

Mark Scheme

November 2016

GCSE English (5EH2F)
Unit 2: The Writer's Craft

Foundation Tier

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Mark Scheme

This booklet contains the mark scheme for the English Unit 2: The Writer's Craft Foundation Tier Question Paper.

The questions on this paper have been designed to enable candidates to show what they can achieve in relation to a detailed study of a text. The specification aims to encourage students to:

- i respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- ii explore relationships and comparisons between texts, selecting and evaluating relevant material.

Examiners should allow the candidate to determine their own approach, and assess what the candidate has offered, rather than judging it against predetermined ideas of what an answer should contain.

Examiners must assure themselves that, before they score through passages they consider to be completely irrelevant, they have made every effort to appreciate the candidate's approach to the question.

A crossed-out response should be marked if there is no other response on the paper.

Assessment Objectives

The following Assessment Objectives will be assessed in this unit and are referenced in the mark grids.

A02: Reading

- i Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- ii Develop and sustain interpretations of writers' ideas and perspectives.
- iii Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
- iv Understand texts in their social, cultural and historical contexts.

A03: Writing

- i Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- ii Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

SECTION A: SHAKESPEARE

Romeo and Juliet

Question Number	Question
1(a)	From the extract, what do you learn about the character of Friar Lawrence?
	Use evidence from the extract to support your answer. (7 marks)
	Indicative content
	<p>Candidates will make inferences and judgements about the character of Friar Lawrence as seen in the extract by reference to the following points:</p> <ul style="list-style-type: none">• Friar Lawrence believes Romeo is behaving irrationally: 'Thou fond mad man'• he is, though, willing to help: 'Hear me a little speak'• he wants to comfort Romeo: 'I'll give thee armour'• he believes in the power of rational thought: 'Adversity's sweet milk, philosophy'• he is close to despairing of Romeo's attitude: 'O, then I see that madmen have no ears'• he persists in getting Romeo to think clearly: 'Let me dispute with thee...'• he is concerned for Romeo's safety: 'hide thyself', 'Thou wilt be taken'• he is torn between answering the door and his impatience with Romeo: 'Stay a while! – Stand up!'• he is annoyed with Romeo: 'What simpleness is this?'• he is cautious before opening the door: 'Who knocks so hard?'• he is relieved when he knows the answer: 'Welcome then'. <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Band	Mark	AO2iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of effectiveness of performance techniques • Limited reference to the lines from the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of effectiveness of performance techniques • Some reference to the lines from the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of effectiveness of performance techniques • Clear reference to the lines from the extract to support response.

Question Number	Question
1(c)	<p>In the extract, Romeo refers to his youth.</p> <p>Comment on the importance of youth in one other part of the play.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the play provided that the focus is on youth (AO2ii).</p> <p>Candidates must refer to ONE OTHER PART OF THE PLAY where youth and its consequences play a part, for instance:</p> <ul style="list-style-type: none"> • Romeo’s youthful love for Rosaline in Act 1 scene 1 • references to Juliet’s age, for example in Act 1 scenes 1 and 3 • Romeo and Juliet’s rashness and decision to marry at points in Act 1 scene 2 • any relevant argument between Juliet and her parents or between Romeo and Friar Lawrence, particularly concerning marriage • Romeo’s youthful rashness in response to Mercutio’s death • youthful passions displayed in parts of Act 5. <p>Candidates may interpret ‘importance’ in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the play shows characters influenced by youth • how that part of the play shows youth affecting relationships • how youth in that part of the play drives the plot • what Shakespeare is saying about youth • how the play’s structure is affected by youth in that part of the play • how different aspects of youth are explored in that part of the play.

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance • Limited reference to one other part of the play to support response.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance • Some reference to one other part of the play to support response.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance • Clear reference to one other part of the play to support response.

Macbeth

Question Number	Question
2(a)	From the extract, what do you learn about the character of Macbeth? Use evidence from the extract to support your answer. <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates will make inferences and judgements about the character of Macbeth as seen in the extract by reference to the following points:</p> <ul style="list-style-type: none">• Macbeth is alert and ready for battle: 'What is that noise?'• he reveals he no longer experiences fear: 'I have almost forgot the taste of fears'• he realises he was once sensitive to fear: 'The time has been...To hear a night-shriek'• he has become immune to horrors: 'Direness...Cannot once start me'• he wishes his wife had lived longer or is accepting of her death: 'She should have died hereafter'• he is philosophical about mortality and the cycle of life and death: 'Tomorrow, and tomorrow, and tomorrow...Life's but a walking shadow'• he is impatient with the messenger: 'thy story, quickly'• he is rattled by the news and won't believe it: 'Liar and slave!'• he is brutal and cruel: 'Upon the next tree thou shalt hang...' <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Band	Mark	A02iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of effectiveness of performance techniques • Limited reference to the lines from the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of effectiveness of performance techniques • Some reference to the lines from the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of effectiveness of performance techniques • Clear reference to the lines from the extract to support response.

Question Number	Question
2(c)	In the extract, Macbeth refers to death. Comment on the importance of death in one other part of the play.
	(10 marks)
	Indicative content
	<p>Candidates may draw on any relevant part of the play provided that the focus is on death (AO2ii).</p> <p>Candidates must refer to ONE OTHER PART OF THE PLAY where death plays a part, for instance:</p> <ul style="list-style-type: none"> • any of the deaths referred to in Act 1 which set the violent context of the play • the death of Duncan or his guards in Act 2 and the many implications of these • the death of Banquo or his reappearance at the banquet • the scene in which Macduff's family is murdered and what it reveals about a number of characters • any of the deaths in Act 5. <p>Candidates may interpret 'importance' in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the play shows characters influenced by death • how that part of the play shows death affecting relationships • how death in that part of the play drives the plot • what Shakespeare is saying about death and its effect on behaviour • how the play's structure is affected by death in that part of the play.

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance • Limited reference to one other part of the play to support response.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance • Some reference to one other part of the play to support response.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance • Clear reference to one other part of the play to support response.

The Merchant of Venice

Question Number	Question
3(a)	From the extract, what do you learn about the character of Shylock? Use evidence from the extract to support your answer. <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates will make inferences and judgements about the character of Shylock as seen in the extract by reference to the following points:</p> <ul style="list-style-type: none"> • Shylock is used to giving orders to Jessica: 'Jessica I say!' but he trusts her: 'There are my keys' • he is particularly commanding towards Lancelot: 'I do not bid thee call' and Lancelot's comment ('Your lordship was wont to tell me...without bidding') suggests that Shylock keeps tight control of servants • Shylock has doubts about his visit to Antonio: 'wherefore should I go?' and he knows he is not invited out of friendship: 'I am not bid for love' • he twists circumstance to suit himself: 'I'll go in hate, to feed upon...' • he hates Christians for being wasteful: 'The prodigal Christian...' • he is very uneasy: 'some ill a-brewing towards my rest' • money plays a big part in his life: 'I did dream of money-bags tonight' • he dislikes music and merriment ('vile squealing') and dislikes the masque as a Christian celebration: 'Christian fools with varnished faces' • he wants Jessica to adopt this attitude: 'Clamber not you up to the casements' • he wishes to protect his possessions physically: 'Lock up my doors' • he will attend the dinner against his instincts: 'But I will go'. <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Question Number	Question
3(b)	<p>Using your understanding of the extract, explain how the following lines might be performed.</p> <p>SHYLOCK Who bids <i>thee</i> call? I do not bid thee call. LANCELOT Your worship was wont to tell me I could do nothing without bidding.</p> <p style="text-align: center;">Enter JESSICA</p> <p>JESSICA Call you? What is your will? SHYLOCK I am bid forth to supper, Jessica. There are my keys. – But wherefore should I go? I am not bid for love. They flatter me. But yet I’ll go in hate...</p> <p>You may consider the following in your answer:</p> <ul style="list-style-type: none"> • actions • positioning • movement • voice • gesture • facial expression. <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates will select from a range of material to explain how these lines might be performed.</p> <p>Comments should focus on the following aspects:</p> <ul style="list-style-type: none"> • Lancelot and Shylock’s reactions to each other in the first three lines • Jessica’s attitude to her father • how Shylock treats Jessica • how Shylock behaves when he is questioning himself • successful answers are likely to deal with the lines phrase by phrase. <p>Accept any other valid response.</p>

Band	Mark	AO2iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of effectiveness of performance techniques • Limited reference to the lines from the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of effectiveness of performance techniques • Some reference to the lines from the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of effectiveness of performance techniques • Clear reference to the lines from the extract to support response.

Question Number	Question
3(c)	<p>In the extract, Shylock refers to hate.</p> <p>Comment on the importance of hate in one other part of the play.</p> <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the play provided that the focus is on hate (AO2ii).</p> <p>Candidates must refer to ONE OTHER PART OF THE PLAY where hate is shown or referred to, for instance:</p> <ul style="list-style-type: none"> • any example of the hate shown by Shylock towards Christians, especially in Act 1 scene 3, 3.3 or 4.1 • any example of the hate shown by Christians towards Shylock, especially in 1.3, 3.2 or 4.1 • any example of Jessica’s intense dislike of her father, in 2.3 or 3.5. <p>Candidates may interpret ‘importance’ in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the play shows characters influenced by hate • how that part of the play shows hate affecting relationships • how hate in that part of the play drives the plot • what Shakespeare is saying about hate • how the play’s structure is affected by hate in that part of the play • how different aspects of hate are explored in that part of the play.

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance • Limited reference to one other part of the play to support response.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance • Some reference to one other part of the play to support response.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance • Clear reference to one other part of the play to support response.

SECTION B: PROSE

Anita and Me

Question Number	Question
4(a)	From the extract, what do you learn about the character of Meena? Use evidence from the extract to support your answer. <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none">• Meena finds humour in the discomfort caused by the furniture: 'leathery farts and squeaks'• she is amused by her overweight relatives: 'corpulent uncles', 'roly-poly aunties'• she takes delight in describing their embarrassment: 'vainly hold on to their sari petticoats as they slowly slipped backwards'• she is cunning ('I decided to adopt my cute...face') to defuse tension with her parents• she follows her father's instructions: 'I obeyed'• she is happy when her father shows affection: 'sighed with relief as he slipped his arm around my waist'• she puts on the appearance of being sorry: 'shook my head sorrowfully'• she wants to avoid serious discussion: 'I desperately wanted to eat my jam tarts'• she enjoys her father's physical presence: 'snuggled into the crook of his arm'• and also his voice: 'I loved the timbre'• she takes pleasure in his stories and the imaginative journeys involved: 'the places it took me'. <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Question Number	Question
4(b)	<p>Explain how the writer uses language to present Meena's home in the extract.</p> <p>Use evidence from the extract to support your answer.</p> <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • adjectives tell us that the furniture is not of the highest quality: 'mock leather', 'worn', 'rickety' • phrases describe the assorted relatives who visit: 'corpulent uncles' • other phrases suggest comfort: 'marshmallow cushions' • onomatopoeia and metaphors describe the noises the furniture makes: 'a symphony of leathery farts and squeaks' • other phrases indicate colour and decoration: 'tie-dye Indian hangings', 'brass ornaments', 'flowery suite' • rooms are named according to their function: 'telly and flop room' • quotation marks ('front room' and 'lounge') add irony to the description • personification is used to suggest the settee has a life of its own: 'the settee pushed me'. <p>Accept any other valid response.</p>

Band	Mark	A02iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of how the writer uses language to present ideas • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of how the writer uses language to present ideas • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of how the writer uses language to present ideas • Clear reference to the extract to support response.

Question Number	Question
4(c)	<p>In the extract, Meena is with her family. Explain the importance of family in one other part of the novel. In your answer, you must consider:</p> <ul style="list-style-type: none"> • how family members behave towards each other • what this tells us about the characters concerned. <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the novel provided that the focus is on family (AO2ii) and a reference is made to the social, cultural, historical context (AO2iv).</p> <p>Candidates must refer to ONE OTHER PART OF THE NOVEL where family is shown or referred to, for instance:</p> <ul style="list-style-type: none"> • any episode involving Meena and her father (such as in chapters 1, 5, 6, 7, 10 or 11) • any episode involving Meena and her mother (such as in chapters 2 or 3) • any episode involving interaction between mama and papa (such as in chapters 2, 4 or 10) • any episode involving the extended family (such as in chapters 2, 4 or 5) • Anita and Tracey in chapters 3 or 6 • after the birth of Sunil in chapter 6 • Meena and her cousins in chapter 6 • the effect of Nanima’s arrival from chapter 8. <p>Candidates may interpret ‘importance’ in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the novel shows characters influenced by family • how that part of the novel shows family affecting relationships • how family in that part of the novel drives the plot • what the writer is saying about families • how the novel’s structure is affected by family in that part of the novel. <p>References to context are likely to focus on the ways members of a family react to the multicultural community to which they belong.</p>

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives. A02iv: understand texts in their social, cultural and historical contexts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance in one other part of the novel • Basic reference to the novel's context.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance in one other part of the novel • Some reference to the novel's context.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance in one other part of the novel • Generally sound or sound reference to the novel's context.

Balzac and the Little Chinese Seamstress

Question Number	Question
5(a)	From the extract, what do you learn about the character of the Narrator? Use evidence from the extract to support your answer. <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none">• the Narrator is troubled by 'bad dreams' and this may indicate deep-seated anxiety• he is worried about the Little Seamstress• he shows no fear: 'without a thought of the risk to ourselves'• he is confused about being 'in my dream or in reality'• he cannot run as fast as Luo: 'I was outdistanced'• he remembers a previous dream 'in sharp detail'• he has visions of seeing the Little Seamstress 'lying at the foot of a cliff'• he questions his own motives: 'Was it friendship?'• he is comforted by seeing the Seamstress alive and well: 'an immense relief'• he is physically shattered by his journey: 'dizzy, exhausted'. <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Question Number	Question
5(b)	<p>Explain how the writer uses language to present the journey in the extract. Use evidence from the extract to support your answer.</p> <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • phrases like 'losing her footing' and 'falling into the void' accentuate the dangerous high terrain, as does 'perpendicular cliffs' • the verbs 'slithering' and 'scrambling' suggest insecure footing • the phrase 'moist, slippery moss' further stresses the treacherous conditions • the words 'rocks', 'boulder', 'rocky' tell us about the many obstacles • the verbs 'chasing', 'running', 'taking flying leaps' indicate the speed of movement • phrases such as 'muscles ached' and 'mind reeled' point to the physical effects of the journey • the list 'dizzy, exhausted, my stomach heaving' stresses this further • the list 'running, jumping, slithering, falling and even somersaulting' shows the physical demands of the journey. <p>Accept any other valid response.</p>

Band	Mark	A02iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of how the writer uses language to present ideas • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of how the writer uses language to present ideas • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of how the writer uses language to present ideas • Clear reference to the extract to support response.

Question Number	Question
5(c)	<p>In the extract, the Narrator refers to friendship. Explain the importance of friendship in one other part of the novel. In your answer, you must consider:</p> <ul style="list-style-type: none"> • how the characters involved show their friendship • what this tells us about the situation they are in. <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the novel provided that the focus is on friendship (AO2ii) and a reference is made to the social, cultural, historical context (AO2iv).</p> <p>Candidates must refer to ONE OTHER PART OF THE NOVEL where friendship features or is referred to, for instance:</p> <ul style="list-style-type: none"> • any episode illustrating the friendship between the Narrator and Luo, for example their arrival in the village or Luo’s illness • any episode concerning the Narrator and the Seamstress, such as the way he reacts to her pregnancy • any episode charting the growing romance between Luo and the Seamstress . <p>Candidates may interpret ‘importance’ in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the novel shows characters influenced by friendship • how that part of the novel shows friendship affecting relationships • how friendship in that part of the novel drives the plot • what the writer is saying about friendship • how the novel’s structure is affected by friendship in that part of the novel. <p>References to context are likely to focus on the young people’s reliance on friendship to survive in hostile circumstances.</p>

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives. A02iv: understand texts in their social, cultural and historical contexts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance in one other part of the novel • Basic reference to the novel's context.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance in one other part of the novel • Some reference to the novel's context.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance in one other part of the novel • Generally sound or sound reference to the novel's context.

Heroes

Question Number	Question
6(a)	From the extract, what do you learn about the character of Larry? Use evidence from the extract to support your answer.
	(7 marks)
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • Larry speaks in 'a whisper', suggesting intimacy and sincerity • he genuinely wants to know why Francis 'want[ed] to die' • he cannot believe Francis's explanation: 'Shaking his head' • he comforts Francis: 'You're too hard on yourself' • he points out his superiority over Francis: 'You couldn't have stopped me' and he is patronising towards Francis: 'You were just a child...' • his 'long sigh' may indicate he is dismissing Francis's concerns • he confesses his attraction to 'sweet young things' • he admits his 'sins' and 'evil' and he tries to justify these: 'We love the thing that make us...' • he seeks justification in his belief that there are 'all kinds of love' • he is moved by Francis's complimentary remarks: 'sighs', 'trembling', 'trembles' • he wants to be remembered for his 'good things' and suggests his 'one sin' is not enough to 'wipe' these away. <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Question Number	Question
6(b)	Explain how the writer uses language to present Francis's thoughts and actions in the extract. Use evidence from the extract to support your answer.
	(7 marks)
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • the word 'Stunned' indicates his surprise at Larry's question • the sentence 'My own voice is now a whisper' indicates the intensity of his memories and feelings • the short sentence '<i>I still want to die</i>' is a shocking indication of Francis's mental state • the phrase 'I did nothing' shows Francis's guilt • the verbs 'trembling' and 'shaking' tell us how strongly Francis is affected • the phrase 'I am suddenly overwhelmed' and the question 'Why has it come to this?' suggest he is questioning himself • the word 'booming' indicates he is not fully in control of his voice • the sentence 'I shake my head in dismay' is a sign of how difficult it is for him to understand • his expression of 'love' towards Larry is a sign of his mental turmoil. <p>Accept any other valid response.</p>

Band	Mark	A02iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of how the writer uses language to present ideas • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of how the writer uses language to present ideas • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of how the writer uses language to present ideas • Clear reference to the extract to support response.

Question Number	Question
6(c)	<p>In the extract, Francis refers to love. Explain the importance of love in one other part of the novel.</p> <p>In your answer, you must consider:</p> <ul style="list-style-type: none"> • how the characters involved show their love • what we learn about their relationship.
	(10 marks)
	Indicative content
	<p>Candidates may draw on any relevant part of the novel provided that the focus is on love (AO2ii) and a reference is made to the social, cultural, historical context (AO2iv).</p> <p>Candidates must refer to ONE OTHER PART OF THE NOVEL where love is shown or referred to, for instance:</p> <ul style="list-style-type: none"> • any episode involving reference to Francis’s love for Nicole from chapters 2, 5, 7, 9, 11, 12, 15 or 16 • any episode involving reference to Francis’s love for Larry from chapters 5, 7, 11 and 14. <p>Candidates may interpret ‘importance’ in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the novel shows characters influenced by love • how that part of the novel shows love affecting relationships • how love in that part of the novel drives the plot • what the writer is saying about love • how the novel’s structure is affected by love in that part of the novel. <p>References to context are likely to focus on the way fledgling love is damaged by events and circumstances.</p>

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives. A02iv: understand texts in their social, cultural and historical contexts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance in one other part of the novel • Basic reference to the novel's context.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance in one other part of the novel • Some reference to the novel's context.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance in one other part of the novel • Generally sound or sound reference to the novel's context.

Of Mice and Men

Question Number	Question
7(a)	<p>From the extract, what do you learn about the character of Curley's wife? Use evidence from the extract to support your answer.</p> <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • Curley's wife shows contempt for Crooks: 'scorn', 'Nigger' • she threatens him: 'You know what I could do?' • she makes her power over Crooks explicit: 'keep your place', 'I could get you strung up' • she physically dominates Crooks: 'stood over him' • she is ready to attack Crooks further: 'whip at him again' • she is confident in her power over the other men present: 'Tell an' be damned', 'Nobody'd listen to you' • she doubts what Candy says: 'I ain't sure you heard nothing' • she is grateful to Lennie: 'I'm glad you bust up Curley' • she shows dislike of her husband: 'I'd like to bust him myself'. <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Question Number	Question
7(b)	<p>Explain how the writer uses language to present the reactions of the men in the extract.</p> <p>Use evidence from the extract to support your answer.</p> <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • the adverb 'hopelessly' indicates how Crooks is unable to defend himself • the phrases 'grow smaller', 'pressed himself', 'reduced himself to nothing' stress how he is cowed by the attack • his repetition of 'Yes ma'am' tells us he is totally accepting the power of Curley's wife • the phrases 'his voice was toneless', 'sat perfectly still', 'eyes averted' stress his complete submission • the adjective 'fascinated' indicates that Candy is spellbound by Curley's wife • the adverb 'quietly' suggests Candy's tension or nervousness • the verbs 'subsided' and 'agreed' show how he too submits • the verb 'whined' shows Lennie's distress, and comparison with an animal • the phrases 'stepped over to him' and 'Don't you worry' tell us how Candy tries to comfort Lennie. <p>Accept any other valid response.</p>

Band	Mark	A02iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of how the writer uses language to present ideas • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of how the writer uses language to present ideas • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of how the writer uses language to present ideas • Clear reference to the extract to support response.

Question Number	Question
7(c)	<p>In the extract, Curley's wife has power over the men. Explain the importance of power in one other part of the novel. In your answer, you must consider:</p> <ul style="list-style-type: none"> • who has power over whom • what this tells us about the situation they are in. <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the novel provided that the focus is on power (AO2ii) and a reference is made to the social, cultural, historical context (AO2iv).</p> <p>Candidates must refer to ONE OTHER PART OF THE NOVEL where power is shown or referred to, for instance:</p> <ul style="list-style-type: none"> • George exercising power over Lennie • Lennie's power of emotional blackmail over George • Lennie's physical power over Curley • Curley's power over the men • Crooks's baiting of Lennie • Lennie's threat towards Crooks. <p>Candidates may interpret 'importance' in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the novel shows characters influenced by power • how that part of the novel shows power affecting relationships • how power in that part of the novel drives the plot • what the writer is saying about power • how the novel's structure is affected by power in that part of the novel. <p>References to context are likely to focus on the hierarchy of the ranch.</p>

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives. A02iv: understand texts in their social, cultural and historical contexts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance in one other part of the novel • Basic reference to the novel's context.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance in one other part of the novel • Some reference to the novel's context.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance in one other part of the novel • Generally sound or sound reference to the novel's context.

Rani and Sukh

Question Number	Question
8(a)	From the extract, what do you learn about the character of Rani? Use evidence from the extract to support your answer. <p style="text-align: right;">(7 marks)</p>
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none">• Rani's name means 'queen', her parents speak Punjabi and this makes us aware of her heritage• she feels that her name can be a cause for mockery: 'a noose around my neck', 'Natalie rips me over it'• she is influenced by her best friend Natalie• her relationship with Sukh is slow to develop, which she thinks is 'quite weird'• Natalie's sexualised comments about Sukh awaken Rani's interest: 'sexy...bum'• she has a low opinion of other boys at school: 'minging', 'stupid', 'babies', 'Nasty'• she is frank about her emotions: 'my heart skipped a beat', 'blush', 'feel hot'• she is self-critical: 'I know it sounds all stupid'• she is extremely attracted to Sukh: 'Talk about fit'. <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Question Number	Question
8(b)	Explain how the writer uses language to present Sukh and other boys in the extract. Use evidence from the extract to support your answer.
	(7 marks)
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • adjectives describe most of the boys at school as 'minging', 'stupid', 'nasty' • the phrase 'they fight' suggests they are aggressive • the references to 'porn magazines', the comment that they 'giggle at the naked women' and the description of them having 'no concept of hormonal control' all contribute to the view that they are immature • the nouns and phrases 'spots', 'greasy hair', 'BO', 'smelly feet' stress their physical repulsiveness • in contrast, the language used to describe Sukh is positive, starting with the phrase 'how sexy Sukh's bum looked' • an adjectival phrase describes the 'beautiful amber-brown colour' of his eyes • this is developed into a simile: 'like pools...Pools of honey' • other phrases emphasise his good looks: 'beautiful', 'big eyes and really thick, long lashes', 'coffee-coloured skin', 'totally kissable lips', 'white teeth that sparkled'. <p>Accept any other valid response.</p>

Band	Mark	A02iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of how the writer uses language to present ideas • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of how the writer uses language to present ideas • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of how the writer uses language to present ideas • Clear reference to the extract to support response.

Question Number	Question
8(c)	<p>In the extract, Rani mentions her parents. Explain the importance of parents in one other part of the novel. In your answer, you must consider:</p> <ul style="list-style-type: none"> • the relationship between the parents and their children • what this tells us about their attitudes and beliefs. <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the novel, provided that the focus is on parents (AO2ii) and a reference is made to social, cultural, historical context (AO2iv).</p> <p>Candidates must refer to ONE OTHER PART OF THE NOVEL where parents are shown or referred to, for instance:</p> <ul style="list-style-type: none"> • Rani’s relationship with her parents before or after they find out about Sukh • any episode dealing with the attitude of Sukh’s father • the reactions of either set of parents to the relationship between Billah and Kulwant. <p>Candidates may interpret ‘importance’ in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the novel shows characters influenced by parents • how that part of the novel shows parents affecting relationships • how parents in that part of the novel drive the plot • what the writer is saying about parents • how the novel’s structure is affected by parents in that part of the novel. <p>References to context are likely to focus on the attitudes of parents to their children and their concept of family honour.</p>

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives. A02iv: understand texts in their social, cultural and historical contexts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance in one other part of the novel • Basic reference to the novel's context.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance in one other part of the novel • Some reference to the novel's context.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance in one other part of the novel • Generally sound or sound reference to the novel's context.

Riding the Black Cockatoo

Question Number	Question
9(a)	From the extract, what do you learn about John, the narrator? Use evidence from the extract to support your answer.
	(7 marks)
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • John left home 20 years ago so is probably in his late thirties • he is a parent, so has that in common with his father • he is insecure; his father has the power to make him feel 'a very nervous ten-year-old' • even so, he had a fairly relaxed childhood: 'didn't spend [it] in fear' • he and his brother were probably mischievous: 'got away with murder' • he can read his father's ('dark' and 'good') moods and responds accordingly • he has contact with his parents as grandparents: 'drop off my two-year-old' • he is nervous when visiting his father: 'fumbled', 'struggling' • he worries about what his father may think: 'I'm sure he thought I was...' <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and crossreferences as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Question Number	Question
9(b)	Explain how the writer uses language to present John's father in the extract. Use evidence from the extract to support your answer.
	(7 marks)
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • the phrase 'unnerving ability...to teleport me back' shows how his father can be intimidating • the image 'with a barely perceptible nostril twitch' indicates that he can have an effect with slight gestures • the sentence beginning 'But Dad wasn't one to tolerate fools...' tells us that he has strong opinions and is forceful • the phrases 'dark moods' and 'good mood' suggest he has contrasting states of mind • the metaphor 'set his highly combustible Greek temper alight' tells us about his origins and his temperament • the phrase 'Little things...could set him off' shows that he can be volatile • the phrase 'Aborigines – could set him off' suggests he may be racist • the contrast between the phrase 'mellowed considerably' and the metaphorical 'firebrand Dad of old' tell us how he has matured. <p>Accept any other valid response.</p>

Band	Mark	A02iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of how the writer uses language to present ideas • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of how the writer uses language to present ideas • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of how the writer uses language to present ideas • Clear reference to the extract to support response.

Question Number	Question
9(c)	<p>In the extract, John describes his father. Explain the importance of fathers in one other part of the text. In your answer, you must consider:</p> <ul style="list-style-type: none"> • the relationship between father and child or children • what this tells us about the beliefs of those involved. <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the text provided that the focus is on fathers (AO2ii) and a reference is made to the social, cultural, historical context (AO2iv).</p> <p>Candidates must refer to ONE OTHER PART OF THE TEXT where fathers are shown or referred to, for instance:</p> <ul style="list-style-type: none"> • Dad’s influence presented in chapter 2 • Dad’s reaction in chapter 4 • Dad, John and the bike in chapter 6 • John and his children in chapters 8 or 15 • Dad and the grindstone in chapter 15. <p>Candidates may interpret ‘importance’ in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the text shows people influenced by a father • how that part of the text shows a father affecting relationships • what the writer is saying about father/child relationships. <p>References to context are likely to focus on the contrast in attitudes to Aborigine culture and how these attitudes may change.</p>

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives. A02iv: understand texts in their social, cultural and historical contexts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance in one other part of the text • Basic reference to the text's context.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance in one other part of the text • Some reference to the text's context.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance in one other part of the text • Generally sound or sound reference to the text's context.

To Kill a Mockingbird

Question Number	Question
10(a)	From the extract, what do you learn about the character of Scout? Use evidence from the extract to support your answer. <div style="text-align: right;">(7 marks)</div>
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points:</p> <ul style="list-style-type: none"> • Scout is amused by behaviour she finds unusual: 'the only two men we ever saw kiss' • she is judgemental: 'not high enough' • she is observant: 'Jack was a head shorter' • she makes comparisons: 'Jack made better use of his face' • she admits she is 'terrified' by 'men of science' and doctors • she is complimentary about Uncle Jack's approach to medical treatment: 'he never behaved like a doctor' • she is reluctant to seek this treatment: 'lurked', 'permitting no one to come near me' • she has a sense of humour: 'kept me laughing' • she is curious: 'What's in those packages?' • she is forthright: 'She's gettin' fat' • she uses profane language: 'that's a damn story'. <p>Accept any other valid response.</p>

Band	Mark	A02i: read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the character • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Some understanding of the character • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of the character • Clear reference to the extract to support response.

Question Number	Question
10(b)	Explain how the writer uses language to present Uncle Jack in the extract. Use evidence from the extract to support your answer.
	(7 marks)
	Indicative content
	<p>Candidates may select from a range of material from the extract. These could include the following points.</p> <ul style="list-style-type: none"> • the phrase 'pecked Atticus on the cheek' shows he is affectionate towards his brother • the phrase 'shook hands with Jem and swung me high' shows he differentiates between the children's ages, and perhaps their gender • the parallel phrases of 'never terrified me' and 'never behaved like a doctor' indicate that he is approachable • the verbs/verb phrases 'performed a minor service', 'removing a splinter', 'tell us', 'give us an estimation', 'explain', 'employed' show he is both capable and sympathetic • his response 'None of your business' makes it clear he is plain-speaking • the comparison between his cat and other 'women' tells us about his lifestyle and, perhaps, his determination to remain single • his tale about 'left-over fingers' emphasises his ability to relate to children • the response 'I beg your pardon?' suggests he is slightly shocked by Scout and may disapprove of her language. <p>Accept any other valid response.</p>

Band	Mark	A02iii: explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of how the writer uses language to present ideas • Limited reference to the extract to support response.
2	3-5	<ul style="list-style-type: none"> • Occasional understanding of how the writer uses language to present ideas • Some reference to the extract to support response.
3	6-7	<ul style="list-style-type: none"> • Generally sound or sound understanding of how the writer uses language to present ideas • Clear reference to the extract to support response.

Question Number	Question
10(c)	<p>In the extract, Scout is with her family. Explain the importance of family in one other part of the novel. In your answer, you must consider:</p> <ul style="list-style-type: none"> • the relationships of those involved • how characters are affected by the relationships. <p style="text-align: right;">(10 marks)</p>
	Indicative content
	<p>Candidates may draw on any relevant part of the novel provided that the focus is on family (AO2ii) and a reference is made to the social, cultural, historical context (AO2iv).</p> <p>Candidates must refer to ONE OTHER PART OF THE NOVEL where family is shown or referred to, for instance:</p> <ul style="list-style-type: none"> • any episode involving Scout, Jem and Atticus, or any two of them • any episode concerning the wider family, such as Aunt Alexandra and the debate about Calpurnia • any episode featuring the Ewells. <p>Candidates may interpret 'importance' in a number of ways, which could include:</p> <ul style="list-style-type: none"> • how that part of the novel shows characters influenced by family • how that part of the novel shows family affecting relationships • how family in that part of the novel drives the plot • what the writer is saying about family • how the novel's structure is affected by family in that part of the novel. <p>References to context are likely to focus on how members of a family respond to the social concerns of Maycomb.</p>

Band	Mark	A02ii: develop and sustain interpretations of writers' ideas and perspectives. A02iv: understand texts in their social, cultural and historical contexts.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of theme and its importance in one other part of the novel • Basic reference to the novel's context.
2	4-7	<ul style="list-style-type: none"> • Some understanding of theme and its importance in one other part of the novel • Some reference to the novel's context.
3	8-10	<ul style="list-style-type: none"> • Generally sound or sound understanding of theme and its importance in one other part of the novel • Generally sound or sound reference to the novel's context.

SECTION C: WRITING

Question Number	Question
*11	<p>Your year group is holding a debate about zoos and wildlife parks. Write the text of a speech giving your views on whether they are beneficial or harmful.</p> <p>In your speech, you may wish to include:</p> <ul style="list-style-type: none"> • the benefits of zoos and wildlife parks • the possible or real difficulties they can cause • your own opinions. <p>as well as any other ideas you may have.</p> <p style="text-align: right;">(48 marks)</p>
	Indicative content
	<p>Purpose: presenting a point of view about zoos and wildlife parks Audience: the candidate's peers Form: a speech which is likely to make use of appropriate rhetorical devices, personal opinion and anecdote supported by relevant factual information. Continuous paragraphed prose is expected. Successful answers are likely to:</p> <ul style="list-style-type: none"> • be clear and well-organised • display personal engagement • present a thoughtful consideration of the issues involved. <p>Candidates may write about their own experiences of zoos and wildlife parks but the more successful will consider the issues involved.</p>

Band	Mark	A03i/ii i Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. ii Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
0	0	No rewardable response.
1	1-6	<ul style="list-style-type: none"> • Expresses ideas at a basic level • Little awareness of the purpose and audience • Basic vocabulary; little variety of sentence structure; little evidence of control • Organisation is simple with little success in introducing and developing a response.
2	7-12	<ul style="list-style-type: none"> • Expresses ideas with limited appropriateness • Limited grasp of the purpose and audience • Limited evidence of control in the choice of vocabulary and sentence structure • Organisation shows limited grasp of text structure, with opening and development, and limited use of appropriate paragraphing.
3	13-19	<ul style="list-style-type: none"> • Expresses ideas that are sometimes appropriate • Some grasp of the purpose and audience • Some evidence of control in the choice of vocabulary and sentence structures • Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.
4	20-26	<ul style="list-style-type: none"> • Expresses ideas that are generally appropriate • Generally sound grasp of the purpose and audience • Generally sound evidence of control in the choice of vocabulary and sentence structures • Organisation shows generally sound grasp of text structure, with opening and development, and broadly appropriate paragraphing.
5	27-32	<ul style="list-style-type: none"> • Expresses and develops ideas appropriately • A clear sense of the purpose and audience • Well-chosen vocabulary, and some evidence of crafting in the construction of sentences • Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.

Band	Mark	A03iii Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.
0	0	No rewardable response.
1	1-3	<ul style="list-style-type: none"> • Sentences show basic attempt to structure and control expression and meaning. A basic range of sentence structures is used • Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects • Spelling is basic in accuracy, with many slips which hinder meaning.
2	4-6	<ul style="list-style-type: none"> • Sentences show limited attempt to structure and control expression and meaning. A limited range of sentence structures is used • Limited control of a range of punctuation devices, with limited success in conveying intended emphasis and effects • Spelling is limited in accuracy, with many slips which may hinder meaning.
3	7-10	<ul style="list-style-type: none"> • Sentences show some attempt to structure and control expression and meaning. Occasional variety of sentence structures used • Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response • Spelling is sometimes accurate, with some slips which may hinder meaning.
4	11-13	<ul style="list-style-type: none"> • Sentences are generally clearly structured, with generally sound control of expression and meaning, some variety of sentence structures used • Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response • Spelling is mostly accurate, with some slips which do not hinder meaning.
5	14-16	<ul style="list-style-type: none"> • Sentences are clearly structured, with sound control of expression and meaning, a reasonable selection of sentence structures are used • Sound control of the full range of punctuation, enabling intended emphasis and effects to be conveyed for the majority of the response • Spelling is mostly accurate, with occasional slips.

Question Number	Question
*12	<p>A local newspaper is publishing a series of articles on happiness. Write an article expressing your views on what happiness means to you and other people.</p> <p>In your article, you may wish to include:</p> <ul style="list-style-type: none"> • what you think happiness is • the difference between long-term and short-term happiness • what you think should be done to improve the chances of happiness <p>as well as any other ideas you may have.</p> <p style="text-align: right;">(48 marks)</p>
	Indicative content
	<p>Purpose: to express personal views on happiness</p> <p>Audience: local newspaper readers</p> <p>Form: an article which presents personal views but which shows awareness of the lives of others.</p> <p>Successful answers are likely to:</p> <ul style="list-style-type: none"> • present a coherent and structured approach to the topic • consider a range of views on happiness • balance personal experience with generalisations • say something about how happiness can be achieved. <p>Interpretations of 'happiness' may be wide and varied. Please be prepared to reward reasoned presentations of a range of appropriate views.</p>

Band	Mark	A03i/ii i Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. ii Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
0	0	No rewardable response.
1	1-6	<ul style="list-style-type: none"> • Expresses ideas at a basic level • Little awareness of the purpose and audience • Basic vocabulary; little variety of sentence structure; little evidence of control • Organisation is simple with little success in introducing and developing a response.
2	7-12	<ul style="list-style-type: none"> • Expresses ideas with limited appropriateness • Limited grasp of the purpose and audience • Limited evidence of control in the choice of vocabulary and sentence structure • Organisation shows limited grasp of text structure, with opening and development, and limited use of appropriate paragraphing.
3	13-19	<ul style="list-style-type: none"> • Expresses ideas that are sometimes appropriate • Some grasp of the purpose and audience • Some evidence of control in the choice of vocabulary and sentence structures • Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.
4	20-26	<ul style="list-style-type: none"> • Expresses ideas that are generally appropriate • Generally sound grasp of the purpose and audience • Generally sound evidence of control in the choice of vocabulary and sentence structures • Organisation shows generally sound grasp of text structure, with opening and development, and broadly appropriate paragraphing.
5	27-32	<ul style="list-style-type: none"> • Expresses and develops ideas appropriately • A clear sense of the purpose of the writing and audience. • Well-chosen vocabulary, and shows some evidence of crafting in the construction of sentences • Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.

Band	Mark	A03iii Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.
0	0	No rewardable response.
1	1-3	<ul style="list-style-type: none"> • Sentences show basic attempt to structure and control expression and meaning. A basic range of sentence structures is used • Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects. • Spelling is basic in accuracy, with many slips which hinder meaning.
2	4-6	<ul style="list-style-type: none"> • Sentences show limited attempt to structure and control expression and meaning. A limited range of sentence structures is used • Limited control of a range of punctuation devices, with limited success in conveying intended emphasis and effects • Spelling is limited in accuracy, with many slips which may hinder meaning.
3	7-10	<ul style="list-style-type: none"> • Sentences show some attempt to structure and control expression and meaning. Occasional variety of sentence structures used • Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response • Spelling is sometimes accurate, with some slips which may hinder meaning.
4	11-13	<ul style="list-style-type: none"> • Sentences are generally clearly structured, with generally sound control of expression and meaning, some variety of sentence structures used • Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response • Spelling is mostly accurate, with some slips which do not hinder meaning.
5	14-16	<ul style="list-style-type: none"> • Sentences are clearly structured, with sound control of expression and meaning, a reasonable selection of sentence structures are used • Sound control of the full range of punctuation, enabling intended emphasis and effects to be conveyed for the majority of the response • Spelling is mostly accurate, with occasional slips.

