reader. 'I hurried to the girls' suggests that these are the first people that he wants to tell his discovery to. It also implies that their relationship must be getting better if he is willing to and wanting to go to them first, making the reader want to continue reading to discover if this is the case. Following this positive with the negative 'who were less than pleased to see me' suggests to the reader that the relationship with the girls has not improved, prompting them to read on and discover why Leo wanted to hurry to them with his good news.

To continue, Leo then goes on to write 'I showed them how to break Playfair (it was just tricky enough to interest them) and then hurried away'. This implies to the reader that the girls had a very hostile vibe towards Leo and that he just wanted to show them what he had to show them and then leave as quickly as he could, this is suggested by the repetition of the word 'hurried'. It makes the reader again feel as though they empathise towards him and that they have in some way become his friends so have a duty to continue reading to know what happens to him. By making an indirect reference to the girls by using 'and the cheer that went up in the code room could have been heard from the Netherlands' it allows the reader to feel reassured that this successful decoding of a cryptic message has brought Leo and the girls' relationship closer again and that the dispute can be put behind them.

### Marker comment and mark

This response has some straightforward opinion offered, for example in the opening sentence, but there is also some informed judgement about the success of the engagement of readers. This is seen in the broad explanation linked to the ideas of dispute, nervousness and hostility. The references are relevant and appropriate. The response meets the bullets of Level 2 and has informed judgement (which is consistent) and explanation reflective of Level 3. The explanation is clear but not well-informed in terms of the relationship or developed enough to move into Level 4.

### Level 3 – 9 marks

#### Candidate D

Leo brings in his companions with the phrase 'the girls' and this engages you in the text as you can relate to his use of the terminology. 'The girls' is a use of colloquial language which establishes a relationship with the reader through the friendly tone set. Leo is informing you of the girls in a friendly tone which engages you as you feel included by his use of the term to describe

his friends. You can relate to this as it is a common phrase. The fact that you can relate also engages you as the reader feels like they are accepted by the writer and can understand them, therefore giving them a reason to read on. The reader is engaged by the idea of the girls being one entity although there is more than one of them. It gives them an air of power and mystery in their relationship with Leo that you want to find out about. The phrase 'armed with German dictionaries' implies how the girls felt about their work and also how Leo thinks they see him. As the word 'armed' suggests they are as serious as the soldiers fighting about their work, and that Leo sees them as fighting against him in a battle of the sexes. The use of the metaphor tells you more about the girls on a level more than just appearance which engages you as you feel like they are easier to picture in your mind. Leo also does not describe their physical appearance, just their actions, which shows his concern about how they react to him. He also uses the simile 'as if they were embarking on an early-morning run. It became increasingly uphill' to describe how they felt about the task.

You can also relate to this as 'most' of us have been on a run so it engages the reader as they feel like they have something in common with the girls. The fact that he doesn't describe what the girls look like interests us as we feel like we have to read on to discover more. The reader will pay close attention to pick up information on the girls and create a picture in our heads. So the use of no description lets us use our imagination which engages us in the text as we use this information to create this picture. Leo always refers to the girls as 'the girls' or 'them' which could also imply that they could be close friends. This engages you as you can relate to their friendship and understand. But it also makes you also think about them as one person because no individual traits are offered, suggesting Leo is a bit scared of them. This means that you feel like you don't know them well enough to know them separately, reflecting Leo's possible distance from them.

Overall I think the writer did a good job of engaging you with 'the girls' as his use of language or lack of it required you to imagine parts of the girls. This engaged you because they are in the readers' head, you feel like you know them on a personal level (although this is Leo's level) and therefore you are engaged.

## Marker comment and mark

This evaluative response contains well-informed and developed critical judgement. For example, the candidate explores the idea of why the girls are referred to as a single entity and this is developed very well. There are appropriate and detailed references provided from the text, and evaluative language is used consistently throughout the response. Ideas such as the 'girls' singular versus plural and the battle between the sexes are analysed, but there is not enough evaluation of themes and settings to move into Level 5.

### Level 4 – 12 marks

#### Candidate E

*Leo Marks creates the idea that 'the girls' are a fearful entity and immediately they are seen as larger than life as there is only one of him and more of them. There is the idea of Leo being possibly respectful towards the girls, almost like the idea of him being too scared to name them because of their power. This idea is also contrasted with the idea that the girls are not named as they are unimportant to him. The two contrasting ideas create the paradox of the relationship.*

*In the extract the reader sees that Leo is under a lot of pressure to give the girls what they need to get on with breaking the code. They come with their German dictionaries to help them but he is not able to. Leo presents the idea that the girls are more intelligent than he is by describing what he thinks they feel rather than what they actually feel. He is just interpreting their reactions. He says that they approach the task like embarking on 'an early-morning run'. He is telling the reader that the girls appear to know that they have to do but don't really feel like they want to do it.*

*Leo Marks is successful in engaging the reader because he presents himself as being a bit of a dunce and the girls as being 'armed' and ready to work. This is not what the reader expects to hear as he is being very self-deprecating. The theme of self-deprecation is seen throughout the comments on the relationship. Leo is supposed to be the person in charge and leading but he says that the girls 'had lost all confidence in me'. He also says 'and I was pleased with their good judgement' which engages the reader very well as it shows the sense of humour he has and that he can laugh at himself. It also goes back to the idea that they are more intelligent than he is. He gives them compliments - they have good*

*judgement, they are very intelligent, so much so that Playfair is 'just tricky enough' to interest them.*

*There is also a theme of the battle of the sexes created as Leo wants to do what is traditional for a man and present the answers to questions but he is not able to. In contrast the girls answer him back quietly 'Our patience' - in a way that he hears and shows that they know they should be respectful but they also want him to know what they think of him. The way they create a reaction in him physically is interesting - he hurries to give them what he has found out but then also hurries away from them when he has told them. He also stammers when he speaks to them.*

*The ideas and themes presented show many different contrasting relationship dynamics - employer/employee, men/women, individual/team and the fact that Marks uses all of these to show the relationship creates interest and engagement with the text. Leo is trying to be the boss and the setting shows the distance in their relationship which is a subtle way of showing the contrast in the relationship. He is 'on the floor' with his self-esteem while the girls are in a different room waiting for his to give them answers. The writer engages you in his relationship with 'the girls' through the events (not being able to solve the code), the ideas (that he has a wide ranging relationship with the girls) and the themes (male/female, boss/worker). This engages you and you feel like you know the girls and at the same time don't know them.*

### **Marker comment and mark**

In this response there is evaluation of the ideas in the text, for example Leo Marks feeling like he needs to provide answers, that the girls are a fearful body he should be afraid of. There is also evaluation of events where the candidate talks about the trial to solve the code and the girls' reaction to him. The candidate also evaluates themes and settings in the text. The answer shows a sustained and detached critical overview of the text. There is some discriminating use of references to support the points being made. This is a detailed evaluation of how the purpose of conveying the relationship is achieved.

### **Level 5 – 13 marks**



## Mark scheme

Question Number	Indicative content	
<b>6</b>	<p>Reward responses that evaluate how successful Leo Marks' is in his purpose of engaging the reader through his description of his relationship with 'the girls'. References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Leo Marks uses his relationship with the girls to create a contrast between him and them. He is under pressure to give them what they need to set to work. He is 'on the floor' and they are tired of waiting</li> <li>• Leo Marks describes the girls as losing 'all confidence' in him. He surprises and so engages the reader by agreeing with them. There is an entertaining banter between Leo and the girls</li> <li>• Leo Marks is supposed to be the girls' boss, but he makes it sound like they are the boss of him – he has respect for them. He is self-deprecating and this makes it funny</li> <li>• Leo Marks is writing in a manipulative way to seem as though he is a really nice boss to the girls. He keeps saying nice things about them and they seem to be too assertive with him</li> <li>• Leo Marks is patronising in his description of 'the girls', with the way he groups them all together and makes himself very separate</li> <li>• the way Leo Marks keeps trying to impress the girls and failing makes the passage engaging as the interactions are playful, 'who were less than pleased to see me.'</li> <li>• one of the girls is brave enough to whisper 'Our patience' when Leo tells them there's one last thing to be tried. This is amusing as it shows how cheeky they can be and perhaps explains why Leo is nervous of them.</li> </ul>	
Level	Mark	(AO4) Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Description of ideas, events, themes or settings.</li> <li>• Limited assertions are offered about the text.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Comment on ideas, events, themes or settings.</li> <li>• Straightforward opinions with limited judgements are offered about the text.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• Explanation of ideas, events, themes or settings.</li> <li>• Informed judgement is offered about the text.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>

<b>Level 4</b>	10–12	<ul style="list-style-type: none"><li>• Analysis of ideas, events, themes or settings.</li><li>• Well-informed and developed critical judgement is offered about the text.</li><li>• The selection of references is appropriate, detailed and fully supports the points being made.</li></ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"><li>• Evaluation of ideas, events, themes or settings.</li><li>• There is a sustained and detached critical overview and judgement about the text.</li><li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li></ul>

## Question 7a

7 (a) The two texts show the points of view of different spies.

What similarities do the spies Nick and Leo share in these texts?

Use evidence from both texts to support your answer.

(6)

### Candidate A

*In both texts they both share similarities. They both have an important job and it's dead secret.*

### Marker comment and mark

This response is very brief with limited understanding of similarities shown and limited synthesis of the two texts. There is no evidence offered. The response received credit for both 'have an important job' and 'it is secret'.

### Level 1– 1 mark

### Candidate B

*One similarity that the spies Nick and Leo share is that they both have to solve problems. We know Leo has to solve the code, and it also says in Text 1 that recruits have to be 'Motivated problem-solvers'. We can gather from this that both spies must have this same skill.*

*Both spies also need 'Colleagues you can trust' as it says in text 1. We know this is also the case in text 2 as Leo has to be able to trust and work with the girls that are helping to crack the code. Both texts also imply the need for Intelligence. You can tell this just from the name of the service in Text 1, 'Secret Intelligence Service', and also in the opening line of Text 2, 'Leo Marks worked in Intelligence'. This allows us to see both spies have to be intelligent. Another way we can tell from text one is by it stating that applicants must hold a '2:2 degree or above'.*

*In Text 1 it says that they are looking to recruit 'people who are good at building relationships', which would also be shown in Text 2 by building a relationship with the girls.*

## Marker comment and mark

This response has some clear synthesis of the texts, as the candidate has taken broader elements of Text 1's characteristics of spy and applied them to Nick. There is sound understanding of similarities – problem solvers, need to trust people, need to be intelligent and need to build relationships – but since the examples given for Text 1 are not specifically linked to Nick the answer does not achieve the level of detailed understanding or synthesis. As it is the answer achieves all of the bullets of Level 2.

### Level 2 – 4 marks

#### Candidate C

*In the two texts there are many similarities between the two spies. Both spies have to work very hard for a long time. Nick says that occasionally working for MI6 you 'do work long hours' and Leo has to spend more than three days on the code in the extract. Both Leo and Nick have been educated and are clever. Nick was the first one from his family to go to university and Leo shows that he knows what he is talking about through the language he uses like 'substitution code' and 'frequency count'.*

*Both spies appear to not look for the limelight. Leo is happy working alone and the way he describes talking to the girls he stammers and he hurries away from them. Nick says that people who work for MI6 are people that don't 'crave the limelight'. Both spies are humble and modest. Leo stammers when he talks to the girls and Nick is softly spoken. Leo and Nick are also trained to solve problems. Text 1 says that MI6 have people who are 'Motivated problem-solvers' (which will include Nick) and in Text 2 Leo has to work to solve the problem of the code through 'slogging away'.*

*Both spies know that it is important to be secretive, which all spies need to know. Text 1 says that Nick has a 'clandestine life' that he has kept secret from his friends. Leo Marks knows that the code and code-cracking is massively important and that secrecy is what drives it to be 'an unbreakable code'. Nick likes to be part of the MI6 team and says he was 'amazed' how friendly it was. Leo, while he is quite afraid of the girls he knows that it is important to celebrate as a team as he comments that there was a huge 'cheer that went up in the code room' when the code is solved. Both men also work internationally as Nick has had the 'chance to travel' and Leo mentions Dutch Guilders and German dictionaries.*

## Marker comment and mark

This response has detailed understanding of a range of similarities - education, international work, secrecy, long hours and hard work, modesty, team work, etc. There is detailed synthesis of the two texts for the maximum 6 marks. The selection of evidence used is appropriate and relevant to the points the candidate is making.

### Level 3 – 6 marks

### Mark Scheme

Question Number	Indicative content	
<b>7a</b>	<ul style="list-style-type: none"> <li>Both men seem quiet and reserved. Nick is 'softly spoken' and Leo is not comfortable speaking to 'the girls'</li> <li>Both are intelligent and educated. Nick was 'the first in his family to attend university' and Leo uses specialist language that shows his intelligence, such as 'frequency count' and 'substitution code'</li> <li>Both Nick and Leo know the importance of being secretive. Nick has 'managed to conceal his clandestine life from his friends' while Leo sees how codes are created to protect secrets 'And it was possible that the three messages had been enciphered on the same Playfair phrase'</li> <li>Both men realise the importance of being part of a team. Nick says he was 'amazed' how friendly it was and Leo says 'the cheer that went up in the code room could have been heard in the Netherlands'</li> <li>Both realise the work can involve long hours. Nick says 'occasionally you do work long hours' and Leo spends more than three days on the code in the extract</li> <li>Both Nick and Leo have an international focus. Nick was 'initially attracted to MI6 by the chance to travel' and Leo mentions German and Dutch.</li> <li>Both Nick and Leo seem to be men who prefer to be behind the scenes. Nick says it is important to be a person who doesn't 'crave the limelight'. Leo also is more comfortable working alone and, talking to the girls, he has to do his best 'not to stammer'</li> </ul> <p><b>Students must draw on BOTH texts to access marks.</b></p>	
Level	Mark	(AO1 bullet 2) Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>Limited understanding of similarities</li> <li>Limited synthesis of the two texts</li> <li>The use of evidence is limited.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>Sound understanding of similarities</li> <li>Clear synthesis of the two texts</li> <li>The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>

<b>Level 3</b>	5–6	<ul style="list-style-type: none"><li>• Detailed understanding of similarities</li><li>• Detailed synthesis of the two texts</li><li>• The selection of evidence is appropriate and relevant to the points being made.</li></ul>
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## Question 7b

- (b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about intelligence agency work.

Support your answer with detailed reference to the texts.

(14)

### Candidate A

*It says in Text 1 that it is about MI6 and Intelligence. It says on Text 2 that Leo Marks worked in Intelligence during World War 2 because he was responsible for breaking codes to undercover enemy information.*

### Marker comment and mark

This response does not directly compare the texts, although there is a very general implicit comparison of Intelligence working. There is very brief description of the writer's ideas from the text given, and no references to support the points. Given this, the response achieves 1 mark.

**Level 1 – 1 mark**

### Candidate B

*In Text 1 and Text 2 the writers have similar and different perspectives about Intelligence agency work.*

*Text 1 is an advertisement and thus has more of a one-sided opinion and has the purpose of persuading and informing the reader about MI6. Whereas Text 2 is a story of a supposedly true event that occurred during World War 2 so shows an outdated but more reliable view on the Intelligence Agency work.*

### Marker comment and mark

This response is very brief but does consider a comparison in terms of the purpose of the texts. In order to be limited to Level 1, a response would have no comparison of the texts and would consider the two separately. However, there is limited reference and very little comment on the writer's ideas and perspectives, although the idea of the point of view is commented on briefly. Given the lack of evidence to support the points and lack of comment on language or structure, the response is limited to the lower end of Level 2.

**Level 2 – 3 marks**

## Candidate C

*The author of Text A has used a similar way to portray his ideas and perspectives in a similar way to the author of Text B. Text A has been written in a very strong, anecdotal way 'In the quiet of an oak-panelled study' suggests immediately that the text will have ideas and perspectives laid out and shown through a story-type style. Similarly the author of Text B also uses this style of writing to show his perspectives and ideas. 'After three days of trying every permutation I could think of' suggests to the reader that this is a first-person recount of an event that took place within the Intelligence Agency, which is different to the third person account of Text A. Both texts use anecdotes from spies to get their point across.*

*However, although they are similar in the story-telling style the perspective differs greatly. Text A is from the view of someone from outside the agency looking into it 'Neil Tweedie gets an inside' implying he is an everyday journalist, unlike Text B which is an insider's viewpoint. Text B says 'I proceeded on that basis, suggesting it is a first person recount of someone who has actually experienced being in the Intelligence service.*

## Marker comment and mark

This response is again brief but covers some comparisons between the texts. While there is not a wide range of comparisons (Level 4) there are more than obvious comparisons as the candidate considers the idea of an insider versus an outsider's viewpoint and the use of story-telling. The candidate also has comment on language and structure, and valid reference, meeting all of the bullets of Level 2. Given that there is more than obvious comparison, the answer just edges into Level 3. There is not enough explanation of language and structure to move the response higher into the level.

## Level 3 – 6 marks

## Candidate D

*Both writers present working as a secret agent as hard work. An example from Text 1 is 'You do have to work long hours. It might be midnight in the UK but it's midday in another part of the world.' This shows that as an agent you have to work very hard and persevere. It shows that an agent can only relax when the job is finished. The idea that an agent has to work without stopping, until the job is finished, is also presented in Text 2. An example is 'After slogging away for 24 hours'. This shows a job takes priority*



*and that none of the agent's other life matters until a job is finished. Text 2 presents being a secret agent as something that you only know about if you are one whereas Text 1 implies that becoming a secret agent is like applying for a job at Tesco's, 'The selection process takes nine months'. This gives the reader the impression that applying to be an agent is just like applying for any job and that it is open to the public. Contrasting to this Text 2 shows being an agent is really secret: 'Two hours later the messages were clear, and the cheer that went up in the code room could have been heard in the Netherlands'. This implies that the job is secret until it is finished and that only a select few know about it.*

*Both texts are similar in that they show that there is a need to be part of a team. Text 1 says 'he was 'amazed' how friendly it was', showing that the work means you get to be part of working with people. It also says that you have to be good at 'building relationships'. Text 2 shows that breaking the code is a team effort with Leo and the girls working together, even though they don't get along. The texts are different in the way that the spies talk about their work. Nick and Catherine talk positively about their experiences - Nick says it is friendly and flexible 'I do get to drop my daughter at nursery' and Catherine says that it is safe. Leo on the other hand uses negative language to reflect his experience like 'unbreakable', tedious' and 'slogging'.*

### **Marker comment and mark**

This response considers a fairly wide range of comparisons between the texts such as the ideas of hard work, the need to prioritise, the secrecy and the team work. Although these are quite wide ranging they are not always developed with clarity or with evidence that best supports them, e.g. the point about the contrast in applying for a job in Text 1 against the perspective of Text 2 is not really clear. There is explanation that touches on exploration, especially at the end of the answer, but references are not always balanced and do not always fully support the points being made. Given this, the answer does meet the bullets of Level 3, and just does enough in wide-ranging comparisons to edge into Level 4.

### **Level 4 – 9 marks**

## Candidate E

*There are many ways that the two texts present the ideas of working for an Intelligence Agency. Both Text 1 and Text 2 show that the work can be difficult. For example, Text 1 shows how difficult it is to be selected for the agency. The text emphasises that you have to be selected to join by describing it as 'The selection process' and the indication that 'Up to 80 per cent of applicants fail the application form' shows that even getting past the application is very difficult. Text 2 shows how difficult the work can be and how you need to be patient. The text starts by saying that the messages are quite short - fifty letters, fifty-five and twenty - but the text that follows shows that there is a lot of work that goes on to break the code. Three messages take a whole three days to solve.*

*Both texts show that working in intelligence isn't just working on your own and that you need to be able to work well in a team. Text 1 shows that the work is 'friendly' and that people who work for MI6 have to be 'good at building relationships'. Text 2 shows that the team of Leo and the girls have to work together as well but in this text he has to lead the work and there is a difficult relationship between him and the girls. The atmosphere here is not as friendly at first as he describes 'the girls had lost all confidence in me'. The language also shows however that at the end the team celebrate together - 'the cheer that went up in the code room could have been heard in the Netherlands'. Both of the texts show how people who work in intelligence are just ordinary people who have normal feelings and aren't superhuman or special. Nick has a family and is able to work and 'drop my daughter at nursery and pick her up', and Leo is nervous when he is not able to solve the code and the girls lose confidence in him. He describes hurrying away from them and says 'Doing my best not to stammer' when he talks to them.*

*While each text shows that there are ordinary parts to working in Intelligence, it also shows how important it can be, as in Text 2 they crack a code to help with the war and in Text 1 you could be placed 'in danger' and can travel the world. Both Text 1 and Text 2 use humour to interest and engage the readers. In Text 1 the writer makes fun of the clichés of working in intelligence such as 'gently interrogation over crumpets', 'clink of spoon on china' and 'crumpled linen suit'. In Text 2 the humour is created by showing the strain that the pressure puts on the relationships between Leo*

*and the girls, who are 'less than pleased to see me'. It also shows that the pressure leads him to feel like his self-esteem is 'more crumpled than the day's newspaper'. There is also some irony in the fact that he has to take three days to solve a code.*

*There are some contrasts in the texts however. Text 1 is making a lot of demands of the people who apply for the job. for example, they need to complete an application, an assessment course and personal vetting, and that they have to have a lot of personal qualities such as 'Motivated problem-solvers'. In contrast to this in Text 2 Leo puts demand on himself but repeatedly fails over the course of the three days, then he cracks the code by just getting lucky. There is a contrast too in the type of people who work for intelligence. This could be because Text 2 is talking about a time during the second World War, when a white man is in charge of a group of girls. Text 1 however is talking about a modern time when the agency is looking for target groups of people from ethnic minorities and women. Text 2 does have women working in Intelligence which might have been seen as unusual given Text 1 says that they are looking to recruit women. Although Leo refers to them without names and only as 'the girls' which could be seen as patronising there is also the sense that he does this because he is in awe of them.*

### **Marker comment and mark**

This response considers a range of varied and comprehensive comparisons, both similarities and differences between the texts. There are exploration and analysis of the writers' ideas and perspectives including how the ideas, language and theme are used across the texts. References are balanced and used from both texts. They clarify the points being made. This response achieves the bullets of Level 5. There could be more analysis of structure but this does not prevent the response from achieving full marks.

### **Level 5 – 14 marks**

## Mark scheme

Question Number	Indicative content	
<b>7b</b>	<p>Reward responses that compare how each writer presents the idea of working for an intelligence agency. Responses may include:</p> <ul style="list-style-type: none"> <li>• both texts show it can be difficult – Text 1 shows how difficult it is to be selected and Text 2 shows how difficult the work can be and how you need to be patient</li> <li>• both texts show that working in intelligence can be just like a normal job, where you need to be able to work well in a team</li> <li>• both texts show how people who work in intelligence are just ordinary people who have normal feelings and aren't superhuman, 'Doing my best not to stammer'</li> <li>• even though each text shows the ordinary aspects of working in Intelligence, it also shows how important it can be, as in Text 2 they crack a code to help with the war and in Text 1 you could be placed 'in danger' and can travel the world</li> <li>• both texts use humour – in Text 1 by mocking the clichés of working in intelligence and in Text 2 by showing the relationships when the pressure is on</li> <li>• Text 1 suggests that the application process is making a lot of demands of the people who apply for the job, e.g. 'motivated problem-solvers', but in Text 2 Marks cracks the code by just getting lucky</li> <li>• Text 1 says SIS are looking for target groups of people from ethnic minorities and women but in Text 2 it is a white male who is in charge of 'the girls'. However, this could just reflect the time in which Text 2 was set.</li> </ul>	
Level	Mark	(AO3) Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</b></p>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>

<b>Level 4</b>	9–11	<ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	12–14	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts, they are discriminating, and clarify the points being made.</li> </ul>

## Paper 2: Section B – Transactional Writing

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### Question 8

\*8 Write a letter to MI6, applying for a position as an Intelligence Officer.

In your letter you could:

- state why you are interested in the position
- describe the experience and skills that make you a good candidate
- explain the difference you can make to your country

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 8 = 40 marks)**

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### Candidate A

Dear MI6,

*I would like to apply for a position as a spy. I've been interested in MI6 and have always wanted to be a spy but first let me tell you about my self.*

*My name is Robert Sullivan. I am 21 years old, 6ft 3 and my life is devoted to spys. I have watched plenty of spy films and adapted a spy's mind which is of course a massive part of becoming a spy.*

*My skills are as follows: I have amazing cardiovascular fitness, I am built very strong also being a black belt in a range of martial arts. I am also well trained and highly skilled with a gun or many sorts of weapons. I am incredibly stealthy and I have great eye sight and amazing hearing so I can hear footsteps or conversations about targets. I am highly trained to avoid being seen by sensors or heat motion.*

*My impact as a spy will take time if you give me plenty of chances, I will not fail you. I can save alot of lives if you give me chances. I am still young and I want to learn even more but from the best (MI6). I hope you have considered my approach on becoming a spy.*

*Please get back to me ASAP*

*Your sincerely, Robert.*

## Marker comment and mark

This answer is structured to suit purpose and audience as a letter, with an appropriate opening 'Dear MI6' and close 'Yours sincerely'. The piece connects the ideas clearly as each paragraph covers a key point, from what the letter is about, to the person applying and his skills to the impact of his work. The opening of the letter is clear and specific for the audience and indicates exactly why he is writing, 'I would like to apply for a position as a spy'. The connection to the next paragraph is a little basic 'but first let me tell you about my self' but it does demonstrate coherence. The tone of the piece is appropriate for the audience as the candidate confidently presents skills in a persuasive way. He uses phrases like 'of course' to encourage the reader to agree with him, e.g. 'which is of course a massive part in becoming a spy'. His skills are presented as a list to show how many there are, and they show an awareness of the audience and purpose of MI6 in the coverage of fitness, combat skills, knowledge of weapons, and good senses, e.g. 'I have great eye sight and amazing hearing'.

The candidate uses simple adjectives and adverbs appropriately to persuade his audience of his skills, e.g. 'amazing', 'many', 'well', 'highly', 'very'. The information is appropriate, as he outlines why he wants to be a spy and what he can bring to the job. The ideas could be developed more to achieve higher into Level 3. The sentence structures are clear although a little repetitive, with each starting sentence of a paragraph starting with 'My'. The candidate uses statements which are appropriate in conveying information and in creating a sense of surety in the reader, e.g. 'I will not fail you'. The compliment 'I want to learn even more but from the best (MI6)' is used to persuade.

The candidate achieves all of the bullet points of Level 2. There is an awareness of audience and purpose and the use of tone and register just touches Level 3 as it is appropriate. Ideas and information are expressed and ordered, and they are connected (Level 3) although not developed enough to achieve higher into Level 3. The paragraphs and structural features are used appropriately and do make meaning clear.

For AO6 the candidate achieves Level 2. There is a range of correctly spelt vocabulary, such as 'cardiovascular', 'adapted', 'impact', 'incredibly stealthy' although some simple words are spelt incorrectly, e.g. 'my self', 'spys', 'alot'. The verb tense is inconsistent, e.g. 'I've been interested in MI6 and have always wanted to be a spy but first let me tell you about my self'. Punctuation is used with control although the sentence structures are not varied. There are minor grammatical errors, e.g. 'built very strong'. There is not enough varied vocabulary and adaptation of sentence structure to move into Level 3.

### AO5 Level 3 – 10 marks

### AO6 Level 2 – 6 marks

## Candidate B

*To Whom It May Concern,*

*My name is J\_\_\_\_\_ A\_\_\_\_\_ and I am very interested in applying for a position in your constabulary in the not too distant future. I am interested in becoming an operative in your business as I feel that I possess the skills of a high grade spy, this would make me the perfect candidate for this placement.*

*My skills set include being very focused on my job, dedicated to perfection and an incredibly hardworking attribute to anything I set my mind to! My experience in espionage may be limited but I feel my skills will allow you to see that I am more than adequate to assign a job at your establishment without too much difficulty.*

*The main reason I think you should hire me is that I love my country and I want to make it a secure place to live, eat and generally live a life without the thought of war or violence at an International level. The difference I feel I can make to the level of security in this country is of a level that I feel your constituency would be lacking without.*

*To reiterate, my skills collection my previous job background of the British army revisits and then going onto the armed division of the Kent police force shows I know what is expected, I know and understand the job role expected of me.*

*I am also very up to date on the latest communication technological discovery's and how they can be used in your company. I hope you listen to my application as I feel inclined to say that my services towards your undercover operation would assist you in your aims*

*Yours Sincerely J\_\_\_\_\_ A\_\_\_\_\_*

## Marker comment and mark

This answer is structured as a letter to suit purpose and audience, with an appropriate opening 'To whom it may concern' and close 'Yours sincerely'. The piece connects the ideas clearly as each paragraph covers a key point, from what the letter is about, to the candidate's skills, to why he wants the job, to his experience. The opening of the letter is clear and specific for the audience and indicates exactly why he is writing, 'My name is J\_\_\_\_\_A\_\_\_\_\_ and I am very interested in applying for a position...'. The connection to the next paragraph is cohesive through the reference to skills - he says 'I feel that I possess the skills



of a high grade spy' and then the next paragraph outlines what these skills are. The tone of the piece is appropriate for the audience as the candidate confidently presents skills in a persuasive way by making statements about his suitability, e.g. 'this would make me the perfect candidate' and 'more than adequate'. His skills are presented briefly but could be developed more. He covers focus, dedication and hard work but these are values rather than skills, although his mention of his 'limited' experience in espionage is countered by the mention of what he could do. This is quite skilful in anticipating what the reader might think and offering a 'solution'.

The candidate uses simple adjectives and adverbs appropriately to persuade his audience of his skills, e.g. 'very', 'high', 'perfect' and 'incredibly'. The information is appropriate, as he outlines why he wants to be a spy and what he can bring to the job, as well as his previous experience. The piece appears to lose structure and become repetitive as he writes 'To reiterate my skills collection', however 'reiterate' here is taken to mean 'to add to' rather than to repeat. The ideas could be developed more to achieve higher into Level 3. The sentence structures are clear in the main but sometimes a little long, for example the reason why he wants to be hired. The candidate uses statements which are appropriate in conveying information and in creating a sense of surety in the reader, e.g. 'more than adequate to assign a job at our establishment'. He does create a sense that he is passionate about the work in his comments on security in the country and peace.

The candidate achieves all of the bullet points of Level 2. There is an awareness of audience and purpose and the use of tone and register just touches Level 3 as it is appropriate. Ideas and information are expressed and ordered, and they are connected (Level 3) although not developed enough to achieve the top of Level 3 - there is development however from what the letter is for, to skills, to reasons they are applying, to experience. The paragraphs and structural features are used appropriately and do make meaning clear. The candidate attempts to use an ambitious vocabulary such as 'constabulary', 'espionage', 'establishment', but occasionally it is not clear that they understand these words in context.

For AO6 the candidate achieves Level 3. There is a variety of correctly spelt vocabulary although there is incorrect spelling of some polysyllabic and irregular words at some points, e.g. 'dedecated', 'establishment'. Punctuation is used with control although the sentence structures are not hugely varied (there is an exclamation used). There are minor grammatical errors, e.g. 'I am a more than adequate to assign'. There is enough varied vocabulary to move into Level 3, although not the top as sentence structure is not adapted for effect.

### **AO5 Level 3 – 11 marks**

### **AO6 Level 3 – 8 marks**

## Candidate C

Dear Sir/Madam

*I am writing to you to enquire about the recent opening of a space in the MI6 organisation. I know that I can demonstrate the knowledge and skills you require and can also reflect the values that your organisation has.*

*I am a highly qualified criminologist with qualifications important for your work. I have sophisticated communication skills, demonstrated through my A Level in English Language but also through my day-to-day dealings with a range of clients and customers. I am proficient in both speaking and listening, and skilled at picking up nuances of what people are saying and analysing sub-text. I also have an A Level in Psychology, making me suitable for interrogations with foes. Secondly I spent three years at university earning a First in Criminology and Forensic Science. Due to this I know how a criminal thinks, and I have the ability to track and discover how these people committed their crime. I know, of course, that you will value these qualifications highly - but of course these are not the whole person.*

*Throughout my post school experiences I have acquired several sets of skills that enable me to be the best in this field. I spent the three years post-university (between the age of twenty-one and twenty-four) training at Sandhurst where I have pushed myself not only physically but also mentally. This encouraged me to believe, achieve and succeed. I now have the self-determination and physical condition to attempt any mission necessary. My fitness levels are extremely high. I regularly take part in 5-a-side, which not only develops my fitness but also encourages team work and collaboration. Finally from the age of thirteen I trained in mixed martial arts and attained a black belt, showing that I am skilled in safe self-preservation and combat. These are essential skills in the times our country faces.*

*I believe I have the ability to aid our country in becoming the safest and strongest in the world. I've always been patriotic and passionate. The values of our country are values that I share. Democracy, liberty, tolerance, respect. I have developed these over time and continue to reflect on them. At a younger age I was arguably borderline chauvinistic, but due to my experiences at Sandhurst working as a team with different people my head was*

*set back into the right place. Now I wish to pursue a lifelong career of helping our country. I feel as if I could make a difference and I would like to do so any way I can. Whether I'm required as an individual agent or as part of a team I would definitely be willing to engage in MI6.*

*I can provide relevant references to support my application and would love to share my vision and values in an interview. I hope you consider my offer, and I look forward to hearing back from you.*

*Yours faithfully*

W\_\_\_M\_\_\_\_\_

### **Marker comment and mark**

This answer is structured as a letter to suit purpose and audience, with an appropriate opening 'Dear Sir/Madam' and close 'Yours faithfully', the accurate convention for these terms. The piece connects the ideas with some subtlety as each paragraph covers a key point and moves on from the previous one, from what the letter is about, to the candidate's qualifications, to skills, to what he can bring to the job. The opening of the letter is clear and specific for the audience and indicates exactly why he is writing, 'I am writing to you to enquire about the recent opening of a space in the MI6 organisation'. The connection to the next paragraph is cohesive through the reference to knowledge, skills and values, and the paragraphs that follow reflect this structure in a subtle but effective way. There is cohesion created by the use of a final sentence which connects to and leads into the next paragraph in a subtle way, e.g. 'but of course these are not the whole person'.

The tone of the piece is appropriate for the audience and fairly sophisticated as the candidate confidently engages with the organisation through the use of the pronoun 'our' to reflect a common purpose, e.g. 'our country'. He presents his qualifications in a persuasive way by saying what they are and what impact each would have on the job, e.g. 'picking up nuances of what people are saying and analysing sub-text', suitable for interrogations with foes'. His skills are presented in an effective way. He covers self-determination, self-preservation, team working and collaboration and combat. Again, these are effectively linked to what MI6 would need. The repetition of 'our country' is weaved in a subtle way throughout the piece and connects to the comment that he is 'patriotic and passionate'. This uses alliteration in a sophisticated way, as in 'safest and strongest'. The candidate uses adjectives and adverbs effectively to persuade his audience of his skills, e.g. 'highly', 'sophisticated', 'extremely', 'regularly'. The information is appropriate and complex in the coverage of the obvious skills required (physical aspects) and the more subtle ideas (interrogation, knowledge of the criminal mind).

The candidate uses statements which are appropriate in conveying information and in creating a sense of surety in the reader, e.g. 'I've always been patriotic and passionate. The values of our country are values that I share.' The candidate uses the rule of three and a list to show the importance of the values of the country, e.g. 'Democracy, liberty, respect.' He does create a sense that he is passionate about the possibility of working for MI6 and his love for his country in his comments.

The candidate achieves all of the bullet points of Level 4. Material is organised for effect and is also shaped with some subtlety. There is an effective use of tone and style for the audience and purpose, and this is sophisticated in places (Level 5). Ideas and information are well managed and in some cases manipulated to achieve an effect (Level 5). The paragraphs and structural features are used cohesively and there is some variation. The candidate uses a formal tone and some sophisticated language, e.g. 'picking up nuances of what people are saying and analysing sub-text'. The features of Level 5 are evident but not fully achieved for the top of the level (i.e. utilising a range of structural and grammatical features).

For AO6 the candidate achieves Level 5. There is an extensive vocabulary demonstrated overall and in what appears to be a strategic way. There are no spelling errors evident. Punctuation is used with accuracy although the sentence structures are not hugely varied, apart from length. The bullets are fully achieved apart from the one linked to a range of sentence structures.

**AO5 Level 5 – 22 marks**

**AO6 Level 5 – 15 marks**

## Mark scheme

Question Number	Indicative content
*8	<p><b>Purpose:</b> to write a letter of application – informative and persuasive</p> <p><b>Audience:</b> the British Intelligence Service MI6; a professional adult audience. The focus is on communicating ideas about why the agency should offer the writer a position. This may involve a range of approaches and should be compelling.</p> <p><b>Form:</b> the response should be set out as a formal letter. The letter should be opened and closed clearly, with an appropriate salutation and letter ending. Paragraphs should be organised appropriately. The response should have appropriate tone and language for a letter of application.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• introduce the candidate and why they are writing</li> <li>• focus on what the qualities of an Intelligence Officer are, e.g. can get on with a broad range of people, effective communication skills, ability to work in a team</li> <li>• comment on the candidate's own skills and experience and link them to the qualities (skills can be real or imagined), e.g. ability to keep information secret, able to build rapport, interpersonal skills, influencing and persuading skills</li> <li>• describe examples of where they have used these skills or other relevant personal anecdotes</li> <li>• comment on the difference an Intelligence Officer can make to their country.</li> </ul>

**40 marks**

## Writing mark scheme

### AO5

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>• provides no rewardable material</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• offers a basic response, with audience and/or purpose not fully established</li> <li>• expresses information and ideas, with limited use of structural and grammatical features</li> </ul>
<b>Level 2</b>	5–9	<ul style="list-style-type: none"> <li>• shows an awareness of audience and purpose, with straightforward use of tone, style and register</li> <li>• expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features</li> </ul>
<b>Level 3</b>	10–14	<ul style="list-style-type: none"> <li>• selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register</li> <li>• develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear</li> </ul>
<b>Level 4</b>	15–19	<ul style="list-style-type: none"> <li>• organises material for particular effect, with effective use of tone, style and register</li> <li>• manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text</li> </ul>

<b>Level 5</b>	20–24	<ul style="list-style-type: none"> <li>• shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register</li> <li>• manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>
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## AO6

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>• provides no rewardable material</li> </ul>
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• uses basic vocabulary, often misspelled</li> <li>• uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants</li> <li>• uses punctuation with control, creating a range of sentence structures, including coordination and subordination</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• uses a varied vocabulary and spells words containing irregular patterns correctly</li> <li>• uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• uses a wide, selective vocabulary with only occasional spelling errors</li> <li>• positions a range of punctuation for clarity, managing sentence structures for deliberate effect</li> </ul>
<b>Level 5</b>	13–16	<ul style="list-style-type: none"> <li>• uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li> <li>• punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

## Question 9

‘9 Write an article for a newspaper, exploring how technology can track our movements.

You could write about:

- the ways we are tracked, e.g. phones, computers, CCTV, supermarket scanners
- who tracks us, e.g. the police, large businesses, the government
- what the benefits are and/or what the problems could be

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 9 = 40 marks)**

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### Candidate A

*Everywhere we look in this modern age, technology is there. Sometimes it can progress so fast, so people can't even keep up with it. Twenty years ago, computers were only just invented and seemed so new and advanced. Nowadays we have tiny computers on our wrists, more powerful than people could have possibly imagined back then! Today technology is used in all sorts of ways, although not all good. There are sorts of ways to track people through technology, phonecalls, visits to websites, GPS, but mainly CCTV. CCTV has been used in all sorts of court cases and can either prove guilty or innocent, so I'd say that was an example of good technology! We are tracked by all sorts of people without knowing it, from buying something in a shop with a credit card, or an app on your smartphone using your location. Some people don't like the idea of being tracked all the time and feeling they're being watched. There was huge uproar when American citizens found out that their text messages were being monitored by a government agency, but some might argue if you are doing nothing wrong, you have nothing to be scared of, and if it prevents crime, what's the harm in it? An example of how technology has progressed for the worse is computer viruses. With special programs and codes, these fraudulent criminals can steal your credit cards details and all manner of personal information! Luckily though, you can special anti-virus software to help combat these nasty programs. Some of the advantages of new technology are better prosecution of criminals, new trades for people to work in, and it helps large companies get track of everything. Maybe some disadvantages are computer viruses,*

*people being able to spy on you and other such things. So my question is to you, is technology going so fast we can't keep up? Or do the advantages outweigh the disadvantages?*

### **Marker comment and mark**

The introduction to this piece sets the scene with the breadth of technology suggested by 'Everywhere' and the speed of change suggested by 'so fast' and 'can't even keep up with it'. The contrast between past and present in the introduction is appropriate: 'Twenty years ago' and 'Nowadays'. The organisation is fairly evident through the cohesive devices used, although the paragraphing is not evident. For example, it seems that the sentence 'Today technology is used in all sorts of ways, although not all good' is intended to lead into a new paragraph about the negatives of tracking people. The structure loses focus towards the end however, when it moved from viruses to the effect of these, to anti-virus software to prevent them, to advantages of technology then back to computer viruses.

The candidate uses a fair range of sentence types. There are exclamations used to emphasise a point, e.g. 'So I'd say that's an example of good technology!' Questions are used to connect the writer with the reader, e.g. 'what's the harm in it?' The information covered on disadvantages of technology is more compelling than that presented on advantages, which is brief. The use of the specific example of the American citizens and their text messages is appropriate and suits the purpose as it makes the writer appear knowledgeable. This is also true of the use of technical vocabulary, e.g. 'viruses', 'programs', 'app'. There is some descriptive language used to develop points but this is fairly straightforward, e.g. 'nasty', 'large', 'new', 'huge'. The ending poses a question to the audience 'So my question is to you...' which is quite effective in leaving them with something thought-provoking.

This response meets all of the bullet points of Level 2. There is an awareness of audience and purpose, and straightforward use of tone, style and register. This is appropriate enough to just move into Level 3. The ideas and information are appropriate and ordered, and some ideas (for example the tracking of text messages in America) are developed slightly. The ideas are not developed enough to move the answer higher into Level 3. Paragraphs are not used but are implicit in the structure, limiting the mark in Level 3. There are a range of structural features.

In AO6 the response meets the bullets of Level 3 - there is a varied vocabulary used which is appropriate to the topic, e.g. 'programs', 'anti-virus', 'smartphone' and 'fraudulent'. Spelling of these complex words is correct throughout, just moving the achievement for this bullet into Level 4 (wide, selective vocabulary). The punctuation is varied (exclamation marks, question marks, semi-colon) and accurate, and there is a sense that sentence structures are used positively for effect. These could be managed more effectively within the structure to achieve higher in the Level.

**AO5 Level 3 - 11 marks**

**AO6 Level 4 - 10 marks**



## Candidate B

*These days you can track peoples movements across the country. A network of CCTV cameras watch from above which phones can be tracked simply by being switched on. It sounds like a spy film but it's reality. I'm asking has it gone too far?*

*These days CCTV isn't just used for safety. If a company want to find out about another they can simply set up a camera and then watch.*

*The government is also tracking people. Sure, some of these people are dangerous or likly to commit crimes but does that give the government the right to track everyones journeys? Should ordinary innocent people be followed? I strongly dissagree with the government trying to watch people leaving them no privacy. Log onto twitter and they can see any of your messages, tweets or photos. Same with just about every social network account or email. If the government can see all this what would stop a corrupt person from leaking personal things about well known people to the press. What's the line that is drawn? What is private anymore?*

*If the government can hack accounts what would happen if their system was hacked? Admittedly there are some advantages. mainly the fact that crimes are easier to solve. This is because, especially in larger cities and towns, the cameras are on every corner. While all this new found technology is great on the surface it is exploited. Supermarket scanners show what we, as a nation, are buying. The company then makes produce to match that. 20 years ago companys would go and survey shoppers to find out what produce they would like but now it's all done remotely.*

*The main problem with these scanners is that while they keep people safe they also meant that it can feel like you're always being watched. Also what happened to the hours of footage taken every day. Do they store it or destroy it? If it is stored the question of 'is it sucure?' comes into play. As people who will take the time to try and unravel computer sucurity just because they can. Also does it cost to keep all that footage in storage? If so who's paying for it? With the way things are these days it's probably tax payer who pay to keep footage possibly that they didn't know had been*

*filmed, secret. If the footage is destroyed then we have the right to know how and whether it is totally impossible to recover it.*

*Aside from the few advantages it all seems like a very bad idea to me and the fact there aren't warnings makes it worse. England has become a worldwide version of big brother*

### **Marker comment and mark**

The candidate starts with a clear and powerful introduction - 'These days you can track peoples movements across the country'. There is effective use of personification to create a sense of foreboding where 'A network of CCTV cameras watch from above'. The dual use of CCTV and mobile phones creates an effective link and the use of the media 'It sounds like a spy film' creates a connection to fantasy. The candidate uses a strong personal voice in asking the question 'I'm asking has it gone too far?' There is a range of coverage in the response - of CCTV, Government tracking, social networking, advantages of tracking, supermarket scanners, records of evidence. These ideas are well managed overall, however the organisation could be clearer - the response is slightly fragmented as the candidate says 'As I mentioned before'. Some material is organised for effect, for example the use of questions to encourage enquiry in the readers. The candidate asks 'If the government can hack accounts what would happen if their system was hacked?' Questions are repeated to emphasise the candidate's concern and to pressure the reader into sharing this, e.g. 'What's the line that is drawn? What is private anymore?'

The tone of concern and worry is effectively created and sustained with the use of adverbs like 'strongly' and the use of hyperbole such as 'on every corner'. A sense of shared understanding is created and sustained by using pronouns such as 'we', 'show what we, as a nation, are buying'. This is also contrasted with the 'expert' personal voice created using 'I' and through use of technical vocabulary that encourages the reader's trust in the writer's view, e.g. 'scanners', 'footage', 'hacked', 'leaking'. The bullets of Level 4 are all met - the candidate does organise the material for effect, and there is effective use of tone, style and register. The candidate does manage information and ideas overall, and there are some structural and grammatical features used for deliberate effect. To move into Level 5 the response needs to be more complex and organised more purposefully. In AO6 the response meets the bullets of Level 2 - there is some varied vocabulary used which is appropriate to the topic. Spelling of the range of words used is correct overall, although some words such as 'secured', 'safety' and 'likely' are misspelt. The punctuation is controlled and sentence structures are used positively for effect. Given the adaptation of sentence structure for effect the mark moves into Level 3.

More accurate spelling and varied punctuation could be used to move the mark higher into Level 3.

**AO5 Level 4 – 17 marks**

**AO6 Level 3 – 8 marks**

## Mark scheme

Question Number	Indicative content
*9	<p><b>Purpose:</b> to write an article for a newspaper – informative and persuasive</p> <p><b>Audience:</b> newspaper readers. Candidates can choose which newspaper they are writing for. Some candidates may adapt their writing to suit the conventions of tabloid or broadsheet newspapers. The focus is on communicating ideas about technology. This may involve a range of approaches and should be compelling.</p> <p><b>Form:</b> the response should be set out effectively as an article; however, candidates may make some use of side-headings and bullet points. Credit should given to those answers that use any stylistic conventions of a newspaper article – this may have various forms but must include a heading, an introduction to the subject, a summary of the issues or ideas being considered, and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• comment on the ways technology can track people, e.g. through use of social networking updates, using loyalty cards means businesses can see what you buy and send you offers</li> <li>• say that technology invades our lives and offer examples of how it does this, e.g. social networking, keeping in touch with friends, text messages, applications on smart phones meaning phone can be used for many different functions</li> <li>• comment on who can use information shared through technology, e.g. the police can use CCTV in city centres to see what people do and where they go, tracking applications can be used by anyone to see where you are, social networking posts can be used by criminals to see when people are on holiday and burgle them</li> <li>• comment on benefits, e.g. a tracking application can help if someone is lost or stranded, using technology means that supermarkets send you offers on things they know you buy or other personal anecdotes</li> <li>• some candidates may give points on both benefits and problems but other candidates may take one side only.</li> </ul> <p style="text-align: right;"><b>40 marks</b></p>

## Writing mark scheme

### AO5

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>provides no rewardable material</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>offers a basic response, with audience and/or purpose not fully established</li> <li>expresses information and ideas, with limited use of structural and grammatical features</li> </ul>
<b>Level 2</b>	5–9	<ul style="list-style-type: none"> <li>shows an awareness of audience and purpose, with straightforward use of tone, style and register</li> <li>expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features</li> </ul>
<b>Level 3</b>	10–14	<ul style="list-style-type: none"> <li>selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register</li> <li>develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear</li> </ul>
<b>Level 4</b>	15–19	<ul style="list-style-type: none"> <li>organises material for particular effect, with effective use of tone, style and register</li> <li>manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text</li> </ul>
<b>Level 5</b>	20–24	<ul style="list-style-type: none"> <li>shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register</li> <li>manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

### AO6

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>provides no rewardable material</li> </ul>
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>uses basic vocabulary, often misspelled</li> <li>uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants</li> <li>uses punctuation with control, creating a range of sentence structures, including coordination and subordination</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>uses a varied vocabulary and spells words containing irregular patterns correctly</li> <li>uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>uses a wide, selective vocabulary with only occasional spelling errors</li> <li>positions a range of punctuation for clarity, managing sentence structures for deliberate effect</li> </ul>

<b>Level 5</b>	13–16	<ul style="list-style-type: none"><li>• uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li><li>• punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li></ul>
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