



Delegate Booklet – Exemplars for Marking

Course Title

Pearson Edexcel GCSE English Language 2.0: How to Apply the Mark Scheme
– Paper 1

Course code

1EN2-23O8



Marking Exercise 1

Script 1 – Paper 1 Q3

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~~ ~~In lines~~ In the very beginning of the text, the writer uses a ~~short sentence~~ declarative. "Last night's crowd was the largest ever in the Garden at any sporting event." The use of the hyperbole 'largest' suggests a great, colossal ^{crowd for the} event. It ~~so~~ conveys ~~a~~ the ~~bicycle~~ ^{event has} bicycle to be the biggest crowd yet. This interests and informs the reader by ~~a~~ telling them that the event is extremely popular. This suggests a national ~~bike~~ fondness of the event, which the reader may not want to miss out on.

Another way the writer uses language to interest and inform the reader is the consistent use of adverbs from line 2 two to line seven. "Immediately", "hopelessly", "invariably", "suddenly". This semantic field suggests to the reader there is a sense of danger within the race which can interest them. This informs the reader that the bicycle race is much more thrilling and ~~important~~ has a lot more suspense which is driven by the danger factor of the race. It demonstrates how little control the riders have over their bike and the ~~situational~~ ^{adrenaline} ~~is~~ interesting the reader.



The writer goes on to explain a heavy smoke the riders encounter during the race. "It was so dense at times that the riders were hardly discernible from one side of the track to the other." The intensifier 'so' shows the thickness of the smoke and how it negatively impacted the riders. ~~For~~ The riders were unable to be viewed by the audience at some points. This suggests that even in the night, the audience remained in place to capture the race. This interests the reader as it shows that even after the 4th day, there was still a lot of commotion and excitement for the audience watching the race.



Script 1 – Paper 1 Q3 – Mark Scheme

Question number	Indicative content
3	<p>A02 (8 marks)</p> <p>Reward responses that explain how the writer uses language to interest and inform the reader.</p> <p>Use of relevant subject terminology is rewardable when it is used to support points.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none">the writer uses a superlative in the opening sentence, 'largest', to indicate how popular the event was. The use of 'any sporting event' suggests that there has never been an event as great as this, which would engage the reader by suggesting the magnitude of the eventthe comparatives 'the greater the crowd' and 'the more energy', are used by the writer as they imply power and positivity, which would interest the readerthe verb 'sprinting' is used to suggest the level of activity and the fast pace of the race, which would interest and excite readersthe collective noun, 'the bunch', gives the impression that many of the participants are grouped closely together, which would interest the reader who would want to find out how one of the riders might winthe use of the adverbs 'immediately' and 'suddenly' suggests that changes are happening quickly and unexpectedly and so would engage the reader as this would maintain the (fast) pace of the textthe verb 'awoke' implies that some of the cyclists are not entirely aware of their progress and the reader might be interested to see how these cyclists fared. This is emphasised by the alternatives: 'speed up or fall hopelessly behind'. The use of the adverb 'hopelessly' implies how successful cyclists must keep alert or they will have no chance of winning. This creates interest for the reader who will want to find out who finally winsthe use of time, 'Hour after hour', suggests to the reader how long the race was and also the endurance of the cyclists, which would interest readers by evoking sympathy or admirationthe verb 'reeling off' gives the impression that it was a relatively easy race but the use of numbers, 'sixteen miles every sixty minutes' (alliteration), suggests it might not have been so easy because to cycle sixteen miles in an hour would have seemed quite impressive (as it would even now)the use of the adverb 'invariably' tells the reader that Hale is always/usually the leader and implies this is nothing new, which might interest readers who follow the sport and want to find out how he gets onthe use of the phrase 'breathing spell' implies how arduous and constant the effort is as the cyclists need to have a short respitethe alliteration and description of 'the swallowing of smoke' draw the readers' attention to the difficulty the cyclists have and are surprising after the lively description in the previous paragraphthis is further emphasised by the adjectives 'dense' and 'discernible', which show the difficulty the audience has seeing the race in the dark and help the readers to imagine the problemthe use of 'as customary' suggests that what might seem an accident (and therefore dangerous) is actually to be expected and Glick does not seem



	<p>concerned and 'continues as though it was part of the programme', which would interest and inform readers about the safety of the race</p> <ul style="list-style-type: none"> the readers would be interested by the use of the verb 'burdened', which implies that the 'floral tributes' were not (necessarily) welcome but the use of 'recognition' would suggest good manners on the part of the cyclists. <p>Accept any other reasonable responses.</p>
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Question 3

Level	Mark	A02 descriptor Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Comment on the text and on the language used to achieve effects and influence readers. The use of references is valid, but not developed. Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none"> Explanation of the text and how language is used to achieve effects and influence readers. The selection of references is generally appropriate and relevant to the points being made. Some use of relevant subject terminology used to support explanation.
Level 3	5–6	<ul style="list-style-type: none"> Exploration of the text and how language is used to achieve effects and influence readers. The selection of references is detailed, appropriate and fully supports the points being made. Use of a range of relevant subject terminology to support exploration.
Level 4	7–8	<ul style="list-style-type: none"> Analysis of how language is used to achieve effects and influence readers. The selection of references is discriminating and clarifies the points being made. Precise use of a range of relevant subject terminology to support analysis.



Marking Exercise 2

Script 2 – Paper 1 Q3

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.

3XPZE

Use examples from the whole text and relevant subject terminology.

(8)

The writer uses adverbs to describe the actions of the races. The adverbs such as 'immediately' and 'suddenly' suggest how sudden the ~~big~~ races make a move to overtake the person in front of them. This effects the reader and suggests to keep watching the race at all times as something happens in a blink of an eye. Also shows how hard the racers try to win and put their all in to win the race, as they continue racing for six days.

The writer uses adjectives to show and describe the race, also show how entertaining the race can be. The adjectives 'greater' and suggest the bigger the crowd of spectators the more it inspires the racers to win and put their all in the race. In addition, the writer uses adjectives to persuade the reader to come and contribute with the spectators to motivate and give more energy to the racers. This effects the reader ~~and~~ ^{and} make them want to join in with the spectators to cheer on the racers.

The writer uses language to inform the reader of the smoke during the night sessions. The writer does this by explaining how to prevent the smoke being swallowed. The writer includes this so the writer is informed and know



how to prevent the smoke from being swallowed for the readers and spectators safety. This affects the reader and makes them not contribute with the spectators as they might want to watch with their kids but the smoke is stopping that. Also, this is positive because the writer has informed the reader of the danger in advance so if the reader wants to join in they can become ~~prepared~~ prepared.



Script 2 – Paper 1 Q3 – Mark Scheme

Question number	Indicative content
3	<p>A02 (8 marks)</p> <p>Reward responses that explain how the writer uses language to interest and inform the reader.</p> <p>Use of relevant subject terminology is rewardable when it is used to support points.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none">the writer uses a superlative in the opening sentence, 'largest', to indicate how popular the event was. The use of 'any sporting event' suggests that there has never been an event as great as this, which would engage the reader by suggesting the magnitude of the eventthe comparatives 'the greater the crowd' and 'the more energy', are used by the writer as they imply power and positivity, which would interest the readerthe verb 'sprinting' is used to suggest the level of activity and the fast pace of the race, which would interest and excite readersthe collective noun, 'the bunch', gives the impression that many of the participants are grouped closely together, which would interest the reader who would want to find out how one of the riders might winthe use of the adverbs 'immediately' and 'suddenly' suggests that changes are happening quickly and unexpectedly and so would engage the reader as this would maintain the (fast) pace of the textthe verb 'awoke' implies that some of the cyclists are not entirely aware of their progress and the reader might be interested to see how these cyclists fared. This is emphasised by the alternatives: 'speed up or fall hopelessly behind'. The use of the adverb 'hopelessly' implies how successful cyclists must keep alert or they will have no chance of winning. This creates interest for the reader who will want to find out who finally winsthe use of time, 'Hour after hour', suggests to the reader how long the race was and also the endurance of the cyclists, which would interest readers by evoking sympathy or admirationthe verb 'reeling off' gives the impression that it was a relatively easy race but the use of numbers, 'sixteen miles every sixty minutes' (alliteration), suggests it might not have been so easy because to cycle sixteen miles in an hour would have seemed quite impressive (as it would even now)the use of the adverb 'invariably' tells the reader that Hale is always/usually the leader and implies this is nothing new, which might interest readers who follow the sport and want to find out how he gets onthe use of the phrase 'breathing spell' implies how arduous and constant the effort is as the cyclists need to have a short respitethe alliteration and description of 'the swallowing of smoke' draw the readers' attention to the difficulty the cyclists have and are surprising after the lively description in the previous paragraphthis is further emphasised by the adjectives 'dense' and 'discernible', which show the difficulty the audience has seeing the race in the dark and help the readers to imagine the problemthe use of 'as customary' suggests that what might seem an accident (and therefore dangerous) is actually to be expected and Glick does not seem



	<p>concerned and 'continues as though it was part of the programme', which would interest and inform readers about the safety of the race</p> <ul style="list-style-type: none"> the readers would be interested by the use of the verb 'burdened', which implies that the 'floral tributes' were not (necessarily) welcome but the use of 'recognition' would suggest good manners on the part of the cyclists. <p>Accept any other reasonable responses.</p>
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Question 3

Level	Mark	A02 descriptor Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Comment on the text and on the language used to achieve effects and influence readers. The use of references is valid, but not developed. Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none"> Explanation of the text and how language is used to achieve effects and influence readers. The selection of references is generally appropriate and relevant to the points being made. Some use of relevant subject terminology used to support explanation.
Level 3	5–6	<ul style="list-style-type: none"> Exploration of the text and how language is used to achieve effects and influence readers. The selection of references is detailed, appropriate and fully supports the points being made. Use of a range of relevant subject terminology to support exploration.
Level 4	7–8	<ul style="list-style-type: none"> Analysis of how language is used to achieve effects and influence readers. The selection of references is discriminating and clarifies the points being made. Precise use of a range of relevant subject terminology to support analysis.



Marking Exercise 3

Script 3 – Paper 1 Q2

- 2 In lines 2–10, the writer tries to make watching the bicycle race seem exciting and entertaining.

Evaluate how successfully this is achieved.

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

25 +3
Pos
Effect

(6)

The writer ~~su~~ is successful when attempting to make watching the bicycle race seem exciting and entertaining when he describes that "the greater the crowd the more energy is displayed by the riders". This infers us that, watching the bicycle race within a big crowd creates a fun atmosphere and a race full of suspense. This ~~may~~ persuade the readers to want to watch the bicycle race to ~~have~~ experience the extreme competitiveness between the riders.

The writer successfully shows that the race is exciting and entertaining when a rider was ^{the} followed immediately by some rider who suddenly ~~awoke~~ to the situation'. This informs ~~the~~ the readers that at any given moment the race can change drastically. This leaves the reader feeling eager to watch a cycling race since, entertainment is created between the competition of the riders.



The writer is successful in showing excitement and entertainment within the race when he informs us that some of the riders 'would sprint for a quarter of a mile in recognition of the gift'. This is entertaining for the crowd since they're aware that the ~~the~~ bikers may find difficulty when trying to sprint for a quarter of a mile. This may intrigue the reader with wanting to watch a bicycle race to see and experience the tribute reactions.



Script 4 – Paper 1 Q2

- 2 In lines 2–10, the writer tries to make watching the bicycle race seem exciting and entertaining.

Evaluate how successfully this is achieved.

10 mins
9:24

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

(6)

The writer is successful in making bicycle racing seem exciting ^{and entertaining} through the use of adverbs ~~idea~~ that create suspense. This is seen through the phrase " ~~hope~~ speed up or fall hopelessly behind" which adds excitement as it is almost like an ultimatum which creates tension and ~~may~~ would persuade the reader to watch or even partake in bicycle racing. The adverb "hopelessly" adds to the excitement as it shows the reader how bicycle racing is competitive, which would make it entertaining.

Furthermore, the writer is successful in making bicycle racing seem exciting and entertaining as it shows the riders' competitiveness which makes it seem more ^{entertaining} ~~interesting~~. This is shown through the phrase "sprinting all the time" which showcases the riders' determination to win the race. This makes the reader entertained as they can watch the rivalries of the riders which would make it more exciting as the reader would be able to feel the suspense.



However, this text is also unsuccessful at times in making ~~the~~ bicycle racing seem exciting as it describes the smoke as being so dense that the riders are "hardly discernible". This is unsuccessful because if ~~however~~ the reader cannot make out what is going on then they will not be entertained and therefore they would not watch it since there is no benefit in doing so.



Scripts 3 and 4 – Paper 1 Q2 – Mark Scheme

Question number	Answer
2	<p>AO4 (6 marks)</p> <p>Candidates must give three reasons supported by evidence to access Level 3.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> any reason/evidence that is not in lines 2-10 any reference to the writer's techniques that does not make a judgement on the success of the text any references to the image. <p>Responses may include:</p> <ul style="list-style-type: none"> the text starts positively by describing the effect of the crowd on the riders: 'the greater the crowd the more energy' and the use of 'greater' and 'more' effectively suggests how big and lively the race is the text successfully conveys that the entertainment will be non-stop 'sprinting all the time', which would show readers that there will be constant amusement the writer successfully interests the reader by describing how the riders change their positions: 'First one and then another', 'followed immediately' and by suggesting some riders unexpectedly become competitive, 'suddenly awoke to the situation', which would show how the race will be thrilling and unpredictable the use of 'fall hopelessly behind' would engage readers in the excitement because audiences watch events to see both winners and losers the text successfully uses time, 'Hour after hour', which shows how long the race is and tells the reader how much there will be to see, and also how impressive the riders' endurance is. This would be entertaining to see as 19th century audiences were very interested in human endurance (as are modern audiences) the writer successfully conveys that watching the riders' performance would be entertaining, by using the reference to 'sixteen miles every sixty minutes', which might surprise the readers and make them want to watch such an event as the speed mentioned is quite impressive for the 19th century the text is successful as it shows how spectators can see the contrasts in the pace of the race, 'speed up', 'slow down', which would be entertaining as there is always something different to see however, some readers may think the writer is not successful at capturing the excitement as things happen very fast, 'sprinting all the time', and so it would not be very enjoyable to watch the text is unsuccessful in showing the readers how exciting and entertaining the race is as it says 'the garden was well filled' with smoke. This would not be pleasant for either the riders or spectators and might discourage readers from going to watch such an event the text is unsuccessful as it describes the smoke as 'so dense' and 'the riders were hardly discernible', so there is nothing that can be seen clearly the text does not include women or children and would seem only to be of interest to men: 'the men rode'. <p>Accept any other reasonable responses.</p>
	<p>N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.</p>



Question 2

Level	Mark	A04 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none">• No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Limited evaluative assertions offered, with little or no personal and critical judgement about the text.• The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none">• Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text• Clear evaluative opinion offered with clear personal and critical judgements about the text.• The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none">• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Developed critical evaluation offered with convincing personal judgement about the text.• The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.



Marking Exercise 4

Script 5 – Paper 1 Q5

5 Read this extract.

Each has its most enthusiastic followers and both are year by year throwing off their more dangerous elements and becoming more scientific in their manner of playing. It is a sport that neither time nor ridicule has ever been able to stamp out and it must have a very large influence on the national character.

I can only repeat that football is a manly sport, which, in spite of its dangers, real and pretended, must always have a great and increasing place in the affections of the British people, and I would earnestly exhort those who are more or less opposed to it, to pause before going to the length of throwing any unnecessary impediments² in the way of its exercise by the hale and strong of the coming generation. But I am speaking for myself, and I am "an enthusiast".

In the extract the writer tries to persuade readers that rugby and soccer are beneficial sports to play.

Evaluate how successfully this is achieved.

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

The writer successfully uses ^{the word} "exercise"⁽⁶⁾ to persuade readers because it suggests that it's good for you. This makes me think that ^{playing} rugby and soccer is beneficial to me because of the connotations the word exercise has.

The writer successfully uses the words "influence" and "national character" to suggest rugby and soccer are beneficial. This makes me think that the sports are so wide spread and loved that so they can't be bad because it is played nearly everywhere in the world.



The writer successfully uses the words "real and pretend" to suggest that most of the dangers you see in soccer or fights are false. This reassures me ~~to~~ that they are beneficial because most of the negatives are faked.



Script 6 – Paper 1 Q5

5 Read this extract.

Each has its most enthusiastic followers and both are year by year throwing off their more dangerous elements and becoming more scientific in their manner of playing. It is a sport that neither time nor ridicule has ever been able to stamp out and it must have a very large influence on the national character.

I can only repeat that football is a manly sport, which, in spite of its dangers, real and pretended, must always have a great and increasing place in the affections of the British people, and I would earnestly exhort those who are more or less opposed to it, to pause before going to the length of throwing any unnecessary impediments² in the way of its exercise by the hale and strong of the coming generation. But I am speaking for myself, and I am "an enthusiast".

In the extract the writer tries to persuade readers that rugby and soccer are beneficial sports to play.

Evaluate how successfully this is achieved.

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

(6)

The writer unsuccessfully demonstrates that rugby and soccer are beneficial sports to play due to ^{the} ~~the~~ lack of inclusiveness. This can be portrayed in the quote "I can only repeat that football is a manly sport". The adverb "manly" implies that since ~~the~~ sports may be dangerous at times, women may be too fragile to participate. The use of the adverb "only" ~~is~~ ^{then} highlights this in the writer of the article. It implies that ~~there~~ ^{there} is no doubt about ~~the~~ his opinion.

The writer successfully emphasises that rugby and soccer are beneficial sports to play due to the popularity, globally and nationally, "each has its own enthusiastic followers". The adjective "enthusiastic" portrays that many ~~viewers~~ enjoy the sport. Furthermore this is reinforced in the quote "it must have a very large influence on the national character" or many ~~viewers~~ of the sport look up to be players and inspire that ~~maybe~~ ^{maybe one} ~~or~~ day they're able to do the same, ~~the~~



modal verb "must" suggests the high likelihood that many are influenced while watching these sports.

The writer unsuccessfully suggests that soccer and rugby are beneficial because of the dangerous tendencies which are more likely to happen, "year by year throwing off their more dangerous elements." The superlative "more" conveys that these dangerous elements continue to get ^{worse} and as ^{players} the years go by, many ^{more serious} players have a high chance of suffering ~~these~~ injuries, therefore not being beneficial towards the rugby and soccer community.



Scripts 5 and 6 – Paper 1 Q5 – Mark Scheme

Question number	Answer
5	<p>AO4 (6 marks)</p> <p>Reward responses that evaluate how successfully the writer persuades readers that rugby and soccer are beneficial sports to play.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the success of the extract.</p> <p>Candidates must give three reasons supported by evidence to access Level 3.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the extract is successful as it mentions 'enthusiastic followers' who are trying to make the game safer: 'throwing off their more dangerous elements'. This would reassure readers who might have been concerned about the dangers that these are being removed and only the benefits remain the extract successfully persuades readers by describing the way the game is played as 'becoming more scientific', which suggests that (safety) standards are improving. The use of the word 'scientific' would particularly impress 19th century readers as there was an increasing interest in scientific studies the writer successfully persuades readers that the sports are important for developing character and patriotism, 'a very large influence on the national character', which would appeal to 19th century readers as well as present-day readers (possibly) the writer persuades the reader by describing the sport as 'manly', which makes it attractive to many (male) readers at a time when this was considered a virtue the writer uses 'must always have a great and increasing place', which is successful as it does not allow the reader to disagree. This is reinforced by the use of 'great and increasing', which persuades the reader that these sports are gaining positive attention from the public the writer's use of 'hale and strong' would persuade readers of the benefits of participating in these sports as they would also want to be seen as 'hale and strong' and fit the reference to 'the coming generation' implies to readers that the benefits of football will affect people in the future, which successfully suggests there are more benefits than the immediate pleasure the text does not successfully persuade readers as it mentions danger twice: 'more dangerous elements', 'dangers, real and pretended' and this suggests to readers that there are risks associated with the sports the text is not successful as it mentions in the past there has been opposition, 'ridicule', suggesting that historically football has been the subject of mockery and that this opposition is still in evidence: 'those who are more or less opposed to it'. This suggests that there are some concerns and so the game may not benefit the participants the text is unsuccessful as it does not show that football is accessible to everyone as it only mentions 'the hale and strong' and also makes no mention of women the writer is biased: 'I am "an enthusiast" '. <p>Accept any other reasonable responses.</p> <p>N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.</p>



Question 5

Level	Mark	A04 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none">• No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Limited evaluative assertions offered, with little or no personal and critical judgement about the text.• The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none">• Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text• Clear evaluative opinion offered with clear personal and critical judgements about the text.• The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none">• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Developed critical evaluation offered with convincing personal judgement about the text.• The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.



Marking Exercise 5

Script 7 – Paper 1 Q6

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

'In my view, this text shows that rugby and soccer are safe games to play.'

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)

At the beginning, I agree with this opinion because of how the writer uses facts to compare how 'serious accidents to the enormous number of players taking part is very small.' This contrast of 'enormous numbers' and 'very small' highlights how the games are safe to play as not many people get hurt. Almost as if, the writer put this in the first sentence to show how safe it right from the start so the reader can warm up to the idea. Also the adjective 'very' shows how there isn't many accidents. quicker. This makes the reader realise straight away that it isn't as bad as they once thought because the writer has facts to prove it.

At the middle of the extract, I also agree with this opinion because the writer uses a list to demonstrate other things that have more accidents than sports such as 'hunting, skating, shooting and even cricket'. This suggest that there is danger everywhere so you can't live you life in fear. The list of verbs infers how everyday activities are dangerous however people still carry on



with them without thought and that in football and rugby there are less accidents. This makes the reader reconsider their past ~~to~~ choice and whether or not they were safe. Therefore, they may realise if they can do those activities which have more accidents they can do sports.

At the end of the extract, ~~the~~ I agree with the statement again because of how the reader repeats the adjective 'scientific'. This represents how soccer and rugby are safe games because the writer highlights how ~~the~~ they are using scientific facts. The adjective 'scientific' is important because it emphasises how the facts the writer ~~are~~ is using is completely correct and that they ~~to~~ have been tested to be. The reader in 1893 would believe this and think exercise is good. In addition, a modern day reader would also believe these to be true facts as science has gotten better and has proved this.



Script 8 – Paper 1 Q6

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

'In my view, this text shows that rugby and soccer are safe games to play.'

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

Use examples from the text to support your evaluation.

2x PETER
1x Conclusion

(12)

The text shows that there are dangers but the sports in present time are much safer and he quote, "The fact is that in every form of sport accidents will happen, and the very element of risk is with many incentive to the sport." The adverb ~~in~~ risk shows that to the reader there is a chance for an accident but is overshadowed. This ~~also~~ effects the reader as risks are never a good thing implying its negative.

The text also shows that rugby and soccer are safe games to play as it says, "I believe that it is at the present day largely suffering from ~~the~~ the misdeeds of its past." The negative word misdeed is shown to have happened in the past as a dangerous sport. This shows the reader that the sport has ~~been~~ changed for the better.



In conclusion I believe that the
sport has very minor dangers and
are overlooked. So I believe that
rugby and soccer are somewhat
safe and are ~~not~~ seen
for their misdeeds in the past
where the sports were more
dangerous.



Scripts 7 and 8 – Paper 1 Q6 – Mark Scheme

Question number	Indicative content
6	<p>AO4 (12 marks)</p> <p>Reward responses that evaluate how successfully the text shows that rugby and soccer are safe games to play.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none">the text successfully reassures the readers because it says that the dangerous elements of these activities are in the past, 'suffering from the misdeeds of its past', which would reassure readers that the present-day game is not dangerousthe text is successful as it shows how the games are improving, 'in an increasingly scientific fashion', and the reference to 'scientific' would imply discipline and order, which suggests that the games are saferthe text is successful in showing that the games are safe by mentioning how few people are injured proportionally: 'the proportion of serious accidents to the enormous number of players taking part in it is very small'. The use of the contrasting 'enormous' and 'small' emphasises the (relative) safety of the gamesthe text gives an example of newspaper misrepresentation, 'so-called fatal accidents', and describes them as 'sensationally reported', which successfully shows that the dangerous aspects are exaggeratedthe text successfully persuades readers that football is no more dangerous than other sports, which were popular in the 19th century, by identifying risks associated with other 'dangerous' sports, 'hunting, skating, shooting, and even cricket', and by suggesting that the risks attract participants: 'incentive to the sport'the writer describes injuries as a 'necessary evil', which suggests that they might be minor or worth it to participants and that the benefits, 'improving to a wonderful extent the pluck, nerve and physique of many a naturally timid boy', outweigh the dangersthe text successfully portrays the sports as safe as they (now) have rules, 'two great governing classes', which implies a degree of control and regulationthis is supported by 'throwing off their more dangerous elements' and 'becoming more scientific', which would, in particular, appeal to contemporary readers as science was considered to be important and beneficial. This would reassure the reader that the two branches of the sport are becoming saferthe text is unsuccessful in showing how safe the sports are because in the opening paragraph it describes it as 'a somewhat dangerous pastime' and also mentions 'serious accidents', which could present an initial negative perspectivethe list of possible injuries may frighten potential players (especially when medical treatments were not very advanced), 'injury to limbs, in the way of sprains, strains, or even an occasional breakage', and does not show the game to be safe especially with the mention of 'occasional breakage'the text is unsuccessful as the game was banned historically, 'forbidden', which might suggest it was dangerousthe writer mentions 'dangers, real and pretended', which might simultaneously suggest that some injuries are fake but others are not, which does not effectively persuade readers that the game is safethe final sentence shows a personal point of view, 'I am "an enthusiast"', which implies bias on the part of the writer. <p>Accept any other reasonable responses.</p>



Question 6

Level	Mark	A04 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Limited evaluative assertions offered, with little personal judgement about the text. The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none"> Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Straightforward evaluative opinions offered with some personal judgements about the text. The selection of references is valid, though not always developed or secure in relation to the points being made.
Level 3	5–7	<ul style="list-style-type: none"> Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Informed evaluative opinion offered with sound personal judgements about the text. The selection of references is appropriate and relevant to the comments being made.
Level 4	8–10	<ul style="list-style-type: none"> Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Developed critical evaluation offered with detailed personal judgements about the text. The selection of references is appropriate, detailed and fully supports the evaluation being made.
Level 5	11–12	<ul style="list-style-type: none"> Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Sustained and detached critical evaluation offered with convincing personal judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.



Marking Exercise 6

Script 9 – Paper 1 Q7

Chosen question number: **Question 7** ☒

Question 8 ☐

Plan your answer to Section B here:

lust sports
facts about not exercising
and
benifits.
make it personal / personal
story

Write your answer to Section B here:

Daily exercise ~~is~~ should be an important part of your ~~day~~ life. However, I know it can be hard to get up every day and drag yourself to the gym. Its time for a change. Insted of the gym, why not try a sport. There is a sport for everyone, these include: football; rugby; hockey; skateboarding; swimming; tennis, dance and thats just to name a few.



It has been recorded that 3 in 5 teens aren't active. This has lead to a 15% ~~increas~~ increase in obesity in ~~the~~ our generation. We need to put a stop to this. ~~The~~

The pros outweigh the cons ~~in~~ in regards to ~~the~~ the issue of starting a sport. Starting a sport could increase blood flow around the body, ~~the~~ make you more physically fit and improve mental health.

Just a few ~~no~~ months ago I was also ~~strong~~ struggling with getting active and as a result, I was over weight and had poor mental health. ~~But~~ However, as soon as I started boxing it was like a huge rock was lifted off my sholders. I could breathe again. This could be you too, with ~~the~~ just a few life style ~~ea~~ changes. ~~and you'll~~

Now, I never said trying a new sport would be easy, but it isn't impossible either. Together we will be



able to achieve the possible.

Do you want to be healthier?

Do you want to step out of your comfort zone and try new things?

Then trying a new sport is the ~~write~~ right thing for you.

Signing up is as simple as, looking up a sport that interests you and joining a club, or learning and trying ~~the~~ the sport on your own.

You've got this!

A quote from a professional semi-pro footballer, states that "Sport is one of the most important things someone can do."



Script 10 – Paper 1 Q8 – Mark Scheme

Chosen question number: **Question 7** ☒

Question 8 ☒

Plan your answer to Section B here:

Formal Email -

- health benefits
- children + families
- more housing
- move the sports centre

recommmend building housing
alongside a re vamped
sports centre.

Write your answer to Section B here:

To whom it may concern,
I have recently learnt that
the sports centre in Huddersfield
is likely to be removed and
turned into houses, and I feel that
I should voice my opinion on
this matter.

Sports centres are the heart of



our community, bringing together all ages, races and backgrounds to engage in physical activity, which increases the release of endorphins and can prolong peoples lifespan. Exercise and bodily movement is something that our local council should be promoting and building houses on the sport centre would eliminate this extra chance to keep the community proactive. The sports centre is also a great opportunity to occupy children and families, so instead of sitting inside and playing games online, children can have a more healthy approach to fun.

Despite this, I do recognise that The UK is in a housing crisis, as the population grows so does the demand for ^{large} houses in nice areas, but how far will we go to supply everyone with sufficient housing? If you do go ahead with building



council housing over the shell of the old sports centre, I propose a plan that serves useful to those on either side of the argument, That the sports centre is knocked down and houses are built in its place, but an area must be allocated to build a new, re-vamped sports centre to replace the old one!

~~For~~ Thank you for reading my opinions, and I hope you take my ideas into consideration when making your decision.

Sincerely - a concerned resident



Scripts 9 and 10 – Paper 1 Q7 and Q8 – Mark Scheme

Question number	Indicative content
7	<p>A05 (24 marks), A06 (16 marks)</p> <p>Purpose: to write an article or speech, to inform, advise and/or persuade.</p> <p>Audience: the writing is for the candidate's peer group. The focus is on communicating ideas about taking up a new sporting activity. This can involve a range of approaches.</p> <p>Form: there should be clear organisation and structure with development of the ideas provided and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none">• identify reasons for taking up a new sport, such as a lack of fitness, boredom, curiosity, needing a new challenge• make suggestions about which sports to try, such as individual sports, team sports, competitive sports and extreme sports• give practical advice about what the different sports entail and how to get involved• discuss the benefits of taking up a new sport, such as fitness, confidence, friendship• be written from the perspective of a teenager or an adult. <p>Accept any other reasonable points.</p>

Question number	Indicative content
8	<p>A05 (24 marks), A06 (16 marks)</p> <p>Purpose: to write a formal email to the planning department of your local council, to inform and/or persuade.</p> <p>Audience: the planning department of your local council. The focus is on communicating ideas about whether it is a good idea to build houses on a local recreation and sports site. This may involve a variety of approaches.</p> <p>Form: the response should be set out as a formal email. The email should be opened and closed clearly, with an appropriate salutation and ending. Paragraphs should be organised appropriately. The response should have appropriate tone and language for an email to local councillors.</p> <p>Responses may:</p> <ul style="list-style-type: none">• introduce the topic and why it is an issue• present clear views about the recreation and sports site, such as there are not many local open spaces, the site is used regularly by local people and sports clubs, all ages can use it, it is a community asset, the area does not need more housing, the site could be used for other amenities• present clear views about a housing development, such as there is a local need for more homes, the site is not well-maintained, the site is not used much, there are other sports facilities like a sports centre and gyms• offer recommendations about what should be done• be written from the perspective of a teenager or an adult. <p>Accept any other reasonable points.</p>



Level	Mark	A05 descriptor Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none">• Limited ability to communicate clearly, effectively, and imaginatively.• Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register.• Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	<ul style="list-style-type: none">• Some ability to communicate clearly, effectively, and imaginatively.• Shows an awareness of audience and purpose, with straightforward use of tone, style and register.• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.
Level 3	10–14	<ul style="list-style-type: none">• Clear ability to communicate clearly, effectively, and imaginatively.• Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.
Level 4	15–19	<ul style="list-style-type: none">• Secure ability to communicate clearly, effectively, and imaginatively.• Organises material for particular effect, with effective use of tone, style and register.• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.
Level 5	20–24	<ul style="list-style-type: none">• Sophisticated ability to communicate clearly, effectively, and imaginatively.• Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.



Level	Mark	A06 descriptor Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Uses basic vocabulary, often misspelled. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. • Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–7	<ul style="list-style-type: none"> • Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with control, creating a range of sentence structures, including coordination and subordination. • Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	8–10	<ul style="list-style-type: none"> • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect. • Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.
Level 4	11–13	<ul style="list-style-type: none"> • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect. • Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	14–16	<ul style="list-style-type: none"> • Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects. • Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.