

GCSE (9–1) English Language 2.0

Paper 1: Non-Fiction Texts
(1EN2/01)

Exemplar Scripts and
Commentaries

November 2022 Series





	Page
Introduction	3
Section A	
Question 1	4–5
Question 2	6–16
Question 3	17–27
Question 4	28–30
Question 5	31–40
Question 6	41–52
Section B:	
Question 7	53–65
Question 8	66–76



Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Language 2.0 Paper 1: Non-Fiction Texts (1EN2/01)
- The responses in this pack were taken from the November 2022 examination series. The question papers and mark schemes can be found on the Pearson website [here](#).
- In this pack you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our English subject advisor on teachingenglish@pearson.com



Section A: Reading

Question 1

Script 1

1 Identify four points the writer makes about the school.

1 School had three most wretched rooms

2 one room was devoted to the girls

3 it's made up with timber, bricks and lath

4 hardly any of the boy can read yet

(Total for Question 1 = 4 marks)

Examiner comment and mark:

This response covers bullet points 3,9,6,11 from the mark scheme

4 marks

Script 2

1 Identify four points the writer makes about the school.

1 The building looks awful at sight

2 planks, timber, bricks ~~and~~ lath and plaster shakes as you walk

3 the school is in a house which is rotting away

4 The school is held in three most wretched rooms

(Total for Question 1 = 4 marks)

Examiner comment and mark:

This response covers bullet points 2,7,5,3 from the mark scheme

4 marks

Script 3

1 Identify **four** points the writer makes about the school.

1 Its ~~in~~ rotting

2 Is a fragile house.

3 The school is poor.

4 ~~Ragged~~ ~~as~~ ~~is~~ Unsettling to be in

(Total for Question 1 = 4 marks)

Examiner comment and mark:

This response covers bullet points 5,7,12 from the mark scheme

3 marks

Script 4

1 Identify **four** points the writer makes about the school.

1 Ragged

2 made from a rotten house

3 It's ~~for~~ for poor children

4 Almost entirely supported by the teachers

(Total for Question 1 = 4 marks)

Examiner comment and mark:

This response covers bullet points 5 and 16 from the mark scheme

2 marks

Question 2

Script 1

2 In lines 2–10, the writer is trying to describe how horrible the Ragged School is.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)

The writer uses the phrase "Saventy pupils; certainly not the elements of a whole suit of clothes". This suggests in the old days saventy people don't have enough clothes. It also suggests during 1843 that they are not rich. Finally this suggests they don't have same clothes different clothes. As a reader this makes me think that how horrible Henry Ragged School would be like in old days.

The writer uses the list of three "in all the strange and dreadful things I have seen in London and elsewhere". This suggests that 1840 is the middle road every where messy. It also suggests that the school is



completely mess as well, Finally it also suggest that
the school is garbage trash. As a teacher this
make thing that the ragged school is horrible.

Examiner comment and mark:

2 points are made but the response is not entirely clear and there is limited evaluation.

Level 1 - 2 marks



Script 2

2 In lines 2–10, the writer is trying to describe how horrible the Ragged School is.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)

The writer successfully achieves describing the school as horrible, I believe, through the mention of gender segregation, "one room is devoted to the girls: two to the boys".

Another way the writer is successful is via describing the rooms to be "wretched" and the house to be "rotten".

Another way is the mention of the pupils not being in uniform, "no such thing as dress among the several pupils".

Examiner comment and mark:

A limited response. The first point about gender segregation is not illustrative of the school being horrible and second and third points are made very simply.

Level 1 - 2 marks

Script 3

2 In lines 2–10, the writer is trying to describe how horrible the Ragged School is.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)

The writer successfully shows how horrible the Ragged School by how badly unkept it was. and how the floors are old and and loud when walking on. This is perfectly presented in the quote 'every plank, and timber and brick, and lam, and piece of plaster shakes as you walk.' This quote successfully shows how bad the building was. The adjective "shakes" show how bad it is because of a simple act of movement ~~marks~~ makes the place where they should be going to learn might make the the classroom break.

Another example of where the writer successfully shows how horrible the ragged ~~is~~ school is. How badly the children are dressed and presented. This is heightened by the quote 'in all the strange and dreadful things I have seen in London and elsewhere anything so shocking is the dire neglect of our

and body exhibited in these children.
 This quote shows how badly they are
 presented. This makes them sound inhuman.
 Because of the phrase "in all the streets
 and dreadful things I have seen in London".
 This shows that ~~so~~ out of all the
 things that person was seen ~~through~~ through
 London and every where this was ~~and~~
 terrible.

Examiner comment and mark:

2 points only - buildings and dress. These points are well made with detailed and appropriate references. (Had there been 3 of this quality, a Level 3 might have been awarded.)

Level 2 - 4 marks

Script 4

2 In lines 2–10, the writer is trying to describe how horrible the Ragged School is.

[Evaluate how successfully this is achieved.]

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)

I believe the writer has successfully described how horrible the school is because he said "three most wretched rooms". The adjective "wretched" describes the rooms as disgusting and horrible. ^{I believe} the writer used the adjective to describe ~~and~~ and convey his image of the rooms to the reader successfully.

~~Another way the writer is successful is~~ ^{Reason why} Another Reason why the writer is successful is because ~~he~~ he used a list to describe how ~~shaky~~ shakky

the house is, "every plank, and timber, and brick, and lath, and piece of plaster shakes as you walk". This suggests that the house is horrible because every plank is rotten. This tells the reader that the house is very poor.

and cannot afford a good house to teach in
 and ~~success~~ also shows how successfully
 the writer describes the school as horrible.

My final point as to why the writer has
 successfully described the school as horrible is
 that the students can't afford to have proper
 school uniform, "there is no such thing as dress
 among the seventy students pupils". This shows
 that the school is horrible ~~not~~ because the students
 don't have enough clothes to keep warm.

Therefore I believe that the writer has very
 successfully described the school as horrible.

Examiner comment and mark:

3 points made but the response does not really go beyond explanation. The references are appropriate and relevant to the comments being made.

Level 2 - 4 marks



Script 5

2 In lines 2–10, the writer is trying to describe how horrible the Ragged School is.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)
The writer shows how horrible this school is by saying "wretched rooms". The use of the adjective "wretched" describes how disgusting these rooms were. Showing what these poor children had to go through and deal with.

Another way the writer describes the school as being horrible is by talking about how ~~everything~~ every part of the building shakes as you walk. "every plank, and timber, and brick, and lath, and piece of plaster shakes as you walk", Dickens' use of a list shows you how much this building is falling apart. This proves ~~that the~~ how horrible this place is.



Dickens describes this school as being horrible, he does this by saying "the school is miserably poor". The use of the adjective "miserably" ~~proves~~^{shows} this place isn't there making anyone happy, proving it's not a nice place.

Examiner comment and mark:

2 reasons are given with clear explanation and appropriate references. (The 3rd reason is outside the line references).

Level 2 - 4 marks



Script 6

2 In lines 2–10, the writer is trying to describe how horrible the Ragged School is.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)

The writer successfully describes how horrible the Ragged school is by using the adjective "rotten". The use of the adjective "rotten" connotes that the building has been infestated ~~by~~ and is standing on its last legs. This makes the reader think that the school is not worthy of being a school and is dangerous to the ~~its~~ pupils.

The writer effectively describes the state of school by telling us how the school is inside and his first discovery. The writer tells us specific thing like "pieces of plaster shakes as you walk." This suggests that the school has been there for some time now and because ~~of~~ the ~~school~~ school is poor it cannot be maintained.



The writer successfully describes how horrible the school actually is by talking about how they do not have ^{proper} ~~any~~ clothing. We know this when he says "I cannot say better dressed for there is no such thing as dress among the seventy pupils." This suggests that the school cannot afford to buy clothing for the pupils and ~~and~~ some of them do not have any at all.

Examiner comment and mark:

There is sound explanation of ideas and references are appropriate. There are 3 reasons with support. All Level 2 criteria are met and there is some evidence of critical evaluation and convincing personal judgement.

Level 3 - 5 marks



Question 3

Script 1

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

The writer uses language to interest the reader by describing the Ragged School in detail using words such as 'strange', 'dreadful' and 'shocking' these words, used as adjectives, are informing the reader that it is a unhealthy environment to be in especially for children and not a place you would expect a school to be. Also these words suggest that they were the first things the writer when he entered the school and would not want that to be a first impression.

The writer also uses language to interest the reader by ^{describing} ~~showing~~ a external image of the school this can be viewed in the quote 'an awful sight' this is suggests it looks ~~and~~ horrible and has never been looked after

Examiner comment and mark:

There is some explanation of language and reference to relevant subject terminology but the comments lack development.

Level 2 - 3 marks

Script 2

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

The writer uses language to interest and inform the reader by using lists. The list is used to describe the school which helps the reader to visualise the school and imagine how horrible it is. The list is shown when it says 'every plank, and timber, and brick and lath, and piece of plaster shakes as you walk'. In the list there is also the repetition of 'and' to show that the school has many issues and to show how horrible it is.

The writer's use language to show that the school is a horrible environment by making the text have a slow pace, this is created by the long sentences which ^{give's} the text a slow pace and ~~pro~~ gives the reader the feeling of sadness.

The writer's also use language to ~~show~~ describe the teachers. This is shown by the rule of three, ^{when} ~~when~~ the writer's say 'The ~~teachers~~ teachers are extremely quiet, honest, good men'. This will inform



the reader on what the teachers are like.

Examiner comment and mark:

There is some explanation of the text but the comments focus on structural points e.g. listing and long sentences although there is some comment on language and its effects. Best fit is Level 2.

Level 2 - 3 marks

Script 3

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

The writer uses a range of different words and phrases to inform ~~the~~ reader and interest the reader. In the first line the writer says 'on a Thursday night, I went to the ragged school; and an awful sight it was.' ~~As to this~~ This line interests the reader because this is the ~~first~~ first line they will read and the writer has already set the scene by saying 'and an awful sight it was!' ~~That~~ The ~~writers~~ choice of language here interests the reader as it gives them the idea ~~the~~ the school is ~~an~~ awful and that it can only get more interesting the ~~farther~~ longer they ~~read~~ read on. In the second line the writer ~~so~~ continues to use negative language about the school to interest the reader. ~~We~~ We see the writer's use of negative ~~the~~ language when he says 'the school is real

In the three most wrecked rooms,
~~the school~~ The word wrecked
 gives ~~us~~ the reader the idea
 the school is in a terrible
 state and a horrific environment.
 This idea is backed by the writer's
 terminology and ~~some~~ phrases as just
 after he says that the ~~school~~
 school is 'on the ~~first~~ first
 floor of a rotten house', the writer
 using these two negative phrases very
 close together sets the scene for the
~~rest~~ reader of a horrific school environment.
 Also the fact that we are told that the
 school is located in a rotten house
 sets the idea for the reader that the
 school is barely surviving, ~~and that~~
~~that~~ also the ~~fact~~ the word rotten
 could imply how everyone involved with
 the school feels about it that
 they have a rotten attitude towards
 the school or the atmosphere in the
 school is rotten. Overall the writer uses
 of language and words and phrases
 informs the reader on how horrific the
 school is and ~~the~~ ~~also~~ ~~the~~ the use language
 interest the reader. (Total for Question 3 = 8 marks)

Examiner comment and mark:

There is some explanation of the text and language used but there is limited use of subject terminology beyond 'negative language'. There is some comment on the effects on the reader. Best fit is Level 2.

Level 2 - 3 marks

Script 4

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

In the text, the writer uses adjectives to interest the reader, and to inform them of what Ragged School is like. Straight away the text states 'I went to the ragged school; and what an awful sight it is.' The word awful conveys how horrible the school is, this will interest the reader because they would want to know more about this awful school. The reader would feel bad for the children as their innocence doesn't deserve to be in a place like this.

The writer also gains the readers interest by the use of ~~the~~ general language when talking about the boys that go to this school. The writer states 'Hardly any of the boys can read yet'. This quote would gain the interest of the reader whilst also informing them of the ~~horrible~~ saddening facts about some of the students. The reader would sympathise for the students because they don't deserve to be in that school.

In the text, the writer gains the reader's interest by the use of adjectives when describing the school. The text states 'The school is miserably poor'. This quote portrays the school's situation and how horrible it really is. This would interest the reader because it conveys the harsh conditions of the school and what life might be like for the students. The reader might feel a lot of sorrow and sympathy for the school as it's a very poor and horrible place.

Examiner comment and mark:

There is explanation of text and language with an appreciation of the effect on the reader. There is some use of subject terminology, although this is not always accurate.

Level 2 - 4 marks

Script 5

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

The writer uses language to interest and inform the reader by saying what ~~was~~ the first thing they thought of when they saw the school. "They do this by saying "The Ragged School; and an awful sight it is". The adjective "awful" means that something is so hideous that you don't even want to look at it. The reader will get drawn in by this because it will make them wonder how horrible things were in the past, while it ~~was~~ also ~~plant~~ paints a picture in the readers head of what it could of looked like.

Also the writer ~~uses~~ talks about "the dire neglect of soul and body". The verb "neglect" mean the children are being miss treated towards ~~there~~ ^{their} education. This is keeping the reader interested and informed because ~~the writer is~~ ^{the writer is} telling the reader how the children are being treated but also ~~mean~~ making us want to read on to ^{know} see if things are good for them in some areas.



~~However~~

However the writer does not just talk about how horrible the school is but also talks about some good things about this ragged street school. "To tell us this the writer says, "with some distinction between ~~right~~ and wrong". This tells us that having good behaviour in the school and in society is better than being able to read and write. Using "distinction" for the pupils learning the rights from the wrongs, means that they had to learn this before anything else. Up to this point the reader has ~~been~~ been interested and informed about how awful the students and building are, but now the writer changes the readers focus to some positives of the pupils lives at the Ragged School.

Examiner comment and mark:

There is some exploration of the text and the effect of language on the reader. The response covers a range of points and the point in the final paragraph, about the distinction between right and wrong, shows exploration of how language is used to achieve effects. There is some use of subject terminology.

Level 3 - 5 marks

Script 6

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

The writer uses an listing to show the terrible condition of the ragged school as Plaster and now it is destroyed ~~that is not~~ ^{as} Planks, and timber, and brick, and lath... " This conveys that the school is wrecked ~~as it~~ and its ~~not even worth living as it is~~ ~~even worse than~~ barns as everything is destroyed this is seen through the alteration Planks and plaster which suggest that the school is extremely weak and damaged that it can be dangerous as someone can fall or get hit by a plaster and ~~the~~ the planks can also injure someone therefore the readers feel terrible for the childrens ~~as~~ that go and learn their as they can be seriously injured.

~~and~~ Furthermore, The writers presents the idea that of an inequality as they are were ^{none} ~~more~~ male teachers and this is seen through the role of three " quiet, honest, good men." The positive adjective suggest that teachers were friendly ~~to~~ and showed kindness, which is

seen through the adjective 'honest' therefore it shows that ~~and not only for~~ the school teachers were good nice and they were also thoughtful, However, this ~~is an inequality here~~ the inequality is seen through the 'man men' which suggest that females at that time were neglected ~~therefore~~ ~~is not~~ were not allowed to learn, thinking, ~~is portrayed to the readers that that~~ it ~~appeals to many male readers~~ ~~appeals to many male~~ appeals to many male teachers.

Another reason that shows that ~~the~~ the ragged school is terrible and that it was not able to afford any money anything to ~~pay~~ fix the school as the ~~poor~~ negative adverb 'miserably poor,' suggest that school was ~~not~~ extremely poor and couldn't ~~help~~ ~~for~~ afford the payment for it to be ^{repaired} ~~repaired~~, this suggest the ~~adverb~~ 'miserably' suggest that the school was not a happy place happy or hygienic place as everything was dismantled and ~~none of~~ ~~the children~~ ~~revere~~ ~~reads~~ readers feel sympathetic towards the children as they have to live in the ~~poor~~ terrible condition and ~~can't~~ do anything ^{about it} ~~about it~~.

(Total for Question 3 = 8 marks)

Examiner comment and mark:

There is some exploration of the text and how language is used and the effect on the reader. The selection of references is appropriate and support the points made. There is use of relevant subject terminology to support points made.

Level 3 - 5 marks



Question 4a

Script 1

4 (a) From lines 1–8, identify **two** things the writer says about the school.

(2)

1 It ~~was~~ was large

2 Children would sing hymns there

Examiner comment and mark:

This response covers bullet points 5 & 3 from the mark scheme

2 marks

Script 2

4 (a) From lines 1–8, identify **two** things the writer says about the school.

(2)

1 "Upon going up the yard I soon found a large school".

2 "I went in and found myself in a large, lofty, well lighted and ventilated room."

Examiner comment and mark:

This response covers bullet points 5, 6, 7 & 8 from the mark scheme

2 marks

Script 3

4 (a) From lines 1–8, identify **two** things the writer says about the school.

(2)

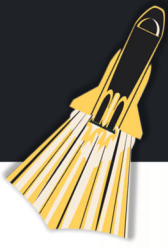
1 'walls were all hung with large maps, diagrams, ~~and~~ scripture prints, lesson boards, etc.'

2 'large school'

Examiner comment and mark:

This response covers bullet point 5. The 1st point out of passage.

2 marks



Question 4b

Script 1

(b) Read this extract.

The walls were all hung with large maps, diagrams, scripture prints, lesson boards, etc. Sitting on forms and at desks were scores and scores of children, some decently and respectably clothed, but the majority of them, I am sorry to say, were in a state which is a short remove from total nakedness—~~no shoes, no stockings, etc., and what little clothing they had seemed nothing but a mass of shreds and patches,~~ filling the mind of the spectator with wonder how they could possibly hold together on their bodies.

From the extract, identify **two** ways the writer shows how poor the children are.

(2)

- 1 they had no shoes
- 2 they had no stockings

(Total for Question 4 = 4 marks)

Examiner comment and mark:

This response covers bullet points 3 & 5 from the mark scheme.

2 marks

Script 2

(b) Read this extract.

The walls were all hung with large maps, diagrams, scripture prints, lesson boards, etc. Sitting on forms and at desks were scores and scores of children, some decently and respectably clothed, but the majority of them, I am sorry to say, were in a state which is a short remove from total nakedness—no shoes, no stockings, etc., and what little clothing they had seemed nothing but a mass of shreds and patches, filling the mind of the spectator with wonder how they could possibly hold together on their bodies.

From the extract, identify **two** ways the writer shows how poor the children are.

(2)

- 1 no shoes, no stockings
- 2 a mass of shreds

(Total for Question 4 = 4 marks)

Examiner comment and mark:

This response covers bullet points 3 & 5 (both in the first answer) from the mark scheme.

2 marks



Script 3

(b) Read this extract.

The walls were all hung with large maps, diagrams, scripture prints, lesson boards, etc. Sitting on forms and at desks were scores and scores of children, some decently and respectably clothed, but the majority of them, I am sorry to say, were in a state which is a short remove from total nakedness—no shoes, no stockings, etc., and what little clothing they had seemed nothing but a mass of shreds and patches, filling the mind of the spectator with wonder how they could possibly hold together on their bodies.

From the extract, identify **two** ways the writer shows how poor the children are.

(2)

- 1 'majority of them were in a state which is a short remove from total ~~naked~~ nakedness'
- 2 'what little clothing they had seemed nothing but a mass of shreds and patches'

(Total for Question 4 = 4 marks)

Examiner comment and mark:

This response covers bullet points 4 & 6 from the mark scheme.

2 marks

Script 4

(b) Read this extract.

The walls were all hung with large maps, diagrams, scripture prints, lesson boards, etc. Sitting on forms and at desks were scores and scores of children, some decently and respectably clothed, but the majority of them, I am sorry to say, were in a state which is a short remove from total nakedness—no shoes, no stockings, etc., and what little clothing they had seemed nothing but a mass of shreds and patches, filling the mind of the spectator with wonder how they could possibly hold together on their bodies.

From the extract, identify **two** ways the writer shows how poor the children are.

(2)

- 1 nothing but a mass of shreds and patches.
- 2 wonder how they could possibly hold together their bodies.

(Total for Question 4 = 4 marks)

Examiner comment and mark:

This response is copied and is not specific to the question

0 marks

Question 5

Script 1

5 Read this extract.

I cannot proceed with this account of my visit to the George-yard Ragged School and Church, without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works.

"In fact, sir," said he, "we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain."

In the extract the writer tries to show that the superintendent is a caring teacher.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

The ~~quote~~ quote "my warm admiration of the superintendent" this shows that ~~he~~ he has earned the respect ~~that~~ and to tell someone that you have admiration for them they must have done something good as well as tell the truth and mean what they say.

Examiner comment and mark:

Only one reason is given, with limited reference and judgement. All Level 1 criteria are met.

Level 1 - 2 marks

Script 2

5 Read this extract.

I cannot proceed with this account of my visit to the George-yard Ragged School and Church, without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works.

"In fact, sir," said he, "we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain."

In the extract the writer tries to show that the superintendent is a caring teacher.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

In the extract, the writer has successfully shown that the superintendent is a caring teacher. The extract states 'The love he shows to the unfortunate children committed to his care is great'. This quote proves that the writer has successfully show that he is a caring teacher. Another reason why the superintendent is caring is because he describes his 'love for the children ^{consisted} his strength'. This means that the only way he keeps going is because of the children.

Examiner comment and mark:

2 reasons are given but the explanations (especially the first one) are limited.

Level 1 - 2 marks

Script 3

5 Read this extract.

I cannot proceed with this account of my visit to the George-yard Ragged School and Church, without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works.

"In fact, sir," said he, "we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain."

In the extract the writer tries to show that the superintendent is a caring teacher.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

The writer successfully shows that the superintendent is a caring teacher by him being described as 'The love shown to unfortunate children committed to his care'. This shows us he is a caring teacher by him looking after his unfortunate children. The writer uses a contrast in words by using the word love with positive connotations with unfortunate with negative connotations, by doing this the reader feels for the children successfully making him a caring teacher.

The writer successfully shows the superintendent is caring as describing the Superintendent to 'take affectionate ~~care~~ interest in his welfare'. The word affectionate shows us that he is very loving. The writer describes him as caring for the child's welfare showing he ^{successfully} sincerely cares about his students.

The writer successfully shows us that the superintendent is caring by showing he 'teaches the student love'. This shows he cares for the student successfully because he cares about their welfare and teaches them love.

Examiner comment and mark:

3 reasons are given. References are relevant to the comments and there is some reasonably clear explanation. However, the focus is more on the success of the teacher than of the writer.

Level 2 - 3 marks

Script 4

5 Read this extract.

I cannot proceed with this account of my visit to the George-yard Ragged School and Church, without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works.

"In fact, sir," said he, "we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain."

In the extract the writer tries to show that the superintendent is a caring teacher.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

The writer successfully shown how the Superintendent is a caring teacher. This is shown when he says "we take a boy and entirely uncultivated as it were from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him." This shows how kind, heartwarming and determined he is.

Another way the writer successfully shown how the Superintendent is a caring

teacher. This is shown when it says "The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally." This shows the affection that he puts towards the kids always comes back to him.

The writer successfully shows how the superintendent is a caring teacher: "he told me that in love for the children consisted his strength and the means whereby he works." This shows that the children are the only reason he gets up in the morning

Examiner comment and mark:

3 reasons are given but quotations are lengthy and although explanations are fairly clear, they are brief.

Level 2 - 3 marks



Script 5

5 Read this extract.

I cannot proceed with this account of my visit to the George-yard Ragged School and Church, without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works.

"In fact, sir," said he, "we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain."

In the extract the writer tries to show that the superintendent is a caring teacher.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

In my opinion the writer successfully shows that the superintendent is a caring person, this can be shown in the quote 'his care is great' this suggests to the reader that even through the childrens outside looks he only cares about whats inside and cares for all the children who ^{attend} attend the school. The word 'great' shows that the children appreciate his care and enjoy the superintendent being around them.

The writer also successfully shows the superintendents care is good by the quote 'they appear to love him equally' this suggests to the reader that his care is good because the children love him



equally, this means that there is a good relationship between the children and the Superintendent and further shows that the children do enjoy attending the Ragged school.

Examiner comment and mark:

2 reasons are given, with appropriate references and clear explanations.

Level 2 - 4 marks



Script 6

5 Read this extract.

I cannot proceed with this account of my visit to the George-yard Ragged School and Church, without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works.

"In fact, sir," said he, "we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain."

In the extract the writer tries to show that the superintendent is a caring teacher.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

The writer is successful at showing the reader that the superintendent is a caring teacher by showing them how the children love him back. As life was very dull for the children of poverty by ~~showing~~ ^{telling} the ~~reader~~ ^{reader} "they appear to love him back." so this ~~has~~ means he must do alot to get that respect.

Another way the writer is successful at showing us that the superintendent is a caring teacher is by showing the reader the morals of the school. this is shown when ~~explains~~ ^{explains} how "his own benefit to remain." this ~~explains~~ ^{implies} implies that

he is not even doing it for ~~his~~ himself
~~whereas he~~ but he is doing it
 for the young boys.

Another way the Superintendent was shown
 as caring is by telling us that even he
 had love for him. "Without expressing my
 warm admiration of the Superintendent" through
 telling the readers that even he had
 love for him implies that he must be
 a very respected man who has done alot
 for the community and ~~is~~ has shown that
 he is not selfish and loves giving
 back.

Examiner comment and mark:

3 reasons are given. All Level 2 criteria are met and there is evidence of developing critical evaluation in the third paragraph.

Level 3 - 5 marks

Question 6

Script 1

6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Ragged School benefits all poor children.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

In my opinion the ragged school benefits most poor children who attend. They all like their teacher. The teacher enjoys teaching them. ~~The~~ How the ragged school ~~is~~ ~~is~~ portrayed it doesn't sound much different to schools of today.

Personally I agree with the opinion ~~some~~ somewhat. Not ~~fully~~ fully agree but definitely don't disagree.

Examiner comment and mark:

This is a limited response which meets all Level 1 descriptors.

Level 1 - 2 marks

Script 2

6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Ragged School benefits all poor children.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

I fully agree with this statement as the writer says that the superintendent cares and loves his pupils and they seem to love him back despite of how poor and unfortunate they are, his love and care benefits all poor children at the school because they know that the people in the school ~~care~~ care about them.

the bond the poor children have with the superintendent benefits them because it makes the children feel comfortable in the school since they have a bond with the superintendent even though they are poor.

the care the superintendent has with the poor children benefits them as the last boy who lost received a job in a large office and earns seven shillings a week due to his great care and for a poor person that is better than nothing.

Examiner comment and mark:

There are straightforward but also quite repetitive comments. Some judgements made. There is insufficient substance in the response to approach Level 3 so it is placed at the bottom of Level 2.

Level 2 - 3 marks

Script 3

6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Ragged School benefits all poor children.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

In my opinion I do not agree with this. Because of they have nice facilities which shows that not only poor children go there. This is shown in the ~~text~~ quote. 'I went in and found myself in a large and ~~light~~ well-lighted and ventilated room. This quote shows that they have nice facilities which implies that not only poor children go to that school its a mix

Another example of where it ~~precisely~~ shows that the school doesn't only have poor students. It ~~was~~ that some of them are dressed nicely while the others are dressed in rags. This is shown in the quote. 'Some decently and respectably dressed' this quote ~~is~~ successfully shows



that it wasn't only poor children
it was a mixture

Examiner comment and mark:

There is a straightforward (though slightly questionable) opinion offered here and references are valid but within a narrow range. The response is not limited and is therefore placed at the bottom of Level 2.

Level 2 - 3 marks

Script 4

6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Ragged School benefits all poor children.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

~~The writer says~~ ~~he~~ "but I was astonished at the amount of proficiency exhibited by the children - some of them were infants"

the writer says "some decently and respectably clothed, but a majority of them were in a state which is a short remove from total nakedness." He shows that the majority of the children that went to this school were poor which supports the statement that the school benefited all poor children.

it also says "some of them were infants" the word infant suggest children under 5 which shows that the school benefits all poor children no matter of age.

the writer describes the school having scores and scores of children this shows that there were a lot ~~of~~ of them



and the write has already said that the majority of them were poorly clothed which suggest that most of them are from the poorer families which suggest that the school benefits all poor children, even those without shoes, socks or barely a shirt.

Examiner comment and mark:

The first reference doesn't quite support the point made but generally the response offers a reasonable range of straightforward comments and judgements on the text. All Level 2 criteria are met.

Level 2 - 4 marks



Script 5

6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Ragged School benefits all poor children.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

I don't believe the opinion is completely true. As they are unable to make sure those children are ~~not~~ dressed properly. This is shown when the writer describes the state there in as "a sort remove from nakedness". This clearly showing the children aren't cared for fully.

However, I partly agree with this opinion as the children are clearly shown to be loved and cared for by the Superintendent. Due to the fact he ~~that~~ is described as showing a "great" love for the boys.



Also, ~~the~~ I partly agree with this ~~st~~ opinion due to the fact the ~~superintendent~~ Superintendent also states how he "take an interest affectionate interest in his welfare" which again shows that the children are clearly cared for.

However, ~~the~~ I agree with this opinion due to the efficient teaching shown in the extract. The writer stating "I was astonished by the amount of proficiency exhibited by the children." showing how well they are taught.

Finally, I also agree with this statement due to how ~~much~~ the superintendent states "The last boy that left me 'im glad to say was a excellent situation." This showing how the teachers great care



pays off. By caring about there
educations.

Examiner comment and mark:

There is sound explanation of ideas and opinions, with sound personal judgements supported by relevant references. It is not moving towards analysis and is therefore placed in the middle of Level 3.

Level 3 - 6 marks

Script 6

6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Ragged School benefits all poor children.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

I strongly agree that Ragged school benefits all poor children ^{because} the writer shows that they get variety of choice to make ~~and~~ and can learn different things as they were all hung up on the wall, this is seen through the listing of large maps, diagrams, scripture prints, lesson boards, etc. This suggests that so many children who don't get to learn can study as they can grow wide range of skills that can help them grow. The ~~words used~~ ^{use of} the ~~words~~ ^{use of} adjectives such as 'maps, scripture, boards' highlights the wider possibilities children get to learn. ~~and this shows~~ This makes me think that ~~the ragged school~~ the ragged school will benefit poor kids as they can learn wide range of stuff.

Furthermore, the writer presents the idea that the ragged school will have an positive impact on poor children as the superintendent himself treats children with respect and care for all of them, as in the middle of the

"It says that 'the love he shows to the unfortunate children committed to his care is great.' This highlights that the superintendent ~~cares for~~ treats everyone equally and is not biased but also therefore no ~~stricken~~ poor children will be left out and as all of them will have a ~~at~~ chance to learn, this is seen through the positive adjective 'love and care.' which shows that the ~~superintendent~~ superintendent is kind hearted and careable ~~to~~ to all children, this makes me think that all poor children should visit the Ragged School as its ~~the~~ superintendent is nice towards everyone and teaches them ~~to~~ well.

Towards the end of extract the writer uses direct speech to show that the poor children will benefit if they go to Ragged School as they can learn communication skills ~~which is seen~~ ~~that~~ as in the end of the extract it says that 'very great pleasure, the highest accolade of him is a great reward for all care.' This the listing of direct speech suggest that ~~he~~ he takes care of all of the children alone and ~~that~~ he ~~does~~ it with dignity and honour as he ~~all~~ all of the children alone him. This is seen

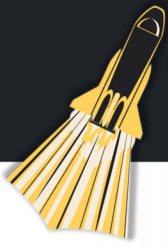


through the adjective 'pleasure' and 'great reward' ^{positive}
 for all our care. This suggests that all the
 children are ~~st~~ ^{experiences} grateful to
 have him as he is a great teacher, but
 also cares and treats everyone the same,
 This makes me think that ^{all} the poor
 children will benefit if they go to ragged
 school as they can learn and develop new
 skills but also will be treated kindly
 and respectfully therefore ~~it~~ they won't be
 neglected.

Examiner comment and mark:

This is quite a detailed response, with appropriate references. It is a little repetitive at times but all Level 3 criteria are met and it edges into Level 4 as it begins to offer critical evaluation of a range of ideas.

Level 4 - 8 marks



Section B: Writing

Question 7

Script 1

Chosen question number: **Question 7** **Question 8**

Plan your answer to Section B here:

Does School prepare us For Life?	
Does	Doesnt
Helps us read, write, Listen, learn Skill, get A Job	Doesnt Actually Not doing what we are interested in cant learn about tax and bills cant learn to drive/Skills needed for adult life

Write your answer to Section B here:

Does School prepare us For Life?

I think it does to a point because at school they teach you how to read and write also how to listen and learn which you have to have to get a job.

However it teaches you how to be a teenager in the real world not an adult. You don't learn about taxes, bills, rent so on.



So I understand where my fellow student is
coming from but also you have to
learn basics first and that ~~the~~ school does.

Examiner comment and mark:

AO5 - Although this is a very brief response, it is not basic. All Level 1 descriptors are met and there is some ability to communicate ideas clearly. It edges just into Level 2.

AO6 – Within a narrow range, the response demonstrates some control of sentence structure and spelling is accurate.

AO5 - Level 2 - 5 marks

AO6 - Level 2 - 5 marks

TOTAL for question 7 - 10 marks



Script 2

Chosen question number: **Question 7** **Question 8**

Plan your answer to Section B here:

Write your answer to Section B here:

I believe schools should target everyone differently as exams might not be for everyone. This will also lead onto on to my next point about, why should we be put into year groups dependant on our age? After all everyone learns at different speeds.

So then, what should be taught?
I believe that along side the basic maths, English, and science, other lessons such as life lessons should be taught. This would then be beneficial because it would prepare young people to go



out into the world.

Although life lessons should be taught, I still believe that school should teach other subjects because after all would you want a doctor who doesn't know what they're doing???

The school system is designed to see who will get a higher paying job and who will get a lower paying job. Most people believe that this depends on how much work you put in at school, but as I previously stated, the school system is not designed for everyone.

Although you may think that you don't learn anything useful at school, throughout day to day life some of this may come in handy. Such as when you go to the shops or if you go abroad.

Examiner comment and mark:

AO5 – Ideas are ordered and the response demonstrates some ability to communicate clearly, with straightforward use of tone, style and register. It meets all Level 2 descriptors.

AO6 – Again, all Level 2 descriptors are met and there is sufficient variety in vocabulary and sentence structure to move it just into Level 3.

AO5 - Level 2 - 9 marks

AO6 - Level 3 - 8 marks

TOTAL for question 7 - 17 marks

Script 3

Chosen question number: Question 7 ✖ Question 8 ✖

Plan your answer to Section B here:

Write your answer to Section B here:

Does School Prepare us for Life?

60% of kids agree, why is this?

Most people will say this because school is just a place so the system works.

How do I know this you may ask, well think about this why does school teach you and spend so ~~much~~ ^{money} ~~time~~ ^{on} teaching you a subject which is completely useless to your dreams. Why don't schools teach you tax's and how to become



rich. ~~this is because~~ Some even say they teach you the opposite to what you need to become successful, I am ~~not~~ here today writing what I think should be included in 22/23 School year curriculum.

1. Money Making (Business extended)

So obviously Business in Schools teach you basics like doing powerpoints ect... but I think an area they could improve on is going into depth on how to gain money, everyone knows the basic like getting a job but, what about all the other methods. Crypto for instance, "the next big thing" some say, if it is really going to take over why have do they schools not already ^{educate} teach ~~about~~ today's teens on how to trade crypto and potentially live a life of luxury.

2. Customer Service

In today's world you're always going to have to deal with others while you're working, so I think schools should add something new and teach the youth how to deal with ~~as~~ customers respectfully and in the correct manner. I believe this will give the child a great head start in the working life as too many people will lose opportunities as they are too shy or are rude to other people.

3. More work experience

If you're anything like me you can't learn in a classroom environment. I like to do things more hands-on and I find that I learn better this way. I want schools to join a program where school kids year 8-11 go on work experience once a week or month. I think this would benefit the kids as they are getting real experience of what work really is.

4. Change exam System

~~lets~~ Lets be honest exams are really stressful especially if you are year 11, you've completed 11 years of school for it all to come down to a few exams. And especially if you take into ^{account} ~~account~~ that at 16 years old they are going through a tough time dealing with ~~with~~ their emotions and all of the changes. So I think it is unfair to have it all rely on those exams, in my opinion the same system as the US would not be a bad choice. I like their system as it means you have to pass each year to move to the next. This is better than the one as they ~~do~~ get used to having to pass as they have had to do it every year.

Examiner comment and mark:

AO5 – This response meets all Level 3 criteria and demonstrates elements of Level 4 in that an effective tone is adopted in places and structural and grammatical features are beginning to be managed deliberately across the text.

AO6 – The response demonstrates variety in the use of vocabulary and sentence structure. However, there are also frequent errors. A 'best fit' places the response securely in Level 3.

AO5 - Level 4 - 16 marks

AO6 - Level 3 - 9 marks

TOTAL for question 7 - 25 marks

Script 4

Chosen question number: **Question 7** **Question 8**

Plan your answer to Section B here:

Does school prepare us for life?
 - No!
 - You have to do silly exams like the one I am doing now, which will not help me in the real world.

Write your answer to Section B here:

Does school prepare us for life?

Some people say that they did not learn anything useful at school, such as how to manage money, cook and look after themselves. Other people point out all the fascinating facts and ideas that they learned at school. So what should be taught at school and why?

Here's what I think. My simple



answer to this question is no school does not prepare us for life. I don't care what anyone says, school does not prepare ~~us~~ us for life, it is as simple as that.

My father, who has been a working class man all his life, has said to me many times that school did not benefit or prepare him for life. He also ~~says~~ repeatedly states that he learnt more when he left school. My late mother also stated this as well. Furthermore, they both hated the idea of exams (as do I) and think that the curriculum needs changing.

I cannot emphasise enough to you how much school does not prepare us for life and the real world. I think it all needs changing and exams need to be abolished! My main problem with



exams is that they have nothing to do with the real world and have no benefit for the people doing them. ~~My late mom works~~

My late mom worked at the local borough council for 30 years in accountancy. She never did any exams while working there, only at school. So why do we have to do them? If ~~you~~ you do not have to do them at your workplace. Because my mom was an accountant, she taught me how to manage my money - not school. My dad works full time and gets his hands dirty. He has taught me how to look after myself - not school. My nan and granddad taught me how to cook properly - not school. So this shows that school does not prepare us for life at all.

Examiner comment and mark:

AO5 – This is a lively response which selects appropriate material and communicates clearly and effectively. All Level 3 descriptors are met but the range of ideas is relatively narrow.

AO6 – There is a range of punctuation for clarity and sentence structure is controlled and varied. Only occasional errors are made.

AO5 - Level 3 - 14 marks

AO6 - Level 3 - 12 marks

TOTAL for question 7 - 26 marks

Script 5

Chosen question number: **Question 7** **Question 8**

Plan your answer to Section B here:

Does School Prepare us for life?

1. ~~You~~ think it doesn't.
2. doesn't tell you how to pay mortgages, buy a home.
3. outdated schooling system.
4. useless information
5. no real world experience

Write your answer to Section B here:

Does School Prepare us for life?

Some people say they did not learn anything useful at school. Other people point out all that school has done for them. So what should be taught at school and why? Here's what I think, personally I believe school teaches you absolutely nothing important. They should teach you well I don't know maybe something you will use later in your life? Instead of how to get a mortgage or how to invest property, how to manage money even how to cook your own meals they pump your brain day in and day out

about mitochondria or Jekyll and Hyde. Can you remember the last time you needed Pythagoras theorem to pay your taxes? I didn't think so.

Most of this comes down to the system being outdated. Schooling hasn't changed since the industrial revolution and it was a way to pump out factory workers. School doesn't teach you to run a business or get a loan. It brain washes you into becoming another worker. Stripping all personality from students and bundling them into one group.

Students are often denied their basic human rights too. Told when and when not to speak, told what to think, told when and when not to use the bathroom. When they can drink, what they can drink. It is breaking down a child's soul for 10 years then stuffing him into a dead end job. With no real world experience.

I believe schools should be reformed and educate children on real matters.

Examiner comment and mark:

AO5 – Although this response is not developed in great depth, it is lively and confident, with an effective tone. It touches on each of the bullet points in Level 4 and is therefore given a mark in the middle of the level.

AO6 – There is secure use of grammatical features for purpose and effect. Although occasional errors are made, these do not detract from the overall sense of control.

AO5 - Level 4 - 17 marks

AO6 - Level 4 - 13 marks

TOTAL for question 7 - 30 marks

Question 8

Script 1


Chosen question number: **Question 7** **Question 8**

Plan your answer to Section B here:

Title
 Course choices,
 the support we provide,
 aim for all
 different types of
 people and interests.
 to push you
 to achieve your
 goals.

Write your answer to Section B here:

The choice is yours: advice about
 courses and training for people after
 the age of 16.
 The website 'Young Dreams' is
 making a big change in our
 local community. A quote from Janet
 Smith: "My daughter Mellisa used this
 website and she took the course
 recommend got her qualifications and
 is now training to work her dream
 job."



This website has over 100+ courses, training, and work experience. Children over the age of 16 (our young community) are getting jobs and careers they dreamed of getting. 78.6% of young people aged 17+ are on this website taking courses and working hard to get degrees and qualifications.

This website provides ~~best~~ 1 on 1 support, for those who struggle and find it difficult to learn or understand. No matter who you are or your interests they have something for you!

Do you want to take a course and achieve your dream goals?

We'll get logged onto ^{'young dreams'} ~~the choice~~

We can help you achieve your goals, you can change the world!

Examiner comment and mark:

AO5 – Quite a short response, couched as an advertisement for the website. It communicates reasonably clearly but does not address the purpose of the writing. It does show some awareness of audience.

AO6 – All Level 2 descriptors are met and there is sufficient variety in vocabulary and sentence structure to move it just into Level 3.

AO5 - Level 2 - 8 marks

AO6 - Level 3 - 8 marks

TOTAL for question 8 - 16 marks

Script 2

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

Advice about your courses ~~~~~
 - What courses
 ~~~~~  
 ~~~~~  
 ~~~~~  
 - Interests + abilities  
 ~~~~~  
 ~~~~~

Write your answer to Section B here:

~~Advice~~ The choice is yours: advice about courses and training for people after the age of 16.

What is available:

If you are over the age ~~of~~<sup>of</sup> 16 you may be wondering what you do now. Well here we offer many & different ~~courses~~ courses such as:

- Brickworking,

- I.T,

- Childcare,

- Motor Vehicle Repair.

That is just a few options that you can pick from. Not only can you take on a course but we provide apprenticeship opportunities as well.

What interests and abilities will help with:

Your interests and abilities can help a lot with your future. For example if you have an interest in cars you may apply for motor vehicle repair courses but since it is a ~~big~~ popular ~~course~~ subject it may be hard to get accepted. However, if you prove and show your dedication ~~in~~ to getting in you could get a guaranteed spot on the course.

How your choices can affect your future:

Depending on ~~the~~ <sup>the</sup> course you pick, it will



assess your future. Such as completing  
brickwork could land you a job in  
construction of I.T can get you a computer  
based job or could get you a job at a  
Mega Corporation, such as google.

**Examiner comment and mark:**

**AO5** – This shows an awareness of audience and purpose and some ability to communicate clearly. It uses a straightforward tone, style and register.

**AO6** – All Level 2 descriptors are met and there is sufficient variety in vocabulary and sentence structure to move it just into Level 3.

**AO5 - Level 2 - 9 marks**

**AO6 - Level 3 - 8 marks**

**TOTAL for question 8 - 17 marks**



### Script 3

Chosen question number: **Question 7**  **Question 8**

Plan your answer to Section B here:

Write your answer to Section B here:

~~Whether~~ schools over

If you're 16 or over then school will have ended for you so in this article I'm going to give you some options on what you can do next.

Whether you're looking for money straight away or if you want a further education which you

Want to take to university?  
 It doesn't matter! Everything will  
 be as easy as putting your  
 clothes on in the morning here!

## College

In college there are so  
 many different options for  
 you to choose from. If  
 you are looking for further  
 education then choosing something  
 like A-levels or a B-Tec  
 for your course is definitely  
 the right choice for you. However  
 if your heart is set on  
 money making straight away  
 then an apprenticeship is  
 what you need. Recent reports  
 say that 49% of students  
 who pick an apprenticeship really  
 enjoy it and don't change  
 it.

## The Future

once you have picked your course it shouldn't be too long before you complete it, only a couple years! After this you can try to find a job with the skills you have now or you can go to university to further improve your skills. ~~Maybe~~ (75% of students choose to go to university after college). However 60% of them students take a year off studying before they go to university. Maybe you chose an apprenticeship. Well in that case you should have properly started your job and now will be receiving a better wage as so I wish you luck.

### Examiner comment and mark:

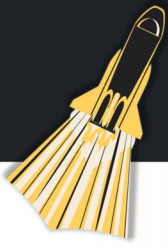
**AO5** – A clear ability to communicate, addressing the audience in an appropriate way. Develops and connects appropriate information and ideas with a clear structure and use of rhetorical devices.

**AO6** – Uses a varied vocabulary and punctuation with a range of sentence structures. It fulfils all Level 3 criteria

**AO5 - Level 3 - 12 marks**

**AO6 - Level 3 - 10 marks**

**TOTAL for question 8 - 22 marks**



## Script 4

Chosen question number: **Question 7**  **Question 8**

Plan your answer to Section B here:

P1 - intro  
 - why we are good  
 - who are we  
 - purpose.

P2 - what we have to offer  
 - courses

P3 - importance of your choices  
 - make it feel personal  
 - your choices

P4 - Beth  
 - her story  
 - Surgeon

P5 - future  
 - how we can help  
 -

Write your answer to Section B here:

The choice is yours

advice ~~of~~ ~~and training~~ for about courses and training for people after the age of 16

Who are we?

We are a group of qualified helpers who ~~are ready to help~~ feel the importance <sup>that</sup> ~~that~~ young adults should have the freedom to make their own life long choices in which career ~~they~~ they would like to go into. Our team of 18-30 year olds know the importance of going

into a ~~career~~ career that they, themselves want to do. They have been in your position. They know the feeling. Are you struggling on what career you want to do? Maybe you need work experience. We can help you, you have come to the right place.

Throughout the years, our co-founder, ~~Charles~~ Charles Darwin spent ~~years~~ years of research, ~~determined~~ <sup>find out</sup> determined to ~~find~~ research how young adults wish to proceed in the future. He discovered that 5% of young adults know or have an idea of ~~where~~ <sup>what</sup> they want to do with their lives. But Charles had a dream. He was going to change this! He wanted to inspire the 95% that it was not too late to decide. And that is why we are here today. To continue his ~~part~~ mission.

What do we have to offer

We have a ~~a~~ variety of your questions we can answer. From free work experience to a one to one ~~a~~ video ~~or~~ call or meet ups to help calm your worries. So what happens if you don't know where you want to go in life? We will start with simple things



like your hobbies. Your hobbies are the most important when finding your career as you want a job ~~to~~ that you enjoy.

~~to~~ We have helped many young adults throughout the years but one that really stood out was Beth. Beth was a 17 year old woman who ~~just~~ just like most of you readers, <sup>had.</sup> ~~had~~ a dream. Beth dreamed of being a Surgeon. However Beth grew up in very poor conditions - people constantly laughing at her. But Beth had ~~set~~ her mind set on one thing, <sup>only</sup> becoming a Surgeon. Beth found ~~us~~ our site, ~~got~~ the work experience she needed and is now living her best life, ~~is~~ working in the job she always wanted.

You may be wondering why is this important now? Simply because your future matters. The choices that you make now, will impact you for the rest rest of your life. So why not start now?

If you would like to book an appointment please contact careers1@bhammail.com or ring 071234 567890.

**Examiner comment and mark:**

**AO5** – Secure ability to communicate clearly and effectively with a consistent and effective style appropriate to the audience. The example of a student’s experience adds interest. The response is well organised leading to the final invitation to contact.

**AO6** – there is use of a wide vocabulary with occasional errors. Punctuation is used for effect (see paragraph about Darwin).

**AO5 - Level 4 - 18 marks**

**AO6 - Level 4 - 11 marks**

**TOTAL for question 8 - 29 marks**