



Pearson
Edexcel

International GCSE English Language B (9-1)

Exemplar Scripts and Commentaries

Summer 2019 Series



Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to International GCSE English Language B Component 1 (4EB1/01).
- The responses in this pack were taken from the Summer 2019 examination series. The question papers and mark schemes can be found on the Pearson website.
- In this pack, you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact the English subject advisor team on teachingenglish@pearson.com



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4EB1/01



S1

Read Text One in the Extracts Booklet, adapted from an article called *London Teenager Wins 2017 Young Sailor of the Year Award*.

- 1 Using lines 5–11, state **one** reason why Jon Holt thinks Montel Fagan-Jordan should win the award.

He talks about all the effort and work "behind the scenes" Montel put in.

(Total for Question 1 = 1 mark)

S2

Read Text One in the Extracts Booklet, adapted from an article called *London Teenager Wins 2017 Young Sailor of the Year Award*.

- 1 Using lines 5–11, state **one** reason why Jon Holt thinks Montel Fagan-Jordan should win the award.

Montel has done lots for the school project *Scaramouche*.

(Total for Question 1 = 1 mark)

S3

Read Text One in the Extracts Booklet, adapted from an article called *London Teenager Wins 2017 Young Sailor of the Year Award*.

- 1 Using lines 5–11, state **one** reason why Jon Holt thinks Montel Fagan-Jordan should win the award.

Jon Holt thinks Montel fagan-Jordan should win the award because Everyone Nominated x Sailed over 3000 miles

(Total for Question 1 = 1 mark)



S4

Read Text One in the Extracts Booklet, adapted from an article called *London Teenager Wins 2017 Young Sailor of the Year Award*.

- 1 Using lines 5–11, state **one** reason why Jon Holt thinks Montel Fagan-Jordan should win the award.

Charmed Sponsor / he Persuaded his Sailing
Companies to support the Project

(Total for Question 1 = 1 mark)

S5

Read Text One in the Extracts Booklet, adapted from an article called *London Teenager Wins 2017 Young Sailor of the Year Award*.

- 1 Using lines 5–11, state **one** reason why Jon Holt thinks Montel Fagan-Jordan should win the award.

He persuaded big sailing companies to support
the project.

(Total for Question 1 = 1 mark)

S6

Read Text One in the Extracts Booklet, adapted from an article called *London Teenager Wins 2017 Young Sailor of the Year Award*.

- 1 Using lines 5–11, state **one** reason why Jon Holt thinks Montel Fagan-Jordan should win the award.

Because it will reflect his commitment and
effort.

(Total for Question 1 = 1 mark)



S7

- 2 In lines 51–57, Jon Holt identifies some of the positive things that the students have learned.

Name **one** of them.

Jon Holt explains that the crew have learnt not only about ~~the~~ dealing with weather but also each other.

(Total for Question 2 = 1 mark)

S8

- 2 In lines 51–57, Jon Holt identifies some of the positive things that the students have learned.

Name **one** of them.

The students that normally would not socialise with ~~some~~ ^{each other} were working as a team.

(Total for Question 2 = 1 mark)

S9

- 2 In lines 51–57, Jon Holt identifies some of the positive things that the students have learned.

Name **one** of them.

They've learned that they have to work hard to get what they want.

(Total for Question 2 = 1 mark)



S10

- 2 In lines 51–57, Jon Holt identifies some of the positive things that the students have learned.

Name **one** of them.

Being becalmed for several hours.

(Total for Question 2 = 1 mark)

S11

- 2 In lines 51–57, Jon Holt identifies some of the positive things that the students have learned.

Name **one** of them.

hard work pay ~~or~~ work hard
to get what they want.

(Total for Question 2 = 1 mark)

S12

- 2 In lines 51–57, Jon Holt identifies some of the positive things that the students have learned.

Name **one** of them.

they've learnt how to manage themselves they've
gained an understanding that you have to work hard
to get what you want

(Total for Question 2 = 1 mark)



S13

- 3 Explain how the writer presents the achievements of the students taking part in the Greig City Academy sailing programme.

You should support your answer with close reference to the passage, including **brief quotations**.

(10)

The author Fretter begins by setting the scene; a young boy awarded the 'prestigious' Young Sailor of the Year trophy of 2017.

He describes the boy, Montel, as 'outstanding' which immediately begs the question from the audience - 'why?'

However although the writer focuses on Montel at the start, using a quote posted online by his teacher Holt praising him of being committed ^{after hours} "persuaded big sailing companies to support the project," it is clear from the opening that this is about all the students in the Academy.

Using facts & statistics we find out from the article that the school ~~most~~ of that the team of 8 came from was not 'prestigious' and indeed a state school (which are largely excluded from events such as the Fretter Race) as 'over 70% of its pupils receive free school meals' & '73% are 'disadvantaged'.

This relates to the general motif of the ^{article} text, the students beating all odds. This is further reinforced by the fact that they are 'first state school to compete in the race'.

The Fretter shows us that initially the academy teacher Holt did not expect the students to engage in the activity of being on the water, & 'mull it up as we went along'.



The aforementioned motif is again reinforced by the fact that a 'dilapidated' yacht was bought on eBay, suggesting the boys did not have it easy, yet played though & set their sights higher', eventually restoring the vintage yacht the Scaramache, used in the fastest race.

The boys are presented as being determined throughout, 'there for the challenge' not the comfort.

An interview w/ Holt shows the audience the real hardship the crew has gone through: rough weather, inter personal skills & how to manage themselves. This is something Holt admires, which resonates w/ the audience as we find that even Holt did not expect them to do so well - a nod to the motif.

Positive adjectives & verbs are used throughout, such as 'absolutely buzzing' & 'resilience', to describe the students, w/ the teacher stating 'I will never forget' suggesting the experience was so meaningful it will be ingrained in the crew's memories forever.



S14

- 3 Explain how the writer presents the achievements of the students taking part in the Greig City Academy sailing programme.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer presents the achievements of the students taking part in the Greig City Academy sailing programme in very different ways.

Firstly, the writer uses a very positive mood throughout the extract ~~such as~~ by using a variety of positive vocabulary, such as "trophy" and "commitment and effort", this creates a very positive environment on the reader which makes him see ~~the~~ all good points ~~narrator~~ the ~~more~~ writer has ~~narrated~~ explained.

Also, the writer used to present the experience within the Greig City Academy, a wide range of quotations from the people that not only organized the ~~annual~~ adventure but were close to the children that experienced this. This technique is used by the writer to present the positive message ~~as~~ from a more personal and close point of view. This has a positive impact to



the audience as they can really believe what the writer is telling us ~~but~~ as a close source is being presented.

"We started dinghy sailing", this quotation from John Molt's explanation shows clearly how he uses the word ~~to~~ word "we" various times representing and showing the ^{reader} ~~audience~~ the idea of a group and a team working united. "They have coped ... They've had to learn..." this quotation emphasises the students' achievements and how the ~~s~~ students are the ~~one~~ ones that deserve the prize, this is shown due to the ~~ner~~ constant use of "they have" and "they've".

The writer also presents the ~~student~~ achievements of the student ~~by~~ through the use of many figures, such as "142 out of 368 boats" and "around 73 per cent of pupils statistically classified as disadvantaged". This is used by the writer to show how proud they are of what the students have set to achieve, and how big statistics show that through "commitment and effort" the results can turn out very high. The writer also used the ~~quotation~~ sentence



"statistat statistically classifed disadvantage"
and the high percentage "73 per cent"
representing and showing the audience
the long way and the high amount of
effort these student have sacrificed.

In conclusion, the writer presents the
achivements of the students ~~today~~
by the use of positive language, the
use of close source quotations and
the use of figures and statistics.



S15

- 3 Explain how the writer presents the achievements of the students taking part in the Greig City Academy sailing programme.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer presents the achievements of the students taking part in the Greig City Academy Sailing programme by talking about how ~~the~~ unexpected it was and how they pushed through to reach their achievements. "Around 73 per cent of pupils are statistically classified as disadvantaged" and "there are over 50 different first languages spoken at the school" showing how diverse the school is and even though there is a lot of different people they can still come together to achieve something good, for example; "eight of its boys completed the Fastnet race". Also the race was sponsored by "the exclusive Rolex watch company", meaning the race is quite a big deal and "they became the first state school to compete in the race" showing you don't need to be apart of a fancy private school to achieve things.

Furthermore another way the writer ~~is~~ presents the achievements of the students taking part in the Greig City Academy sailing



programme is that they came from nothing,
in 2013 they "started dinghy sailing" and
from there became yacht racers.



S16

- 3 Explain how the writer presents the achievements of the students taking part in the Greig City Academy sailing programme.

You should support your answer with close reference to the passage, including brief quotations.

Something

(10)

The writer ~~talk~~ presented a different inside the students taking part in the Greig City Academy he explained how the student worked hard and how he won the award in 2017 trophy the writer also ~~showed~~ explained how the pupils ~~is~~ were were statistically classified as a disadvantage. The pupils were markedly different to the typical ocean.

The writer talked about some boys who were started dinghy sailing in peole Harbour. They really enjoyed it and they wanted to take it further.

The writer also talked about how the ~~is~~ 17 years old guy ~~not~~ get the boat his first time he said that "The first boat Holt found was a dilapidated 22ft yacht on eBay." the boat bought it and restored, but the pupils ~~had~~ set their sights higher.



S17

- 3 Explain how the writer presents the achievements of the students taking part in the Greig City Academy sailing programme.

You should support your answer with close reference to the passage, including brief quotations.

(10)

- the students ^{have learnt} ~~learned~~ how to attract money from sponsors: 'All of the money for this, none of it comes from the school, it's all money they've raised through talks'
- the students understood the importance of hard working in achieving results: 'They've gained an understanding that you have to work hard to get what you want'
- the students ^{have learnt} ~~learned~~ to cooperate with each other, regardless of their friendships liaisons: 'They've had to learn interpersonal skills because the crew were selected on ability rather than a friendship group, so some of them are with students they wouldn't normally socialise with in school.'
- the students've learnt to go the extra mile and to never give up: 'The key thing they've ~~learned~~ learnt is resilience, and they are a tough bunch of kids.'
- the students grew fond of sailing: 'They coped well when it was hard. They enjoyed it when it was exhilarating..... So I think they've got the bug for it.'



• the students grasped ^{the art} ~~a lot~~ of DIY: 'All the important bits - safety kit, mast, cables and sails - have been thoroughly restored or replaced, thanks to a vast amount of determination from the pupils!'

Note: DIY = Do - it - Yourself



S18

Read Text Two in the Extracts Booklet, adapted from an article called *After-study Activities*.

- 4 In lines 16–20, the writer suggests some ways that after-study activities help students.

Give **one** of them.

It would look good on a CV or collage application which can help you become enrolled.

(Total for Question 4 = 1 mark)

S19

Read Text Two in the Extracts Booklet, adapted from an article called *After-study Activities*.

- 4 In lines 16–20, the writer suggests some ways that after-study activities help students.

Give **one** of them.

A great way to meet people who are different from you.

(Total for Question 4 = 1 mark)

S20

Read Text Two in the Extracts Booklet, adapted from an article called *After-study Activities*.

- 4 In lines 16–20, the writer suggests some ways that after-study activities help students.

Give **one** of them.

Approximately 70% of the pupils receiving free school meals and there are over 50 different languages spoken at the school.

(Total for Question 4 = 1 mark)



S21

Read Text Two in the Extracts Booklet, adapted from an article called *After-study Activities*.

- 4 In lines 16–20, the writer suggests some ways that after-study activities help students.
Give **one** of them.

Specific activities to help with specific
goals.

(Total for Question 4 = 1 mark)

S22

Read Text Two in the Extracts Booklet, adapted from an article called *After-study Activities*.

- 4 In lines 16–20, the writer suggests some ways that after-study activities help students.
Give **one** of them.

It helps when applying for a college
or a job.

(Total for Question 4 = 1 mark)

S23

Read Text Two in the Extracts Booklet, adapted from an article called *After-study Activities*.

- 4 In lines 16–20, the writer suggests some ways that after-study activities help students.
Give **one** of them.

Job application and university admissions

(Total for Question 4 = 1 mark)



S24

5 The writer offers some advice about finding the right activity.

Using lines 22–31, identify **two** points the writer makes.

1 Think about your interests and abilities.

2 Each role you choose is important.

(Total for Question 5 = 2 marks)

S25

5 The writer offers some advice about finding the right activity.

Using lines 22–31, identify **two** points the writer makes.

1 Think about your interests and disabilities

2 Think about what role you want to play

(Total for Question 5 = 2 marks)

S26

5 The writer offers some advice about finding the right activity.

Using lines 22–31, identify **two** points the writer makes.

1 ~~As~~ He points out that you should take your time and abilities into account

2 He also mentions that in different activities comes a different group role that you should take into account

(Total for Question 5 = 2 marks)



S27

5 The writer offers some advice about finding the right activity.

Using lines 22–31, identify **two** points the writer makes.

1 Don't limit your ~~year set~~ yourself to the familiar -
try something new.

2 You can also lend your skill in areas that are
needed, such as using your maths to be a club's
treasurer.

(Total for Question 5 = 2 marks)

S28

5 The writer offers some advice about finding the right activity.

Using lines 22–31, identify **two** points the writer makes.

1 listen to other student's experiences.

2 Being in charge teaches you leadership

(Total for Question 5 = 2 marks)

S29

5 The writer offers some advice about finding the right activity.

Using lines 22–31, identify **two** points the writer makes.

1 "Think about your interests"

2 "Review the activities on offer in your local
area"

(Total for Question 5 = 2 marks)



S30

- 6 Explain how the writer persuades the reader to consider trying after-study activities.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The (author) writer persuades the reader by using rhetorical questions initially 'Bored?' 'looking for a new challenge' to draw them in and want to know more.

The writer also links all the speech using short punchy sentences to engage the reader.

The writer writes in a quite formal way so it looks like they have knowledge and the reader can trust them.

The article is set out with subheadings & bullet points to make it easy to read. This will engage the reader and keep their interest.

The writer uses the first-person when asking questions 'Have do I get involved?' to be more personal and gain the reader's attention.

The writer also uses second person narration 'so what's in it for you?' this makes the reader have a sense of identity and feel the writer is aiming it at them to hold their interest.

The writer is not bias in the article & list the pros and cons of joining an after



-study activity which makes the reader feel like they have a choice and can make their own decisions. Although as it has given the positives and negatives it is cleverly persuading the reader it is a good idea as they can always come away from the activation if they feel they made the wrong decision.

The writer lists all the sports ^{they could write or participate in} so the reader will find at least 1 they have an interest in and will want to (pursue) (per)pursue the club. "You can really enjoy them by joining (participate) in" suggests to the reader there would be "much more fun". It gives the sense that the writer really enjoys sports themselves.

The writer sets out all the benefits of after-school activities which subtly persuades the reader there would be no harm in trying it out starting the sentence with ~~and~~ a rhetorical question 'so what's in it for you?'

It also elaborates by suggesting it would give the reader an advantage by having on their CV, job applications or university admission forms.

The writer also reinforces the fact that it would do no harm to try out a club as if they took on too much they could review the situation and maybe change to a less



time consuming club or ~~off~~ quit and
rejoin at a later stage. This puts the
reader mind at ease about not being
under too much pressure or taking on a
commitment that they cannot get out of.
The article also suggests the reader to
take other ways of getting information to ensure
they are making the right choice before signing
up. This makes the reader feel they are
knowledgeable in the subject & have made a
well informed choice.

The image at the beginning shows
young people having fun which is a
persuasive factor.

(Total for Question 6 = 10 marks)



S31

6 Explain how the writer persuades the reader to consider trying after-study activities.

You should support your answer with close reference to the passage, including brief quotations.

(10)

The writer persuades ~~using~~ the reader, using ~~diff~~ different techniques. Firstly, the writer uses rhetorical question "Bored? Looking for a new Challenge?" This attracts the readers attention, and persuades them to read the text to get ~~answers~~ information.

In addition, the writer ~~uses~~ assures the reader "You'll find friends." This reveals that ~~nothing will~~ the writer uses facts that you will find ~~from~~ friends.

Moreover, the writer uses lists "French, radio, chess, music, drama..." This highlights that no reader is left out and names all the clubs to be sure. Furthermore, the writer uses facts "It look good on college and job applications" This reveals that it is correct and right.

In conclusion, the writer uses opinion "If an activity adds lots of stress to your life, it's not for you." This highlights that if



the activity is not for you then
stop it and try a new one. This
makes the reader know that not
all activities will work with you.



S32

6 Explain how the writer persuades the reader to consider trying after-study activities.

You should support your answer with close reference to the passage, including brief quotations.

(10)

The writer persuades the reader to ~~consider trying~~ to consider trying after-study activities. By writing ^{you} you can watch basketball, baseball, athletics, tennis, volleyball ~~or~~ and soccer or you can enjoy them by joining your school team. So many choices can seem overwhelming but getting involved in new activities with new people is a fun way to change ^{yourself}.

The writer persuades the reader by saying ~~that~~ you can enjoy them by joining your school team.

The writer trying to say instead of watching sports you can enjoy them by joining ~~which~~ which persuades the readers to join a school club.



The ~~writer~~ ~~man~~

Also the writer persuades the readers by writing
so many choices can seem overwhelming but
getting involved in new activities with new
people is a fun way to challenge yourself.

The writer persuades the ~~reader~~ ^{reader} by
saying getting involved in new activities
with new people is a fun way to
challenge yourself. The writer is trying to
lead the reader motivated to join their
school club by saying its ~~going~~ ^{going} to
be challenging and fun. ~~That~~
This is how the writer persuaded the
reader.



S33

6 Explain how the writer persuades the reader to consider trying after-study activities.

You should support your answer with close reference to the passage, including brief quotations.

(10)

To catch the reader's attention the writer talks about the benefits of after study activities. He says "you get to explore your physical, creative, ~~and~~ social, practical and career interest". He talks about how you gain valuable experience in doing the activities like a social life or a creative mind.

He also says "participating in after-study activities helps you in other ways too. It looks good on college and job applications and shows university admission officers and employers you're well rounded and responsible". In this quote the writer talks about how an after study activity can help you go to college and do a course. Or it can help you find a job, ~~also~~ also find you in a university.

The writer also talks about ~~how~~ how to find activities and says "review the activities on offer in your local area". He talks about how there are activities in your area that you should ~~to~~ join.

Also the writer talks about how you can start ~~to~~ by ~~starting~~ starting many options like you can go online. Also he talks about what age or how physical you need to be to play in some of the classes as they can be competitive.



S34

- 6 Explain how the writer persuades the reader to consider trying after-study activities.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer uses a rhetorical question to make the reader meet his own way of thinking. The writer says, "Bored? Looking for a new challenge?" This makes the reader have a feeling of reading what is next and engages the reader.

The writer persuades the reader to consider trying after-study activities by giving the benefits of it. The writer says, "You'll find friends, lots of youth programmes bring people together who are different as a way to break down barriers between people." To emphasise this point the writer gives a sense of wonder in the reader's mind because one might not have friends therefore this encourages and persuades the reader to consider the after-study activity.

The writer gives an advice to persuade the reader to ~~to~~ consider trying after-study activities. The writer uses a positive advice and this help the reader to consider more. To illustrate this point the writer says, "It's important to keep a balance between schoolwork, after-study activities, a job,



social life, and your health." This persuades the reader in a certain way if the reader had questions on his mind. It creates peace and answers the reader's questions therefore it persuades the reader to consider after-studying activities.



S35

- 7 Compare how the writers of Text One and Text Two present ideas and perspectives about after-study activities.

Support your answer with examples from **both** texts.

(15)

Although ~~both~~ both texts present positive perspectives upon about after-study activities, they do so in different ways. ~~the~~ whilst Text ^{two} ~~one~~ ^{intends to} ~~be~~ ^{persuasive} persuade a younger audience, Text one seems to have a more formal register in order to inform an adult audience.

Both texts use questions in an attempt to enthrall the reader, ~~and~~ ~~however~~ ⁱⁿ ~~text one~~ ^{text one} the question is ~~more~~ ^{more} informative instead of ~~conversational~~ ^{conversational}. This is evident in the quotation, 'And they never ask, what happens if it goes spectacularly well?' The ~~question~~ ^{writer} ~~seems to~~ ^{seems to} inform the reader that most people were pessimistic about the outcomes which is highlighted through the use of the negative 'never'. However, ~~Freter~~ ~~then~~ contrasts this with the use of the adjective ~~spect~~ 'spectacularly' ~~giving~~ ^{transmitting} a sense of success. This foreshadows that the ~~new~~ ~~may~~ ~~change~~ the results will be different to what is expected through which the reader infers this after-study activity will actually be successful ~~and~~ ~~not~~. Similarly, ~~the~~ ~~writer~~ uses rhetorical questions in text two to ~~convince~~ ^{convince} the reader that after-study activities are ^{instead} beneficial for the



reader. For example, the writer says, 'So what's in it for you?' The question mark seems to invite the reader to question what the advantages may be, but also suggests to them that the writer is about to explain the many advantages ~~the writer~~ through this ~~managed to be~~ ~~also~~ ~~less~~ ~~the phrase~~ ~~more~~ specifically, the sentence opener 'So!' immediately sets a conversational tone, making the ~~reader~~ writer sound friendly through this, the writer manages to ~~pass~~ communicate to ~~the~~ reader that what he is about to explain ~~them~~ is all about the benefits for the reader, convincing them that after-study activities may actually be good for them.

Whilst both texts intend to communicate ~~their~~ their positive ~~the~~ view of after-study activities, they both also do this by seeming convincing to the reader. In text one, the use of ~~quoted~~ quotes from real interviewees such as, 'I honestly thought there would be bits of the Fastnet Place that they really might not like,' the writer is aiming to demonstrate how the text is not biased and is completely factual. This is further emphasised through the use of the word honestly. This makes the reader understand that all the positive statements about the club and topics that they previously read are true and ~~are~~ ~~credited~~ ~~you~~ as the reader seems credible.

On the other hand, Dawkins uses real examples of websites, for example, to seem more credible.



the fact that the writer is informed about these things, making him seem more convincing to the reader and persuades them to believe and take his previous advice which ~~the writer~~ will be trust worthy. Through this, the positive views of the subject are communicated successfully to the reader.

Finally, both writers' ~~inform~~ make ~~it clear to~~ ~~different audiences~~ that make their positive ideas about after-study activities clear to different audiences through their use of lists. Fretter includes a quote from Holt where he mentions all that the students have gained from the experience: 'They've gained an understanding that you have to work hard, e.g. They've had to learn interpersonal skills'. ^{Holt's} ~~the writer's~~ use of 'they' communicates a sense of distance which may ~~reflect~~ reflect how the writer is writing about a ~~less~~ younger audience but for an older audience who will also perceive the students as a 'distant' group. The use of 'interpersonal' is an ~~more~~ sophisticated and a less colloquial word suggesting the text was written to inform a more mature audience of the advantages of clubs, who will ~~have~~ ^{gain} a deeper understanding of the subject.

Dawshen also uses lists to ~~remember~~ ~~when~~ ~~mention~~ mentioning all the benefits of taking part in an extra-curricular club. ~~Nevertheless,~~ However, unlike Fretter, he does so in a way which will appeal to



an younger audience. This is evident in the quotation
'you get to explore your physical, creative, social, political
and career interests with like minded people'. The repeated
use of a comma creates a sense of rhythm making the
list seem endless and therefore highlighting the many advantages.
Moreover the use of the ^{direct address} personal pronoun 'you' makes
it clear to ~~the audience~~ that the text is addressing
young people themselves and ~~as a result~~ makes it
seem personal. Through this the writer demonstrates
to the reader how after-study activities should be undertaken
and encourages them to consider the many benefits.
~~In conclusion, while both parts look at the~~
~~part of the~~



S36

- 7 Compare how the writers of Text One and Text Two present ideas and perspectives about after-study activities.

Support your answer with examples from **both** texts.

(15)

Both writers compare their views on after-study activities in different ways. The first text focuses on a specific activity and gives examples of the achievements that have been recognized through the certain activity of sailing. On the other hand, the second text aims to persuade the reader to join an after-study activity, while not being specific to a certain activity but instead stating the importance and benefits of joining a club to the reader.

By stating ~~about~~ the achievements of this certain sailing academy and giving anecdotes of how the activity works, the writer shows the perspective of the third person. The writer is not writing about themselves but instead stating facts with statistics about other people. The ~~text~~ first text idolises the idea of achieving excellence through the activity of sailing by working hard to achieve ~~is~~ goal. This can be seen in the exposition where it is stated that "Montel Fagan-Jordan" has been awarded "Young Sailor of the Year 2017" thanks to his involvement in the Goring City Academy sailing programme. An award he may have not been able to achieve without their involvement.



The second text is written in a second person format to present the writer's ideas ^{and perspectives about} ~~about~~ ~~them~~ after-study programmes as a whole. This text is more informal and allows the reader to think for themselves. A major contrast from ~~text~~ text one is the use of rhetorical questions that text two has so many of. ~~the~~ This device helps persuade the reader instead of only informing them. ~~the~~ This text is also broken down into different sections by subheadings of questions such as "what are the benefits of after-study activities?", "How do I find the right activity for me?", "How do I get involved?" and "what if I take on too much?". The second text ~~also~~ also uses emotive language to appeal to readers as it shows an understanding ~~as~~ by recognizing that "so many choices can be overwhelming" but this assures the audience that after-study activities can be "a fun way to challenge yourself".

Some main differences between the two text are that the first text is filled with quotes, while the second text has none. The tone of text one is more descriptive as it ~~is~~ has a setting while the second text only offers advice. The first text has a direct focus on the Greg City Academy sailing programme and the second text does not mention a specific programme but instead addresses programmes as a whole. This makes text two appeal to people around the world and not only inform about one place.



S37

- 7 Compare how the writers of Text One and Text Two present ideas and perspectives about after-study activities.

Support your answer with examples from **both** texts.

(15)

Besides the Fastnet Race, in which they finished 142 out of 368 boats, the academy also competed at Cowes week² with both girl and boy pupils on board and over 1000 pupils have gone sailing with Gureig City Academy since it began the programme. They have coped ~~becalmed~~ with very kinds of condition you could possibly deal with: rough weather, being becalmed for several hours and they have gained lots of thing. They have gained an understanding that you have to work hard to get what you want. They've had to learn interpersonal skills because the crew were selected on ability rather than friendship group so some of them are with students they wouldn't normally socialise with in school. And they've learnt how to manage themselves.



It's important to keep a balance between schoolwork, after-study activities, a job, social life, and your health. If your health If you can join a club and need to quite for any reason, talk with the leader or coach. Be direct and polite and explain your situation and feeling. Sometimes it's just not the right fit or takes too much of your time, perhaps you can participate in a less than time-consuming way or rejoin later



S38

- 7 Compare how the writers of Text One and Text Two present ideas and perspectives about after-study activities.

Support your answer with examples from **both** texts.

(15)

Both texts present after study activities in a positive light, they both go into depth about the positive aspects of the activities, but both have their own separate focus for example in text one the ~~writer~~ writer has focused more often than not on one particular student "Montel Fagan-Jordan" and how amazing his personal achievement was having "Been awarded the prestigious young sailor of the year 2017 trophy" where as in text two the writer has a vast audience trying to appeal to any student that could be interested in doing anything by listing a large number of possible activities "Basketball, baseball, athletics, tennis, volleyball and soccer" This is the writers way of trying to show there is something for everyone.

The two writers also have very similar views on some aspects of their retrospective articles for example in text one the use of rhetorical questions to emphasise the positives that can be gained by saying "What happens if it goes spectacularly well" This is the-



- writers way of trying to make the audience forget the negative side of things and focus on what you can achieve. In text two the writer uses a very similar rhetorical question "So what's in it for you" this again, just like in text one, makes the reader only look at the positives and what you can achieve or get out of the opportunity rather than focusing on what could go wrong.

In both texts they talk about the money side of the after school clubs. With this aspect of the texts they differ significantly by the fact in text one the writer states "All of the money for this, none of it comes from the schools its all money they've raised through talks!" This shows a whole other achievement in its own the writer explains the effort, hard work ~~the~~ the students put in we "the boys did a sequence of maybe 40-50 ~~that~~ talks to sailing clubs and suppliers" and with this it really emphasises the commitment made by the students. In text two the writer is extremely vague about the financial side of the activities and doesn't offer a lot of information at all only giving a few possible questions you might want to ask such as "Do you have to pay to join?" and "How much?" The ~~writer~~ writer also says —



"You may be required to help raise money." But
doesn't offer any other information on how you
may be required to help.



S39

- 7 Compare how the writers of Text One and Text Two present ideas and perspectives about after-study activities.

Support your answer with examples from **both** texts.

(15)

In text one the writer talks about how the students learn new skills and how they become successful. For example the writer wrote a post at King City academy in Harlow London has been awarded the prestigious Young Star of the year.

Also in text one the writer ~~talks~~^{spoke} about students ~~how~~^{they} learn new skills and ~~write~~^{write} how to manage ~~themselves~~^{themselves}. Also the writer talked about how they work hard by writing. They have covered with every kind of condition you could possibly do with.



In text two the writer persuades the readers by saying about and tells they then to the readers how they should join school clubs.

The writer persuades the readers by writing about challenging and being fun. Furthermore the writer wrote about getting yourself involved by new activities with new people and is a fun way to challenge yourself.

Also the writer talks about why they the activities will help you in other ways. Furthermore the writer wrote participating in other study activities helps you in other ways too. It looks good on college and job applications.

Also the writer used a lot of ~~the~~



because Mrs. Hunt has so many ~~other~~ children.



S40

- 7 Compare how the writers of Text One and Text Two present ideas and perspectives about after-study activities.

Support your answer with examples from **both** texts.

(15)

Text two present ideas and perspectives better than text one.

In the beginning of text two there are four pictures where the reader can even guess the content of the text before reading it while in text one there is only one picture which is also hard to identify.

Text two is well more arranged and appealing to read as when the reader only wants to get ideas of how to involve in an activity it is easier for them to find it than when the reader is trying to get an idea from text whereby he will have to read the whole thing.

Text two is easier to read than text one as it's grammar is much easier to understand than in text one where the some vocabulary are hard to understand.



Text two could gather a wider audience as it has ideas and content that many can relate to ~~than~~ are would be interested in than in text one where the content is minimized to a small audience.



SECTION A: READING

Question 1

Script	Commentaries	Mark
S1	Bullet point 8	1 mark
S2	Bullet point 9	1 mark
S3	The focus in the answer is on everyone, not him.	0 marks
S4	Bullet points 4 & 5	1 mark
S5	Bullet point 5	1 mark
S6	Bullet point 8	1 mark

Question 2

Script	Commentaries	Mark
S7	Bullet points 1 & 3	1 mark
S8	Bullet point 3	1 mark
S9	Bullet point 2	1 mark
S10	-	0 marks
S11	Bullet point 2	1 mark
S12	Bullet points 4 & 2	1 mark

Question 3

Script	Commentaries	Mark
S13	Some perceptive understanding and analysis is evident in this response. There is some discrimination of the selection of references. There is occasional description, however.	9 marks
S14	Thorough understanding and exploration of language and structure is shown. There are a good range of points selected such as examining quotations, statistics, the comment on the word 'we' and exploration of effects. The	8 marks



	selection of references is detailed and appropriate, fully supporting the points being made.	
S15	Some understanding is shown, which is clear in places and the selection of references is appropriate. Comments such as 'showing how diverse the school is ... to achieve something good' do explain and show clear understanding.	5 marks
S16	This is a very content-based response and much of the material is lifted from the text. There is basic identification and little understanding of the language/ structure used.	1 mark
S17	The candidate shows what the writer presents, but does not explain how. However, some understanding is shown and references selected are valid.	3 marks

Question 4

Script	Commentaries	Mark
S18	Bullet point 1	1 mark
S19	-	0 marks
S20	Wrong text	0 marks
S21	Bullet point 4	1 mark
S22	Bullet point 1	1 mark
S23	Not clear enough – reference to 'looks good on' is needed.	0 marks

Question 5

Script	Commentaries	Mark
S24	Bullet point 4	1 mark
S25	Bullet points 4 & 6	2 marks
S26	Bullet points 4 & 6	2 marks
S27	Bullet points 5 & 7	2 marks
S28	Bullet point 2	1 mark
S29	Bullet points 4 & 1	2 marks



Question 6

Script	Commentaries	Mark
S30	Thorough understanding and exploration of language and structure. There are some generic comments, but the selection of references is detailed, appropriate and fully supports the point being made.	8 marks
S31	Some evidence of clear understanding and explanation in places with appropriate references. Comments such as 'highlights that no reader is left out...' are just enough to push it into level 3.	5 marks
S32	This is a basic response, mostly copied and repetitive with a little implied understanding.	1 mark
S33	Overall the response focuses on what the writer says, not how language is used for effect. There is some re-telling of content, but there are some relevant references. L2 is a best fit.	3 marks
S34	Clear understanding is shown and the selection of references is appropriate and relevant. The candidate follows a clear: 'point, example, effect' structure.	6 marks

Question 7

Script	Commentaries	Mark
S35	A varied and comprehensive range of comparisons are made with analysis of ideas and perspectives. References are well balanced across both texts with discrimination. These fully support the points being made.	15 marks
S36	A wide range of comparisons are made with some exploration of ideas and perspectives. References are balanced across both texts and support the points being made.	11 marks
S37	This is a complete copy of material from the texts. There is no rewardable material here.	0 marks
S38	A reasonably wide range of comparisons are made, exploring the ideas and perspectives. References are balanced across both texts. There is no evidence of analysis or the varied and comprehensive range needed for a level 5 mark.	11 marks



S39	No comparison is made between the texts. The response is mainly description with limited use of references from the texts.	2 marks
S40	There are some general, obvious comparisons made between the two texts, but a lot of this is descriptive and basic. This scores a mark just in level 2.	4 marks



S41

- 8 Write a letter to your local newspaper explaining why you think there should be more opportunities for after-study activities in your local community.

You should include:

- the reasons why there are not enough activities
- the types of activities that could be offered
- the benefits of after-study activities.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

- Risks, need for determinat^o (pupils+adults)
- Physically demanding → funding
- Ages, fees, time-consuming
- Balance, study, relax.

- Sailing, language, science, maths, physical, etc., volunteering.

- Leadership+ management + responsibility
- Meet similar / different people, discuss about interests / opinions
- Fun, enjoyable, overwhelming
- Challenging, resilience
- Applications



22 Torbay Road

NW6 7DX

London, UK

Tuesday 4th June 2019

Brent News

178 Green Lane

W7 2GR

London, UK

Dear editor,

Having recently read your helpful report article on pupils' involvement in after-study activities, I thought it both my right and my duty to express my opinions to you regarding this topic. Indeed, as a teenager, I believe that students are willing to engage in such activities, and take many benefits from them.

Firstly, the reason why Brent cruelly lacks proper after-study activities might not be, as you remarked in your article, that "teenagers are lazy good-for-nothings who spend their weekends stuffing themselves with Netflix and popcorn". Indeed, as my past experiences



suggest, schools and community centres are often reluctant to organise activities as they lack funding, ^{they} fear risks, and they need determined pupils - and adults - for it to work. Besides, some activities are physically demanding and cannot include younger students (for example sailing). Furthermore, at this age, teenagers are encouraged to focus on grades, and have to find a balance between their study time, their "relaxing" time, and after-study activities.

However, I firmly believe that pupils and schools can overcome these challenges. Teenagers can demonstrate impressive abilities to get involved in activities they enjoy. Moreover, the benefits of implementing extra-curricular activities entirely ~~so~~ surpass its drawbacks. Indeed, pupils can learn leadership and management skills, as well as ~~learn~~ being more responsible. Also, they can meet many people, ~~be~~ they interested in all kinds of topics and with various opinions, which enables teenagers to interact socially while developing other skills, such as mental and physical resilience. Believe me - all teenagers like a challenge, and participating in an after-study activity is fun, engaging and even



overwhelming. Finally, it also helps with university and job applications, as it shows responsibility and polyvalence.

I would also like to draw your attention to the infinite possibilities that the borough's support in this cause could bring. We could implement clubs for every child in Brent, and why not everywhere else in the UK? Indeed, a sea of activities exists: french, chess, music, drama, science, maths, and all the physical team sports we could imagine.

Of course, after-study activities are time-consuming and expensive for schools, but I am strongly in favour of them nevertheless. I hope that I have shown you the tremendous benefits they can bring - and the benefits teenagers can bring as engaged, proactive members of a society without barriers.

Thank you for your time reading this letter. I hope that other people will also wish to share their opinions regarding this topic.

Yours faithfully,



Helene



S42

- 8 Write a letter to your local newspaper explaining why you think there should be more opportunities for after-study activities in your local community.

You should include:

- the reasons why there are not enough activities
- the types of activities that could be offered
- the benefits of after-study activities.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

Do you take part in after-study activities? If not, why?

I can imagine because you have never found something right for you?

It is hard nowadays to balance your social time with your school work, but ~~so~~ research has shown that approximately 80 per cent of the students who take part in an after-~~the~~ school activity, find it easier to concentrate whilst doing their studies the next day.

Finding something you enjoy enough



to spend invest your time into, may be difficult. But I would reccomend trying as many things as possible.

Personally, I have been dancing my whole life, and it's really helpful when I need a break from my work, to have something to do other than watch tv or play on mindlessly scrolling through Instagram.

If more people took part in after-study activities, there would be more activities on offer. The government think because the youths are spending all their downtime on technology we don't need ~~the~~ to be active.

But we do. Text two states benefits of after study activities being 'a great way to meet people' and they also 'look good on college and job applications.'

There are already countless activities you can take part in; 'Sailing programmes'



'language groups, sports, dance', and
so many more!

Some activities are more layed
back than others, which maybe if
you have a lot going on outside
then it might suit you better?

~~There~~ There are also activities that
can turn from a hobby into
a career!

From going dancing after school
when I was younger, I have
now got into a ~~preffe~~ professional
dance college and I know what I
want to do for the rest of my
life. After study activities have
helped me so much in achieving
my goals and I wouldn't want
anyone to miss out on the same
opportunities I have had.

Don't think that just because you
haven't found something you enjoy
yet, you never will. Because that
is not the case! Try as much as



you can! It is like you have
the whole world to explore? Why
Wouldn't you explore ~~it~~ it?

After-study activities helped me
to grow as a person and it
could do the same for you. You
never know until you try.



S43

- 8 Write a letter to your local newspaper explaining why you think there should be more opportunities for after-study activities in your local community.

You should include:

- the reasons why there are not enough activities
- the types of activities that could be offered
- the benefits of after-study activities.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

Dear Sir,

I am writing to ~~convinced~~ ~~you~~ ~~convince~~ you about a matter which I believe to be very important for the development of our own community. ~~that~~ ~~strongly~~ ~~think~~ I have a ~~few~~ ~~reasons~~ ~~would~~ like to convince you about some ideas ^{you could include in your local newspaper} ~~which~~ ~~I~~ ~~strongly~~ ~~think~~ ~~will~~ ~~be~~ concerning the after-study activities available, which I strongly think would be beneficial to our community.

Being a resident of our ~~open~~ friendly, habitable town, I have noticed ~~that~~ ~~that~~ after-school hours fill the streets with wandering and sometimes scandalous teenagers who ~~seem to not~~ ~~do~~ not seem incredibly busy. Apart from our lack of ~~and~~ ~~several~~ famous successful events, I believe this may be a feature that may be holding our community down and there is no reason why we should not try and ~~resolve~~ ~~this~~ ~~matter~~.



For example, in newspaper articles, one can always read about highly successful events organised by schools and carried out by students in their after-study activities such as the Fastnet Yacht race last month. It would be wonderful if something like that could be hosted by some of our younger residents. It is evident we need to offer more opportunities than the ones present to reduce the number of young people in the streets and increase our recognitions.

In order to be a committed resident, I have come up with a list of activities that could be offered; these include of all different price points, age ranges and physical levels. For example, for the youth of our community who are stuck in classrooms with work and exams, a range of multiple sports teams could be arranged such as the following: dance, basketball, baseball, athletics, tennis and soccer. We could create a survey to collect results and predict which ones would be most popular to prevent a waste of resources.

I have also thought of an idea to make available to our groups of statistically disadvantaged residents and even of a few sponsors we could use to bring attention to our new and improved town. In addition, Energy, I would be willing to contribute to the creation of a website to encourage the use of these new activities and help the people



students find the most adequate club for them, based ~~depending~~ on factors such as their time. Whether it's a quiet activity such as chess or of French or a more active programme such as drama, we could make sure ~~all~~ ~~no~~ ~~not~~ young resident ~~ever~~ feels the need to cause chaos and disrupt our streets.

Finally, I would ~~like~~ ~~to~~ believe that ~~the~~ investment in the creation of these new activities will ~~not~~ not only reduce any problems, but ~~the~~ ~~benefits~~ ~~will~~ also benefit the individuals themselves. After ~~some~~ ~~research~~ researching, ~~in~~ ~~to~~ this important matter, I have found that in fact ~~a~~ students who attend after-study activities have shown to exemplify improved school attendance by over 25%. To add to this, it will encourage them to raise money for our community in order to fund events, as well as ~~help~~ ~~them~~ help them learn to manage themselves through competitions, they will gain an understanding that you have to work hard to get what you want and help them find which role they will wish to take on in life: captain, participant, leader, ~~supporter~~ or supporter.

I hope ~~you~~ you will take my ~~various~~ recommendations into consideration and include them in your well-known newspaper, which is ^{very} popular amongst ^{the} members of our community in order to be able to ^{improve} ~~develop~~ our town.

Yours faithfully,

Mariza.



S44

- 8 Write a letter to your local newspaper explaining why you think there should be more opportunities for after-study activities in your local community.

You should include:

- the reasons why there are not enough activities
- the types of activities that could be offered
- the benefits of after-study activities.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

38 Whitshed Street

Peterborough

Cambridgeshire

PE1 5ED

04 June 2019

The Newspaper Manager

Peterborough

Cambridgeshire

PE28 6LD

Dear Sir/Madam

RE: LET THERE BE MORE OPPORTUNITIES FOR
AFTER-STUDY ACTIVITIES IN OUR COMMUNITY



I am a boy aged 19 and I am currently writing this letter about why I think there should be more after-study activities in our community.

Peterborough is a small city with a small community. Firstly, I would like to start with the first reason why there are not enough activities. In addition, there are lack of enough facilities to support the activities. However, I have noticed that a age limits these other activities. I have done my research and concluded that people do not have time. People are really working hard for their families and a social life. This decrease the number of activities people few people only participate.

Secondly, I would like to talk about the types of activities that could be offered. I was thinking of a community choir. This might empower elderly people who finds it difficult to do other activities which require a lot of energy. In addition, other activities that could be offered would be chess, music and drama. People are tired of athletics and other activities. I suggest that, may these activities I have mentioned be provided and there it will make a lot of people be involved.



Lastly, I would like to write about the benefits of after-studying activities. When one does after-study activity you find friends, may bring you in contact with people you did not know. In addition, you can get involved with groups as a way to get support from other students with your background. It also looks good on college and job applications and shows university admissions officers and employers you are well rounded and responsible. The last but not the least, you learn how to manage yourself. One of the greatest benefits is that lots of youth programmes bring people together with those who are different as a way to break down the barriers between people.

I hope I get a favourable reply

Yours faithfully

Walter



Plant

- * What prize did I win
- * What actually led me to win it
- * What was the content of the prize
- * Who called out for the competition
- * announced

(Total for Question 8 = 30 marks)



S45

- 8 Write a letter to your local newspaper explaining why you think there should be more opportunities for after-study activities in your local community.

You should include:

- the reasons why there are not enough activities
- the types of activities that could be offered
- the benefits of after-study activities.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

Dear Sir / Madam

I have been recently taking a look around our local community and there are not enough activities to do after the ~~school~~ school day. I have also asked local members and they share my opinion. There are few facilities and clubs in which kids could spend their afternoons. Most of the clubs are full and most of the facilities are occupied. Other local members are worried that their son and daughter will not be able to join the sports club.

In the last few days, local members have approached to me asking for a wider variety of activities to do after the school day. The most requested activity the local community would like further on would be a



kids club with a larger capacity than the actual. The reason for this is that many parents work till dinner time and they are not able to take care of their kids. In addition, older members have requested a chess club where they can spend their afternoons. Even though there is already a sports club after the school day, some kids complain that the range of age is really difficult to cope with, so, as a solution some teenagers are wishing to create a different club for teenagers. ~~we would also like a new sports ball which will benefit everyone due to our number of members. The local community as a whole requests~~

Creating more opportunities for after study activities for our local community will benefit all different ages and genders. Some clubs require a certain age, this means that there are people which would like ~~to~~ to belong to that club. Also, some kids have to travel in order to take part in the activity they want as the entrance fee in our local community is too high. ~~some~~

~~we~~ Furthermore, offering an extra number of after study activities will always benefit our local community. Participating in after study activities will help our students for the future. If they participate in after-study activities it will be shown on their CV for universities and for older people it will be shown in their job applications. But, this could only happen if those clubs are offered to our local community. If a



~~student of our local community to ~~be~~ at a ~~sports~~ club,~~
A student of our local community wants to train smaller kids
at a sports club, for example football, basketball or tennis,
being a member of the sports club will show the depth of his
commitment.

In addition, we ~~would~~ would also like to begin an athletics
programme, where we will begin training students on their
specific goals and furthermore persuade them to compete
at higher levels, where they would need to fundraise money
by giving talks to athletics teams and professional coaches,
this will show the level of their commitment in order
to triumph and improve constantly over time.

In conclusion, we would like an improvement of our
local community facilities and clubs, this will benefit
our students which will have higher chances of studying
at recognised universities, fathers and mothers which
will be able to work knowing that their children are being
taken cared by professionals, older people which can
enjoy their afternoons outside rather than staying home
without making new friends neither having a nice time
and finally we could be able to train students to
become professional athletes our local community would
be pleased if all of our petitions would ~~be~~
taken in consideration.



Yours faithfully,

Hugo



S46

- 8 Write a letter to your local newspaper explaining why you think there should be more opportunities for after-study activities in your local community.

You should include:

- the reasons why there are not enough activities
- the types of activities that could be offered
- the benefits of after-study activities.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

~~children + young people
no where to go.~~

activities to offer	Benefits
Sports clubs languages Young persons' centre. Debate club)	met new people from diff' babies/ Learning to be a member of a team Exercise

Dear Sir

There is a lack of facilities in Luybridge.

The town is growing at such a rate that the youngsters are being left behind. No thought has been given to amenities that are needed to entertain or assist the youngsters going from child-hood into adult-hood.

What ~~is~~ could be offered?

A lot of young people like to be creative and/or active.

More sport clubs should be set up, covering



a large range of sports, not just the usual Rugby; Football and Tennis as we have now.

What about Karate, judo, badminton, squash and there are more sports.

Perhaps a Youth Club could be set up; to encourage the young people to join and learn new things; languages, debating club ~~is~~ ~~is~~ just somewhere for them to meet new friends and have a coffee.

There are too many youngsters just hanging around on street corners; many of them are behaving and not causing problems.

Although the small minority do. They do need to be given a voice to say what they would like to see happen.

There should also be facilities ^{activities} for the school holidays.

The Benefits

If there was a Youth/Community Centre, they could meet like-minded people. Meet others from different social backgrounds. Break-down barriers that are in place because of religion ^{and} social backgrounds.

Exercise classes can benefit health and state



of mind. It also reduces the effect of stress and anxiety which many young people suffer from quietly, due ~~to~~ to peer pressure and the pressure of expecting to do well at ~~the~~ school.

Playing sports assist with gaining experience to work as a team, which is beneficial when going into the working environment.

Also many of the activities ~~with~~ ^{will} look good on job application forms, the employer will see that ~~you~~ ^{they} have other attributes that would benefit the company.

All this shows that this town needs additional facilities to ~~guide~~ and help our young people through life.

Yours faithfully, ~~XXXXXXXXXXXXXXXXXXXX~~



SECTION B: READING AND WRITING

Question 8

Script	Commentaries	Mark
S41	<p>AO1</p> <p>There is a wide range of relevant points and well-focused comments with perceptive references to information and ideas. Apt and persuasive use of the given bullet points.</p> <p>10 marks</p> <p>AO4</p> <p>Perceptive and subtle. Sharply focused and sophisticated use of form, tone and register.</p> <p>12 marks</p> <p>AO5</p> <p>Manipulates complex ideas and uses extensive vocabulary. Punctuation is accurate and aids emphasis with precision.</p> <p>8 marks</p>	<p>10+12+8= 30 marks</p>
S42	<p>AO1</p> <p>Offers a reasonable number of relevant points. Little focus on bullet point 1, but there are hints of this such as not having enough time/ too much to do. There are moments of development and, on balance, this is just into Level 3.</p> <p>5 marks</p> <p>AO4</p> <p>The response is not written as a letter to a newspaper, so the audience and purpose are inappropriate. However, it does communicate clearly.</p> <p>As a best fit, a mark at the top of level 2 is awarded.</p> <p>4 marks</p> <p>AO5</p> <p>The candidate uses a varied and selective vocabulary and a range of accurate and varied punctuation. Develops and manages appropriate information and ideas with accurate paragraphing. This scores a mark at the top of level 3.</p> <p>6 marks</p>	<p>5+4+6= 15 marks</p>



S43	<p>AO1</p> <p>There are a good number of relevant points made, but bullet point 1 is not focused on. The response shows a secure appreciation of information and ideas. As a best fit the response scores a mark at the top of level 3.</p> <p>6 marks</p> <p>AO4</p> <p>Communication is successful, but not perceptive and subtle, although the response is sharply focused. There is some sophistication of form, tone and register.</p> <p>11 marks</p> <p>AO5</p> <p>The candidate manipulates complex ideas and uses extensive vocabulary and punctuation with accuracy.</p> <p>8 marks</p>	<p>6+11+8= 25 marks</p>
S44	<p>AO1</p> <p>Some relevant points are made with a secure appreciation of information and ideas. Covers all three bullets, even if not in great detail.</p> <p>5 marks</p> <p>AO4</p> <p>This letter communicates clearly with a clear sense of purpose and largely appropriate use of form, tone and register. However, this is not successful or effective and a mark in level 3 is warranted.</p> <p>6 marks</p> <p>AO5</p> <p>Uses paragraphs; expresses and orders information and ideas. Uses some correctly spelt vocabulary and punctuation with some control. The last paragraph is very close to the original text. There are several awkwardly phrased sentences including 'I suggest that may these activities I have mentioned...'. This keeps the mark in level 2.</p> <p>4 marks</p>	<p>5+6+4= 15 marks</p>
S45	<p>AO1</p> <p>Whilst there is mainly a focus on Text 2, there are moments where aspects of Text 1 are referred to, such as fundraising and time issues. Overall, this offers a wide range of relevant points and presents well-focused comments with perceptive references to information and</p>	<p>9+11+7= 27 marks</p>



	<p>ideas. If there had been more relevant material related to text 1 this would have scored full marks.</p> <p>9 marks</p> <p>AO4</p> <p>The text is sharply focused on purpose and there is some sophisticated use of form, tone and register. Communication is largely perceptive but lacks the subtlety of a top mark response.</p> <p>11 marks</p> <p>AO5</p> <p>Manipulates complex ideas utilising a range of structural and grammatical features. There is also an extensive vocabulary and rare spelling and punctuation errors. Punctuation is varied and accurate with precision. However, there are some slight inconsistencies.</p> <p>7 marks</p>	
S46	<p>AO1</p> <p>Selects and interprets the given bullets in an appropriate manner with a good number of relevant points. Some well-focused comments. Bullet 1 is covered, but not in great detail. The slight uneven nature of the response keeps the mark lower in level 4.</p> <p>7 marks</p> <p>AO4</p> <p>Communicates successfully with a secure realisation of purpose and largely effective use of form, tone and register. This lacks the perceptiveness and subtlety of a top level response.</p> <p>9 marks</p> <p>AO5</p> <p>Uses a varied and selective vocabulary with a range of accurate and varied punctuation. More ambition is needed for a top level mark.</p> <p>6 marks</p>	<p>7+9+6= 22 marks</p>



S47

Write approximately 400 words on one of the following:

EITHER

9 'You have to work hard to get what you want.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Prize'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

It is argued that hard work is the key to success, and ~~success~~ ~~this key~~ with success comes what mostly everyone wants: money, respect, appreciation and confidence. This has ~~be~~ been proven to be correct at times, but sometimes people have got what they want without hard work and sometimes what people want isn't success and everything that comes with it; they want happiness or love or freedom or beauty, things which can't be achieved with hard work.



Most of the world leaders as of today, whom we love and appreciate have worked extremely hard to get to where they are now. For example, Mark Zuckerberg, the founder of Facebook, started working on his project in a garage ~~(Now he lives in a mansion and)~~ and fought against any adversities without the help or support of anyone. Now, he lives in a mansion. Amancio Ortega, one of the richest men in the world and founder of Zara, has a similar story. He started ~~(from)~~ when he was young, with ~~now~~ little help from his modest family, and after a lot of hard work and dedication, he finally achieved what he wanted.

On the other hand, other world leaders and celebrities have never had to work hard to get to the "top". For example, ~~the~~ Queen Elizabeth has never had to work hard, yet she was born ~~being one of~~ and still is ~~(the most)~~ one of the most powerful women on Earth. Maybe power isn't what she wants, but many people do and will never be able to get to where she is by the simple fact of being born in a different family. Something similar happens with models, they were born ~~being~~ with that beautiful curly golden hair and those sky blue eyes, they never had to work hard to get



these features, it came of pure luck. ~~The~~ The average teenage girl may spend hours adding make-up ~~for thinking~~ to look like these models, wishing ~~they looked as~~ she looked like them, and it doesn't matter what she does or how hard she works, she will never be able to look like them.

~~Some people want love. It could be argued that love can be achieved through hard work.~~

In school, ~~so~~ what most kids want is good grades, however some have a serious advantage over others, ~~and~~ and although hard work obviously ~~is~~ improves academic success it's not always what determines it. For example, ~~for kid who is born of~~ two twins are born, one is born gifted and the other is born with dyslexia (an illness which makes learning ~~much~~ harder). It is very likely that no matter how hard the kid with dyslexia works he will never be able to beat his gifted brother.

which many people desire

Lastly, there are ~~things~~ non-materialistic things that can never be achieved with hard work, such as creativity. Either you are born creative or you are not. ~~Also,~~ Likewise, freedom can't be achieved with hard work either. ~~Some~~ Black slaves



worked hard for their freedom for decades, but this freedom wasn't awarded to them until a white president, Abraham Lincoln, spoke up for them.

After examining all the evidence, one is bound to say that ~~(although hard work)~~ those who want success are most likely to achieve it through hard work, but those who want beauty, love, freedom or happiness will never achieve it through hard work.



S48

Write approximately 400 words on one of the following:

EITHER

9 'You have to work hard to get what you want.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Prize'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

~~Plan: Exams: work hard to don't block because some others aren't here to help us.
- In class: some have facilities in general while others have to work a bit
- Sport: practice but some get it quickly others not
- Poor: work hard to get money~~

"You have to work hard to get what you want", I think that it depends of the situation. For example, to get a good mark on an exam we have to practice and revise, but it



depends of the person. Some people have facilities and doesn't have to work a lot while others are not as good as the others and really have to work harder. And even more if nobody is here to help us during an exam. So it really depends on the person.

If it is in sports, yes, people have to work hard to get achieve what they want and even more if they want to make the sport their job.

In term of language, it also depends of the person because some people can learn a language very easily and it also depends of the language (chinese: hard).

When a poor wants to get money, he will work hard to get what he want by trying to find a job or going on the road. They will work hard to live.

I will say that it really depends of the situation and the person. But in general, everyone work hard to achieve their dream and have the life they want. But people don't have to work too hard because it could lead to problems. Some people work too hard and can do burn-out, or have health problems. Everyone has to take care and don't work too hard but not just enough to get the sufficient job. Some people are borned with facilities and are sometimes more intelligent. But it isn't because they are better that others have to stop their life because they already know that they will not succeed. Everyone can succeed if they work hard, but



not too hard, to then have the job they want and achieve their dream.

To conclude, "you have to work hard to get what you want" but it also depends on the person, the situation, and even the place. Some people have to work really hard because they aren't the best while others have facilities. Some have to work hard to live while some are working hard to enter a good university for example. ~~Like~~ And we shouldn't work too hard because it could create health issues. You have to work hard to achieve your dream, this is what I think.²³



S49

Write approximately 400 words on one of the following:

EITHER

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(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Prize'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

Yes, I completely agree to this statement.

Working is key to everything. As long as you work enough for what you want, you will be rewarded sooner or later because every work gets paid off.

If you didn't have to work for what you want, then it would not have the same value at all. Every sportsman or woman has



to work very hard to be part of a national team for example. As long as you try to be the best you can you will not regret it.

Also, don't ever work for others but only for yourself because at the end, you will be the one to face the consequences.

~~Working hard~~

Working hard will help to you to get what you want because by working you will improve and being good at something is never a waste of time



S50

Write approximately 400 words on one of the following:

EITHER

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(Total for Question 9 = 30 marks)

OR

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11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

It's prize giving day! The day everyone waits for, only once a year, where thousands of students gather in an immense theatre to celebrate their academic achievements.

I myself was ~~recognized~~ nominated for the media studies prize, my favourite subject. It is such an engaging class to attend; being surrounded by people who share their love for it is amazing. My teacher is a charm



too. She ~~the~~ ginger has red hair and tons of freckles all around her body (however I do not think her hair's colour is natural). Her name is Ms Ginger, (I know, ~~very~~ ~~crossing~~ such a coincidence). She often reminds me of a gingerbread cookie. Anyways, she makes media be interesting and amusing, learning about eponymous films and niche audiences is so exciting. Some think that all we do in media is watch films, but the essay writing is insane!

The 4th of June, today, is as I said, the day my dreams come true. I wake up at 6:30 am, an hour before my usual time, to get ready. I open my chaotic drawer in the search for something to wear. I do not own much clothes, so I try to work with what I have. Last year I was also nominated for the mathematics award. Sadly, Alice Mahady won. I remember following the same exact steps as today. The frantic chaos in my ~~base~~ ^{room}, ~~by~~ the smell of coffee and ~~blasting my face~~ burnt toast my father had prepared blasting my face. And, once again no signs of my mother. She abandoned



us when I was three, claiming that her own daughter was too much of a burden. Now I'm 18, and my father is a great person ^{is a great roommate} ~~to live with~~. We get along really well and he supports and protects me throughout ~~ever~~ anything and everything. I could truly say he is the most precious prize I own, out of ~~all the prizes~~ the hundreds that I ~~have~~ have now.

We are already late, just like last year, the ceremony has started and the audience is silently waiting for the host to appear.

My father and I attempt to enter the room as quietly as possible, ~~at~~ But just when we open the door, it creates a screeching sound that echos throughout the hall and back. Everyone ^{tilts their heads towards} ~~turns~~ ~~at~~ us, so we rapidly take our seats.

We remain ^{motionless} ~~quiet~~ for a longer time, and finally the host ~~at~~ enters the stage. "welcome to everyone, once again, we are gathered here today to celebrate the talented students we have in this country!" Then he ^{goes} ~~next~~ on and on about how proud we should all be...



After what ~~seemed~~ ^{seems} an eternal time, he begins to announce the prizes in order of departments: English, mathematics, biology, chemistry etc. My competition this year is tough, and, surprisingly, Alice is nominated for media too. She is such a bright girl, I know I have no chance of winning. "And now, the media Studies prize winner" he claims. "please give a round of applause for Fatema Pérez!". The astonished ~~look~~ ^{look} on my ~~face~~ ^{face} stopped me from moving, my heart races, and ^{I'm} sweating everywhere as I walk towards the stage. And so the man hands me this beautiful, cold, ~~and~~ golden trophy. And I cannot believe that this 2019 I ^{Finally} win the prize.



S51

Write approximately 400 words on one of the following:

EITHER

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(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Prize'.

(Total for Question 10 = 30 marks)

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11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

~~Decrepit stand at funfair
Shooting balloons
Gets prize - small statue, v. realistic (dozens)
Days later, touched → don't touch
Becomes statue, man grabs him
and takes him to stand.~~



In a field of rainbow-coloured soft toys and shrill shouts of excited children, the lonely, decrepit stand ~~looked just~~ looked and smelled just like the gates of Hell. It was suffocatingly hot, and rusty drops of what ~~to~~ might have been blood ~~sp~~ splattered from the dilapidated roof onto the burning, dying grass. Jeremy was curious. What was this ominous stand doing in a funfair? He approached it, almost on tiptoes, although all his senses ~~told him to~~ yelled at him to stay back.

In front of him stood an ancient man as dirty as his stand, whose eyes were hidden by a once-yellow hat. He gestured at a small gun, and then at half-empty balloons staring into emptiness. Jeremy grabbed the gun with cautious hands, and shot. One balloon lay in ~~small~~ shredded pieces in the dirt, its swaying disappeared and its breath escaping into the summer air.

"Well done," croaked the man with a toothless smirk. "You have won this." He handed Jeremy a small bag.

"This is a special prize. In here



is a statue - a tiny statue - that will look verrrrry pretty in your living room. But remember, that you must not, and under any circumstances, touch the statue," he added slowly, each word with a stress.

Jeremy thought this made no sense - how could he even take the statue out the bag without touching it? He ~~wanted to ask~~ was about to ask the man, when he realised that the stand and its owner had seemingly vanished into thin air.

Jeremy came back home and threw the bag in the bin - what nonsense it all was! The bag and the statue remained there until the following night. Jeremy was in his bedroom, hidden under the covers, and his head was full of wild thoughts. His hands burned to retrieve the bag and at least look at the tiny statue, and his feet constantly kicked at the poor bed. His eyes had become marbles of terrifying milk, his cheeks boiled like a cooking lobster. He could not resist the temptation, and - alas! crept downstairs to the kitchen. Grabbing the bag with greedy claws, he opened



it. There was the statue, ~~so~~ a speck of greyish stone sleeping peacefully.

Nonetheless, this was not enough for Jeremy. His hands shook desperately in all directions, and he very nearly dropped the precious, precious, precious bag. The temptation was overwhelming - what could a mere glance bring, when all he had to do was to grab the statue? Quick! He thrust his hand into the ~~bag~~ bag, and held the statue in front of his raging, maddening eyes. The last thought Jeremy ever had was that the statue looked exactly like him.

Two days later, the hellish stand man was back at the funfair, with his hat, his gun and his dirt-covered balloons. Out of these, only one remained surprisingly clean and full of air. It had the shape of Jeremy's head, the blue of ~~his~~ Jeremy's eyes, and the sound of Jeremy's shriek as another curious boy shot him it to ~~reds~~ shreds. As the summer breeze flew away with the balloon's last breath, the old man's voice croaked once more:



" Well done! You have won a very special
prize... "



S52

Write approximately 400 words on one of the following:

EITHER

9 'You have to work hard to get what you want.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Prize'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

~~we did it, we won the prize!~~ "he did it, we won the prize!"

It all started last week, me and my friends entered a gaming tournament to try and win this so called prize but what we didn't know was, there was a lot more to it than that.

It was the day of the gaming tournament, it was just like any other day, we all arrived at the arcade ready to battle it out for



the prize. ~~It~~ ~~was~~ Me and my team of five against six other teams, until all of a sudden teams started disappearing, no one knew what was happening and then "Bang"...

There had been a power surge over the arcade and you may be wondering where everyone disappeared to, well it turned out all seven teams got sucked into the game itself and now the prize was, to survive!

The game had turned into real life and if you die in the game, you die in real life. The rules were simple, there were seven teams and the last team to survive ~~was~~ won their freedom, it was a battle royale. All teams got to collect weapons, resources and whatever they needed at the start of the game but then it turned into war.

"What are we going to do?" Said I

"Let's just play the game as we would normally guys" Said Louis

"Yeh remember to stick together boys" Said Tom
And off we went into battle, we found our first opposition up ahead.



"Let's do this!" I shouted, as we ran into action, all guns blazing.

"We're lost Jimmy" exclaimed Tom

"There's only one of them left" said Louis

"Let's finish this then!" Jacob said

"We did it, one team down, five to go" Louis said enthusiastically

"But we did lose a soldier boys" said Tom

We kept moving despite losing a mate, as we were going on more teams were getting eliminated, until there was two teams left.

It was us against ~~our~~ worst enemies, the bullies from school...

But in this we're stronger than in real life so it was time to teach the bullies a lesson!

"Time to finish this" I said as we ran at them, shooting for our lives, and then it was over...

"We did it, we won the prize!" everyone shouted

And here we are today, back in the real world, our prize was our lives.



S53

Write approximately 400 words on one of the following:

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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

The clouds flooded the sky like a tsunami. Me and my pals glanced up much like a meercat poking its head out of its nest. A deafening silence soon followed. Then in a sudden flash of light.

"Crack"

The sound engulfed our bodies and rattled our spines. I began to call my friends.

"Martin, Nicky lets go in!" and before I had time to finish my sentence another "Crack", ~~more~~ louder



and more volatile ~~than~~ than the last, burst our eardrums.
"Come on!" I screeched "Indoors now"

A few muddy steps later, we arrived at ~~my~~ the old rusty barnshed we called our "Den". Den was no ~~beauty~~ beauty. 5 feet tall, ~~in~~ packed with mildew and infected with ~~roaches~~ ~~roaches~~ spiders and other unwholesome horrors of the night. He and my friends sat down in our chairs. They creaked ~~like~~ as the rusty metal came into contact with the earth.

"~~What~~ What ~~do~~ ya wanna do now" muttered Martin.

"Dunno" Replied Nicky in a bored ~~voice~~ monotonous voice.

"I know" I giggled excitedly just at the thought of it. I rushed over to the ~~box~~ old treasure chest

sitting ominously in the corner of the room. I looked over there and in the blink of an eye I was already going through all my old toys like a witch shoving a candle in.

Then out of the corner of my eye I saw it. I reacted to grab it swiftly, the old man smiled back at me with his 1920's moustache and top hat.

"Monarchy again" Nicky and Martin complained. Nick and Martin unanimously.

I ignored them as usual. I placed the board game slip bag in the middle of the table. I looked across at the steel corrugated wall and saw a small roach just hanging there. How I longed to it. The crunchy texture filled with the liquid brain along



with blood. My mouth became a waterfall watering at just the sight of it. How I ~~longed~~^{longed} for that "crunch" as you bit into its shell but I couldn't eat it.

Not now.

Not while my friends were still here.

I turned one second to open the tide lid and ~~an arm~~ Martin's arm seemingly robotic in the elegance and speed grabbed the roach and held it dangling from one leg. I couldn't wait ~~not~~ no longer. As much as I found it disgusting I found it delicious. The roach called me. Begging me to eat it.

"How can I not?" I thought "If the roach wants it I shall eat him."

I pulled out the game and set the game up miraculously organized like the game should be. ~~3 hours~~ Then out of nowhere Martin said "Whoever loses first eats the bug".

Nicky was horrified at the thought, Martin was grinning like a toddler and I was grateful to the almighty being that had brought out that delicious thought inside Martin's head. 3 hours in; the moment ~~had happened~~^{was about to happen}.

I prayed to god that I would roll a ~~6~~ 6. I threw the 2 dice up into the air where they came crashing down much like a meteorite I closed my eyes dreading the thought that a 6 wouldn't be rolled. I open my eyes like a newborn baby. I see ~~the~~ Nicky and Martin grinning back at me with evil goblin eyes.



I move the boat 6 spaces and land on mayfair.
I pay my £2000. I acted disappointed and they bought
it. ~~My friend~~ Martin threw me the bag and without
hesitation I engulfed it whole. The ^{cockroach} green blood
coursed through my veins.
This was my Prize



S54

Write approximately 400 words on one of the following:

EITHER

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(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Prize'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

It was December holiday when my family and I decided to go for a vacation in Mombasa. It was my first time going to Mombasa after finishing my exams. We decided to travel by road which was something good to do. It was a ^{early} Monday morning when my dad woke up us too early to prepare ~~ourselves~~ ourselves. I just went straight into the bathroom took a hot shower which is nice to do in the morning. I packed all my clothes and we went to board the bus. It was 8 hours drive



to Mombasa. It was an adventure for me to experience few things on the road. We reached Mombasa 6:00 PM, we got ourselves a hotel nearby where we spent the night. The following morning to walk around the city it's a beautiful city with a lot of welcoming people. I experienced their food which is delicious.

As we were walking around the city unfortunately my ^{dad} lost his phone which was probably someone picked it up. ^{Later} in the afternoon we went to the ocean, which I never seen a sea in my life. It was so big, the sea breeze was very nice and I tried to have lunch ^{at} one of the restaurants by eating sea foods. It was something new to eat. I tried ~~at~~ to get myself a life guard to teach me how to swim. It was my first time getting into the water, it was somehow warm and the ~~tides~~ tides were high at that moment. The ^{lifeguard} ~~lifeguard~~ gave confidence and gave me the ^{benefits} ~~benefits~~ you get from ^{swimming} ~~swimming~~. He ~~had~~ told me the age he was when he started swimming and I was amazed.

I spent 2 hours in the ocean and I got myself to swim free style, back stroke, it was something new that I ~~was~~ have learned. After few days we went back to Nairobi.



S55

Write approximately 400 words on one of the following:

EITHER

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OR

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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

~~Escalator at Piccadilly~~

~~① Climax → I'm at the top → sweat/adrenaline/scared of heights~~

'Don't look down! Otherwise you'll fall!' Clara had just shouted up to me. The sharpness of her voice was resonating in my brain. You'll fall, you'll fall, you'll fall... I could feel my skin humidifying. A small droplet rolled down my forehead, the salt stung the pimple I had popped in the changing room a few moments earlier. I wished more than anything to ^{be} back there instead of



~~They~~ all alone up here. As I ~~was~~ gripped harder the clutches, my palms kept slipping off more easily. Time passed. It felt like eternity, each second ~~was~~ a light-year. My knuckles were as white as the bones which ~~some~~ of my hands which seemed to be able to pierce my skin at any moment.

"Come on Thea, you're almost there!"

I look^{ed} up - usually such an effortless movement, but right then, my tense neck pulled my elephant-head up with difficulty. I could already feel the sore muscles I would have ~~the night~~ afterwards. The gold bell was just a few meters above me: with my arm extended I would reach it. But letting go of one of the clutches was not a possibility.

I tried to recall what I had learned in the previous lessons. When I think back to it, I had progressed ~~at~~ an exceptional speed. Just a month ago, wall-climbing was something I couldn't have done ~~in~~ in my wildest dreams! ~~And~~ Yet, I ~~I~~ was here, glued to this wall, unable to move, five meters from the ground.

Goose bumps swarmed all over my ~~body~~ body and I felt the adrenaline kick in. Phrases from my instructor resurfaced in my flooded brain - my fear of heights had overflowed the tiny thinking space in my head with emotions and sensations that ~~was~~ kept swishing and whirling in all directions. "Look straight at the wall, Thea,



or you'll tire your neck." Sweat. "Bend your legs, your extension will be easier." Adrenaline. "Stay focused and I know you'll be able to do it." Energy.

My eyes closed and I took a deep breath. The flood had ^{dried up.} ~~not disappeared~~ and I was unstoppable.

I bent my legs, pushed from the ~~3~~ small clutches which had been supporting my weight all this time and thrust upward toward the bell. I was a spaceship soaring to the moon. Ting! As the sound of the ringing bell reached my ears, my exhausted body let go of all of its muscles and I fell back into the secure-belt that was there in case of a fall.

~~Thanks to the rope,~~ Clara let me down gently.* In the air, while I was descending, a huge weight was taken away from my stomach. Reward was what I felt.

* Thanks to a rope that allowed me to ~~to~~ sink back to the ground. To reality.



S56

Write approximately 400 words on one of the following:

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(Total for Question 9 = 30 marks)

OR

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11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

I remember that time when I learnt the most dangerous sport for a child. I was so effraid, it was the day I ~~learnt~~ ^{learnt} how to ride a bicycle. It was windy, around 20°C. My father and I were ~~in~~ in my grandparents' garden. He brought me my first bicycle, I had my eyes all open, it was my biggest dream. He first said it was the coolest bicycle on this planet and that he had his first rides on it.* I was 5 so not very emotional, I took it and tried to get on it. Sadly it was higher than I expected. My sister, 3 years older than me, came to



help me but I was stronger and did not want her help. (I now regret it when I know the rest of this story) My father came and said that he had forgotten to put the small wheels, he took my new bicycle away. (that was a sad moment). I remember going inside to tell my mother that he stole my new bicycle but she was too busy watching my grandmother's cooking. I found my grandfather, he was turning the fire on, even if it was not cold at all. I asked him if he could find my new bicycle and give it back to me but I did not tell him what just happened. He asked me since when I had a bicycle ~~and~~, it made me ^{so} angry, ~~so~~ I left. I went outside where I saw my bicycle, it had changed, but it was there. I found my determination back and went back to what I was doing. My father came and I asked him who changed my wheels in this small amount of time, he answered that he did. I could not believe it but ^{it} did not bother me a long time. Ten minutes later, my sister arrived and I was finally sitting on my bicycle. She came closer to teach me how to ride this bicycle, I tried what she said but unfortunately my legs were not strong enough. Once again I said I did not need her help and I started to ride my bicycle my way. (I was staying where I was). My father came and I asked his help as my sister's advice was not good enough.



He started to push ~~me on~~ my back so I could finally move. I was the most happy girl at this time. After a little time I knew that I could ~~to~~ ride it without him pushing my back (This is where the fun begins) My father left, I started riding my bicycle by myself. 10 meters further I felt I started crying because it was the worst day I could ever live. My sister came, I asked for her help, I needed to be cared by someone, and she said that her help would not be good enough and I was stronger ^{that}. This is the day I ~~learned~~ ^{learned} my favourite sport!

* This bicycle was dark blue and it had yellow dots everywhere. It was the most beautiful bicycle.



S57

Write approximately 400 words on one of the following:

EITHER

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(Total for Question 9 = 30 marks)

OR

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(Total for Question 10 = 30 marks)

OR

11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

cooking in paris

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

Stood under the emblem of romance, her thick bronze legs towered over me. Legs bigger and stronger than mine, delicately latticed with heavy steel. Looking up at the gigantic Eiffel Tower as I wait for a local parisian ^{friend} to take me to ^{the world famous} Café Paris, where I learnt how to cook french food.

I ~~see~~ ^{remember seeing} Pierre waving at me through the ~~thick~~ ^{thick} crowd of tourists, jumping with joy as he



neared me. I met Pierre, on my last visit
to Paris. on a sublime boat tour.
He works at the world famous
He grabbed ^{ing} my cold, clammy hand ~~and~~ ^{we}
~~raced~~ ^{raced} through the sea of people towards
Café Paris. As we got closer, I ~~could~~ ^{can recall}
~~the~~ ^{the} intense aroma of ^{French} onion soup
under my nose, the smell wrapped
around me like a silken scarf. I ^{remember} feeling
a ~~quick~~ ^{quick} tug as Pierre enthusiastically pulled
me into the café.

I ~~walked~~ ^{walked} into the enormous white kitchen,
^{saw} pots, pans, utensils all lined up like
soldiers ready for war. I ~~felt~~ ^{stood silently and felt} a warm
grey apron being ^{carefully} wrapped around me as
if I were a fragile baby. My long
black hair hidden under a tight blue
hair net and a cosmic white chef's hat.
I am hoping the food turns out better than
my outfit! ^{poked out of my}

The chef taught me everything from the
proper use of utensils to creating a
marvelous master piece dessert, that will
blow everyone's minds. I remember



learning the delicate art of cake making. I use this method, even to this day. The ^{talented} Parisians do not mix with spoons, instead they use their hands. The gloopy squidgy mixture, tangled around my hands like ivy on a tree. Slowly adding the vibrant colours as ~~was~~ mixed the aromatic dough between ~~was~~ my floured hands. This was my favourite part about learning how to cook French food.

I recall standing back and looking at my wonderful master piece that I created. In awe. The luminous kaleidoscope of colours, carefully ^{looping} ~~wrapped~~ around each other, complimenting the colour next to it. I took a sharp cake knife and gently cut into the soft moist bake. ~~took a bite~~ The sweet taste still takes tenancy in my mouth, my taste buds fizzing with excitement. This was by far the most amazing cake I have ever eaten.



SECTION C: WRITING

Question 9

Script	Commentaries	Mark
S47	<p>AO4</p> <p>This is a mature and well-expressed piece of writing, sharply focused on the task. There is a good range of examples and they are confidently used. There is subtlety and perception here – for instance the focus on hard work and what it can achieve and what it will not achieve. The essay is sharply focused on the purpose of the task. Connectives are used well throughout, linking ideas confidently.</p> <p>20 marks</p> <p>AO5</p> <p>Complex ideas are manipulated with a range of structural devices used – connectives are used throughout, linking ideas and there are a range of correctly used complex and simple, sentences. A range of punctuation is used with the colon and brackets used effectively.</p> <p>10 marks</p>	<p>20+10= 30 marks</p>
S48	<p>This is a clearly communicated response with appropriate use of form, tone and register. There is a clear sense of purpose as valid arguments are presented. All level 3 criteria are met.</p> <p>AO4 = 12 marks</p> <p>There are errors, but there is some varied vocabulary and punctuation is used largely accurately. Paragraphing is appropriate and ideas are developed and connected appropriately overall.</p> <p>AO5 = 5 marks</p>	<p>12+5= 17 marks</p>
S49	<p>This is a broadly appropriate response to the task with some grasp of the purpose using a straightforward form. Tone and register are appropriate, but there is a lack of development.</p> <p>AO4 = 7 marks</p> <p>This response uses paragraphs and a range of structural features with some correctly spelt vocabulary. Punctuation is used with some control. There is not enough evidence to award a level 3 mark.</p>	<p>7+4= 11 marks</p>



	AO5 = 4 marks	
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Question 10

Script	Commentaries	Mark
S50	<p>AO4 = 16 marks</p> <p>The candidate communicates successfully with a secure realisation of purpose. There is effective use of form, tone and register. There are some moments that digress slightly from the task and moments where the response is not sharply focused or subtle. This keeps the mark very securely in Level 4.</p> <p>AO5 = 8 marks</p> <p>Ideas are managed cohesively using a wide range of vocabulary and punctuation with only occasional errors, such as when punctuating speech.</p>	<p>16+8= 24 marks</p>
S51	<p>This is a perceptive and subtle piece of writing. It is sharply focused and has a sophisticated use of form, tone and register. This fulfils all level 5 criteria.</p> <p>AO4 = 20 marks</p> <p>There is manipulation of ideas, with a range of structural and grammatical features used effectively. Vocabulary is extensive and punctuation is varied with precision and variety.</p> <p>AO5 = 10 marks</p>	<p>20+10= 30 marks</p>
S52	<p>Communication is clear but not successful. There is a clear sense of purpose, however as the writing is focused on the task. The writing is a little too pedestrian in places with some clichés and it is not always fully clear.</p> <p>AO4= 11 marks</p> <p>There is connection and development of appropriate information. Vocabulary is varied but there are errors. There is some comma splicing and the punctuation of speech is not accurate, however there is accurate and varied punctuation used.</p> <p>AO5 = 5 marks</p>	<p>11+5= 16 marks</p>
S53	<p>The writing communicates successfully with a secure realisation of the task, overall. There is some lively description, and this engages the reader, but there are</p>	<p>14+6= 20 marks</p>



	<p>moments of inconsistency with some laboured descriptive passages. There is mostly secure form, tone and register.</p> <p>AO4 = 14 marks</p> <p>Whilst there is some ambition evident, there are a number of errors. The candidate develops and connects appropriate information and ideas, using paragraphs accurately. There is varied vocabulary and most of the words with irregular patterns are spelt accurately. There is mainly accurate use of varied punctuation.</p> <p>AO5 = 6 marks</p>	
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Question 11

Script	Commentaries	Mark
S54	<p>Communication is broadly appropriate showing some grasp of the purpose with straightforward use of form, tone and register. There are narrative sections, however, which are not focused on the task. This has all level 2 qualities, but no level 3 descriptors are fulfilled.</p> <p>AO4 = 8 marks</p> <p>Some paragraphs are used and a range of structural devices are used, but these are not developed or connected. Some correctly spelt vocabulary and punctuation is used with some control, but there are a number of errors.</p> <p>AO5 = 4 marks</p>	<p>8+4= 12 marks</p>
S55	<p>This is sharply focused with some perception and subtly. There is sophisticated use of form, but tone and register are more effective than sophisticated. On balance this scores a mark in the middle of level 5.</p> <p>AO4 = 18 marks</p> <p>The candidate manipulates complex ideas accurately. There is extensive vocabulary and range of punctuation is used accurately and ambitiously. Whilst there are a small number of errors, this is precise and strategically crafted writing.</p> <p>AO5 = 10 marks</p>	<p>18+10= 28 marks</p>
S56	<p>This is a pedestrian, laboured piece of writing, communicating in a broadly appropriate way. It is also a narrative piece, which is not the appropriate purpose of the</p>	<p>7+4= 11 marks</p>



	<p>task. There is some grasp of the purpose and straightforward use of form, tone and register.</p> <p>AO4 = 7 marks</p> <p>There is a lack of paragraphing with some varied vocabulary. The writing does not develop and connect. Punctuation is used with some control. On balance, this is at the top of level 2.</p> <p>AO5 = 4 marks</p>	
S57	<p>The response communicates successfully with a secure realisation of the purpose and some effective use of form, although tone and register are not always effective and ideas need to be more fully sustained.</p> <p>AO4 = 15 marks</p> <p>A wide range of vocabulary is used with some errors. A wide range of punctuation is used for clarity. Information and ideas are managed deliberately.</p> <p>AO5 = 8 marks</p>	15+8= 23 marks



4EB1/01R



S58

Read Text One in the Extracts Booklet, adapted from an article called *How to Empower Students to Create Change*.

- 1 In lines 9-14, the writer gives some examples of students who are making a difference.

Name **one** of the students.

One of the students is Grace Miner who formed Real girls matters.

S59

Read Text One in the Extracts Booklet, adapted from an article called *How to Empower Students to Create Change*.

- 1 In lines 9-14, the writer gives some examples of students who are making a difference.

Name **one** of the students.

Grace Miner

S60

Read Text One in the Extracts Booklet, adapted from an article called *How to Empower Students to Create Change*.

- 1 In lines 9-14, the writer gives some examples of students who are making a difference.

Name **one** of the students.

One of the students who are making a difference is

Josanna Williams.



S61

Read Text One in the Extracts Booklet, adapted from an article called *How to Empower Students to Create Change*.

- 1 In lines 9-14, the writer gives some examples of students who are making a difference.

Name **one** of the students.

Ryan Hreljac

S62

- 2 Using lines 53-59, state **one** way the writer suggests that teachers could help to engage their students.

Bring in real world events to demonstrate connections between whats going on in students lives.

S63

- 2 Using lines 53-59, state **one** way the writer suggests that teachers could help to engage their students.

Ask students to offer their opinions on these current situations.



S64

- 2 Using lines 53-59, state **one** way the writer suggests that teachers could help to engage their students.

Teachers should connect what students are learning to what is happening in their lives.

S65

- 2 Using lines 53-59, state **one** way the writer suggests that teachers could help to engage their students.

Teachers could help to engage their students by Exposing them to social problems that affect them personally as well as society at large.

S66

- 2 Using lines 53-59, state **one** way the writer suggests that teachers could help to engage their students.

Teachers should ask for opinions from students in situations like solving a problem.



S67

3 Explain how the writer presents her advice to teachers.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer's main aim is to convince teachers of ~~the~~ ~~importance~~ the importance of their role in students' lives, and that they can guide students in creating change. The writer uses a variety of techniques to achieve this purpose.

~~He~~ Throughout the passage, the writer constantly uses the pronoun "you", addressing the teachers directly and ~~making it seem as if~~ thus emphasizing the importance of their role. ~~He often follows this up by saying~~ ~~suggesting specific things the teachers can do,~~ Occasionally, he even follows this up by saying "should", as if it is an obligation for the teachers to follow. He mentions "you should actively seek their opinions on topics".

Furthermore, the writer brings in many real world examples quoting their ~~own~~ names specifically — "Grace Miller", "Joshua Williams", "Ryan Hreljic" — to ~~show that~~ boost his credibility and show that the writer is someone that is reliable as he has done his research. The naming of examples one after another also gives the reader the feeling that there are countless more, ~~and that it adds gives the examples~~ causing the naming of the examples to have a greater impact on the reader.

The writer also uses statistics, such as mentioning ~~the~~ that "more than \$100 million" was ~~is~~ raised during the Ice bucket



challenge. Not only ~~the~~ does this add weight to the writer's arguments, it also fills the reader with ~~the~~ ^{one} at the possibility of what could be achieved, thus motivating them to implement the advice the writer gives.

The writer also constantly begins her sentences with verbs, such as "showing", "offering", "exposing", which highlights the ~~important~~ ~~actionable~~ actionable steps the teachers can ~~take~~ take in their classroom.

The clear headings also ~~look like to be clear headings~~ highlight the writer's main points, making it easy ~~to~~ for the teachers to glance through to remind themselves of what was said. Even the titles begin with ~~verbs~~ verbs — "offer", "use", "connect", "hold" — again emphasising actionable steps teachers can take.

Rhetorical questions are also used ~~at~~ a couple of times in the passage, ~~prompting the reader to question~~ The question where the writer asks how teachers can "expect (children) to emerge into adulthood fully capable of making their own decisions" when ~~these~~ ~~states~~ teachers make their INEs "only about the rules" prompts the reader to question the state of the current system ~~and perhaps~~ ~~while~~ while forcing them to consider the consequences should it continue. This makes the ~~reader~~ teachers more likely to understand the current faults in their ~~style~~ style of teaching. The writer also uses italics for the word "only", ~~to~~ which highlights the severity of ~~the~~ being close-minded. ~~and finally shows that the writer~~ ~~intends~~



S68

3 Explain how the writer presents her advice to teachers.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer advice the teachers to offer their students a choice and a voice. Since offering students small decisions can allow them to "gain a better understanding" during the decision making process and can build "confidence".

Also, the writer advice the teachers to use technology effectively which can "widen" the student's conceptions of social change, and the teachers can encourage the students to use their experiences to launch off their own ~~initer~~ initiatives.

Furthermore, the teachers should expose their students to the social problems and raise the awareness of what is happening around the world, by seeking the students' opinions on the "current issues situations and devise solutions". ~~to the that~~ ~~effect~~ Last but not least, the teachers should hold the students accountable, letting them know there are someone ~~watch~~ watching ~~to~~ them and that what they do does matter.



S69

3 Explain how the writer presents her advice to teachers.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

A lot of enthusiastic language is used throughout the text. Encouraging words ^{and phrases} such as 'Students are capable', 'possibilities are endless' and 'empower~~ed~~' are used throughout the article. This can help to engage the readers and to persuade them to take the writers advice. Perhaps it suggests that the writer wants the teachers who are reading the text to encourage their students just like how the writer encourages the readers.

Sufficient examples are presented throughout the article. The writer used examples of students such as 'Grace Miner' and 'Joshua Williams' to encourage teachers and students to make a change. Through this use of relatable examples, readers can be more attached to the topic of the article.

Use of ^{metaphor} simile in the text such as 'classes should not be taught in a bubble'. The 'bubble' represents being disconnected from the real world. This use of metaphor helps readers visualise the situation more and become more engaged with the situation as there is an image to visualise.

There is an overall positive tone to the article. Positive word choices such as 'inspiring',



'Successful' and 'confidence' are used. This positive tone helps encourage readers as positivity is generally linked with enthusiasm.



S70

3 Explain how the writer presents her advice to teachers.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer presents her advice to teachers by ~~section~~ structuring her article in an organized way. She also uses multiple language features to better present her advice.

The author uses sub-headings as a very usefull way of structuring her article. She splits her advice into multiple sections, and writes a paragraph or two on each section, including the sub-heading. The sub-headings are written in an imperative mood, almost ~~ordering~~ ^{ordering} the teachers to do something, which is a good way to offer advice. "Offer them a choice... Use technology... Connect real life... Hold them accountable," these are ~~ex~~ her sub-headings that the author uses to neatly present her advice.

The author uses multiple language features. Most notably using 'you' and ~~writing it a second~~ directly speaking to the teachers. This creates a more personal tone to the article which helps drive the authors advice farther into the teachers. Sentences like, "As a teacher, you can be the inspiration to help our young people," really speak to the reader and send a clear message.

The author also uses examples as her evidence and proof in order to validate her reasoning. She brings up "~~Grace Miner... Joshua Williams~~ Grace Miner and Joshua Williams as examples of kids making



social change so she can prove to the readers that it's possible. She brings up "The Ice Bucket Challenge" as an example of the usefulness of technology.

The writer also uses some rhetoric and some questioning to make the readers think. "If we make their lives only about the rules, how can we expect them to emerge into adulthood fully capable of making their own decisions?" She includes a summary at the end of the article, helping it to conclude effectively as it might be confusing for the reader due to the duration of the article.

These are some of the big and small ways the author presents her advice to teachers on how to empower students to create change.



S71

3 Explain how the writer presents her advice to teachers.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer presents her advice to teachers in many different ways such as letting the teachers show their students plenty examples of social changes, the students should be offered with a choice and a voice, bringing in the usage of technology to show students that it is impactful with the wide broad of audience the internet or social media have, teachers are advised to connect real life situations when teaching their students, students should be held accountable by the teachers and that, the teachers should ~~believe~~ believe in their ~~stu~~ ~~students~~ students' abilities and what they are capable of.

All the advices made by the writer for the teachers are very informative and constructive. With the real information such as, "seven-year-old Ryan Hreljac bought a well in Uganda and continues to raise money to build wells in ~~aff~~ Africa many years later." is impactful and motivative for students to hear because it shows that ~~thos~~ the changes they can potentially change are simple. Statements such as, "The world is much bigger than their own environment" is what students need to keep in mind because it will help them to grow and be open-minded so that they will be able to ~~fight~~ fight for their rights and find their voice. "Students need ~~to~~ to be placed into situations requiring a decision" is helpful for students self-esteem because they will feel like ~~they~~ they are ~~being~~ being treated fairly and they are able to have a better understanding and approach towards bigger problems in the future.

The advice of using technology effectively came with the statement



written by the writer, "showed how one person can single-handedly prompt successful social change" which does encourage students to be more confident and interactive with people around the world through the internet and that helps the students to get out of their comfort zones.

Overall, the writer had written many different objectives of students according to ~~the~~ each type of advice. This will give kids more rights and that they do not have to feel bad about not being in adulthood yet. They will be aware of every real-life situations, know how to be positive, and lastly growing up to their ~~best self~~ best self for the world.



S72

Read Text Two in the Extracts Booklet, adapted from a talk called *Making a Difference - Youth Participation*.

- 4 Using lines 9-18, give **one** reason why, according to the writer, projects like the Diana Award are important.

Because it helps support young people who are doing positive things.

S73

Read Text Two in the Extracts Booklet, adapted from a talk called *Making a Difference - Youth Participation*.

- 4 Using lines 9-18, give **one** reason why, according to the writer, projects like the Diana Award are important.

Projects like Diana award are important because it supports challenging faces and its about reputation of young people in the society.

(Total for Question 4 = 1 mark)

S74

Read Text Two in the Extracts Booklet, adapted from a talk called *Making a Difference - Youth Participation*.

- 4 Using lines 9-18, give **one** reason why, according to the writer, projects like the Diana Award are important.

Because teens were known to be destructive, that they don't contribute anything positive.



S75

Read Text Two in the Extracts Booklet, adapted from a talk called *Making a Difference - Youth Participation*.

- 4 Using lines 9-18, give **one** reason why, according to the writer, projects like the Diana Award are important.

It allows young people to show that they want to make a difference in their society.

S76

Read Text Two in the Extracts Booklet, adapted from a talk called *Making a Difference - Youth Participation*.

- 4 Using lines 9-18, give **one** reason why, according to the writer, projects like the Diana Award are important.

It's important because people can start making changes and take responsibility.

S77

Read Text Two in the Extracts Booklet, adapted from a talk called *Making a Difference - Youth Participation*.

- 4 Using lines 9-18, give **one** reason why, according to the writer, projects like the Diana Award are important.

It provides support and recognition to the youngsters.



S78

- 5 In lines 36-44, the writer offers advice to young people who want to help to make society better.

Identify **two** of the points the writer makes.

1 Don't stop screaming until they hear you.

2 Having the courage and standing up and saying

S79

- 5 In lines 36-44, the writer offers advice to young people who want to help to make society better.

Identify **two** of the points the writer makes.

1 'Don't be scared'

2 'Keep on making an effort.'

S80

- 5 In lines 36-44, the writer offers advice to young people who want to help to make society better.

Identify **two** of the points the writer makes.

1 Don't be scared. young people have alot More
~~power~~ power then they realise

2 Don't Stop Screaming until they hear you.
Keep on making the effort



S81

- 5 In lines 36-44, the writer offers advice to young people who want to help to make society better.

Identify **two** of the points the writer makes.

1 Don't be scared

2 Keep on making the effort.

S82

- 5 In lines 36-44, the writer offers advice to young people who want to help to make society better.

Identify **two** of the points the writer makes.

1 young people have a lot more power than they realise

2 sometimes it will feel like you're ramming your head into a brick wall, but eventually you can get there if you persevere.



S83

- 6 Explain how the writer conveys her belief that young people can make a difference.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

This text is ~~also~~ titled "Making a difference - Youth Participation" and it is adapted by a talk from a teenager, Ellie Jones. Ellie's target audience is to other teenagers and students who want to make a difference in society but require that one word of advice which is exactly what Ellie gives them.

The passage is split into about 7 paragraphs where the first half focuses on an award called the "Diana Anti-bullying Champion Award" while the second half focuses on Ellie's message and advice to fellow students. However the entire passage comes together to form an overall perspective that Ellie has on the involvement of students in the midst of social change.

Since Ellie herself is a teenager, the stylistic features of the passage are more relatable between her and other students. According to Ellie, social change can be in any which way. For her it was being a part of the "Changing Faces" campaign which strive to tackle "appearance-based discrimination". For others it could be ~~can~~ something completely different but the



main link is for the younger generation to have the courage to stand up and tell society "Look this is what's important to us. This is what we want to change."

Ellie has written "*Change Faces*" in italics which draws a lot of attention of towards it. This focuses that part of the article on social change and immediately draws reference to this campaign. She writes the majority of the article in an opinionated style which shows her readers her confidence she has in what she is talking about and how she has gone through the ropes and realised what is important. While Ellie gives her fellow peers advice she uses a simile "sometimes it will feel like you're ramming your head into a brick wall" which will instantaneously connect with her readers. Everyone knows the feeling but Ellie goes on to say that it is important to get passed that and fight on for your cause because eventually people will listen.

Her entire passage has an underlying tone where Ellie talks about the positive and negative power dynamics. She further reiterates this, by using a lot of repetition of very key essential words which shine through almost as if they've been highlighted. "change",

"responsible", "incredible", "destructive", "courage", "essentially".
Each of these words hold a very strong meaning and together



they showcase the positive and negative forces that are at play in society, in the surroundings, in the lives of children. Ellie uses these to create a strong impression and further the advice she gives to other students. "don't be scared", "don't stop screaming & until they hear you", "the fact that you want to get involved in society is a massive step forward. Her use of imperatives like "don't" and "want" ~~is~~ is a practical example of the fact that "young people have a lot more power than they realise". and

Ellie also uses alliteration "change their communities", "manage to make" and sibilance "stop screaming" to put emphasis on particular points. The most impactful however is her use of fragment sentences in the last lines of the last and second last paragraphs. It puts a lot of emphasis and impact on her writing for the reader. "So, stick with it.", "So have courage." The reason that the ~~article~~ ^{passage} is very ~~is a~~ ^{comes across as} relatable to students is because it seems like a self-reflection from Ellie herself to the entire student community.



S84

6 Explain how the writer conveys her belief that young people can make a difference.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer of text 2 ~~one~~ conveys the belief that young people can make a difference by beginning with a mention of a named charity and this automatically give the writer a sense of ~~trust~~ trust and that all the facts ~~mentioned~~ will be true. As well as ~~beginning~~ ^{beginning} with a place she mentions specific people that have done amazing things ~~such~~ such as Ellie who was in the group mentioned at the beginning ~~and~~ called the Diana Award. She makes a personal connection with us (the teens and students) by using words such as "we" and "our". This shows that she has the ~~some~~ ^{some} ~~belief~~ ~~that~~ trust in us, which helps showing how much she believes in us. She helps the case by mentioning stereotypes for example "there is such a negative attitude surrounding young people" this shows that we are ~~incorrectly~~ ~~shown~~ and increases ~~the~~ ~~belief~~ ~~in~~ us.



She also goes on to give some great advice such as "keep on making the effort" and inspirational words and phrases such as "Don't stop screaming until they ~~see~~ hear you!" She tries to persuade the reader that the younger generation can help and do better things for example the sentence "I think that all young people definitely have an incredible, incredible potential to contribute ~~to~~ positively in their communities" She makes people rethink the way they look at young people.



S85

- 6 Explain how the writer conveys her belief that young people can make a difference.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer conveys her belief about young people making a difference by giving her opinion ~~as~~ as well as her advice. She offers inspiration and direction and is very credible due to her experience as a young person who's already made a difference.

The writer states her ~~opinion~~ opinion on various things, the Diana Award, the main barrier for young people, the society's attitude, etc. This helps her convey her beliefs as it tells the reader ~~the~~ the author's attitude and feelings towards the topic. For example, "Sometimes it can feel really hopeless because there is such a negative ^{attitude} surrounding young people in our society, in this country today." The tone of this quote sounds distasteful, like the author has experienced this attitude personally. This gives her opinion on the society today, how "everyone expects us to be destroying society and contributing negatively," and therefore also helps share her beliefs on the topic.

She speaks about a very clear belief in the passage and does so by sending a message to the readers. Emphasizing it multiple times to get it into the readers head, "~~My message don't be scared~~" "My message... the main message... my message to young people" She is speaking the passage. So it's understandable that she accidentally repeats herself multiple times, saying "don't be scared" two or three times. However, the "message" is clearly sent to the reader and it helps the author convey her beliefs.



The author also provides a lot of inspiration to the readers, making them believe that it's possible to make a difference. "You can get there if you persevere and if you have courage and if you keep striving towards the things that are important to you," is one example. The author uses multiple comparisons to describe ~~her~~ what she's saying, so the readers can better understand. "Sometimes it will feel like you're ramming your head into a brick wall," is an example. The author uses 'you' to create a necessary personal tone for her speech, along with other language features that ~~also~~ help her convey her beliefs.



S86

- 6 Explain how the writer conveys her belief that young people can make a difference.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer talks about how young people can make a difference in today's society and contribute towards making the society a better place through ~~participi~~ taking part in local and ~~int~~ international social and community projects. The passage is written in a ~~more~~ ^{rather} informal way with a targeted audience of the young generation.

The writer explains to the readers that young people ~~have~~ ~~the opportunity~~ should have the opportunity to change their communities for the better. She ~~tells~~ ~~the~~ readers that young people have an important role to play in the society. "She is passionate about youth voice and participation to ensure ~~they~~ young that young people have access to opportunities to change their communities."

Jones then ~~tells~~ talks about the importance of the various community projects for social causes such as the 'Diana Award', which she explains is "an organisation which works to recognise and support young people who are doing really positive things in their ~~communities~~ communities". She further tells the readers of the importance of these projects, saying that it helps to improve the ~~reper~~ reputation of the



younger generation as they are usually known to be destructive. "it's about the reputation of young people in the society: ~~often~~ often there is this idea that we're destructive, that we don't contribute anything positive, that we don't care about other people".

The writer then ~~and~~ tells the readers about the various difficulties people face while trying to get their message across. She conveys that people have a fixed mindset ~~that~~ and attitude that does not allow them to achieve a greater ~~good~~ cause. "I would say the main barrier for young people trying to get ^{our} their message across is the fact that, for us, sometimes it can feel really hopeless because there is such a negative attitude surrounding young people in our society, in this country today". Jones seems to be telling the readers that due to this fixed mindset and attitude, ~~that~~ the young people aren't given much importance over social issues.

Jones then conveys her message for young people who want ~~to~~ to get involved in society, encouraging them to fight for what they think is right and continue to have patience throughout without being scared. "don't be scared." "look this is what is important to us. this is what we want to change?"



The writer concludes in a comforting and assuring manner in which she tells young people that they have the power to achieve anything and they can make society a better place. "I think that all young people have an incredible, incredible potential to contribute positively in their communities!"



S87

- 6 Explain how the writer conveys her belief that young people can make a difference.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer conveys her belief that young people can make a difference by giving personal experiences and also giving them advice on how to be strong and what to do in order to ~~make~~^{bring in} a difference. She was awarded with the Diana Anti-bullying Champion Award in 2010 for her work with the charity, Challenging Faces. This charity supports young people living a facial disfigurement and work to tackle appearance-based discrimination. At first she gives her personal life experience about changing our society for better. ~~At the~~ At the age of 16 she spoke at the Diana Award Event at the House of Lords in London. ~~The~~ Ellie is passionate about youth voice and participation to ensure that young people have access to opportunities to ~~at~~ change their communities. Ellie is involved with quite a lot of projects at the Diana Award. She feels that people think young people are destructive, they don't contribute anything positive, they don't care



about other people. Getting involved in such projects means young people have the opportunities to show that ~~we~~^{they} can do really positive things and they do want to bring a change in the society. According to her the main barrier that the young people face is something they feel really hopeless because there is such a negative attitude surrounding young people in our society. Because of ~~that~~^{this} the young people feel very restless and feel that there is no point trying to help society or trying to contribute anything positive. She thinks that young people definitely have incredible potential to contribute positively in their communities. She asks them not to be scared and not to stop screaming until they are heard. She asks them to keep making an effort even if it feels like ~~raising~~^{ramming} head into a brick wall. She is very determined and she also wants the youngsters to be determined. The young people have to stop being worried about what others say because other than that there are no barriers to this.



S88

- 7 Compare how the writers of Text One and Text Two present their ideas and perspectives on why it is important for young people to be involved in social change.

Support your answer with examples from **both** texts.

(15)

Both text 1 and text 2 have similarities between each other. For example they both use paragraphs to split up and give the reader an idea on what their mind is like and how to read the text. But they do have more differences.

Such as the way text 1 is far more boss like and gives out orders and instructions to follow as for text 2 being more advice based and was focused ~~to~~ on helping ~~teachers~~ people understand the barriers young people have to break. Although text 2 does give great ~~advice~~ advice and less orders it doesn't however have great use of visual effects such as ~~font~~ subheadings, bold writing, brackets. Text 1 on the other hand uses great subheadings in bold writing which grabs the reader's attention.

Both texts have strong ideas and perspectives but ~~to~~ show them in different ways. For example the perspective of text 2 is felt slightly forced upon you and you have to do it and



there is no other way. As for text 2, it uses facts and advice to get the perspective across.

Text 2 did use some good devices such as quotes and names of specific places, such as ("Diana's award") or "Joshua's heart" and used names to get across that these people are human and gives us a connection to the story and helps us keep reading on.

Text 1 does use some great devices such as lists to give a more dramatic feel, and make the reader think it is very important. As well as brackets to give more information.

Although ~~more~~ more order like text 2 has stayed in my head with ~~great~~ great subheadings and a more interesting read.



S89

- 7 Compare how the writers of Text One and Text Two present their ideas and perspectives on why it is important for young people to be involved in social change.

Support your answer with examples from **both** texts.

(15)

~~Both texts strongly believe about the role~~

Both texts strongly believe that it is very important for young people to be involved in social change. However text One is ~~also~~ aimed mainly at teachers, while text two is aimed mainly at ~~the~~ younger people, hoping to empower and encourage them to make a change. ~~The differences~~ Hence, the two texts ~~turn out to~~ are quite different in ~~the way~~ ~~the way~~ how they express their ideas.

Text one uses formal language, while text two uses colloquial language, ^{such as the constant and sometimes overbearing use of "we" and "us"} This makes sense ~~at~~ as text one is aimed at a more mature audience, and thus needs to sound more formal to remain credible.

Furthermore, text one mainly focuses on advice for teachers, and ~~uses~~ only ~~brings into part of~~ mentions the massive difference ~~teachers can~~ children or young people can make when convincing teachers of the importance of their role. For example, after mentioning that "students are "clearly" "capable of social change", the writer immediately moves onto what teachers can do. On the other hand, text two focuses more on the desires ~~on~~ that young people have for positive change, and tries to ~~try~~ change the perspective of people who think young people are only "destructive".



Text One is also more factual, with the writer bringing in statistics such as "100 million", or mentioning countless real world examples such as "Grace Miner", "Joshua Williams" and "Ryan Hreljac". ~~This makes the writer feel more distant, but at the same time~~ In contrast, text two is mainly anecdotal, and focuses on trying to evoke strong emotions from the reader ~~to prompt them to action~~ to sound convincing.

Text one is also more organized, with clear headings and well-defined points while text two seems to be going around in ~~over~~ circles, with the writer repeating the same point over and over. Although repetition when used well can certainly make an impact, the constant and ill-planned repetition makes it seem as though the writer is ~~struggling~~ struggling for points to talk about.

~~Hence, overall, text one gives one the feeling of a well researched and well planned article, while text two gives off the feeling that the writer is ~~disorganized~~ disorganized, making a less convincing~~

However, both texts are similar in that they both use the ~~personal~~ pronoun "he" to sound inclusive, and "you" to directly address the reader.



S90

- 7 Compare how the writers of Text One and Text Two present their ideas and perspectives on why it is important for young people to be involved in social change.

Support your answer with examples from **both** texts.

(15)

The writer of text one gives advice to the teachers to encourage their students to participate in social change campaigns, she says that it is a great mistake to assume that social change can only be achieved by those who have already reached adulthood. But she does not believe this at all, she wants the young people to participate and get involved in social change. She gives several examples one of which is Rhode Island High School student Grace Miner who formed Real Girls Matter to discuss how the media negatively portrays girls. Florida teen, Joshua Williams formed 'Joshua's Heart' to feed the hungry in the Miami area. Seven-year-old boy Ryan Hreljac bought a well in Uganda and continues to raise ~~money~~ raise money to build wells in Africa many years later. She feels students are capable of ~~the~~ social change but they just need encouragement.



to work. They can be helped by teachers through technology, real-world experiences and offering them opportunities for choice and responsibility. The writer divides the passage into several paragraphs to provide adequate information and proper methods to encourage the students to participate in social change campaigns.

In text two, the writer talks more about her ~~personal~~ personal life experience. She was awarded the ~~the~~ Diana Anti-bullying Champion Award in 2010 for her work with the charity Challenging Faces. The charity supports young people living a facial ~~of~~ disfigurement and works to tackle appearance based discrimination. She is very passionate about youth voice and participation to ensure that young people have access to opportunities to change their communities. People think that the young^{er} ~~is~~ generation is destructive and they don't contribute anything positive, they don't care about people. She says getting involved with these projects means that ~~are~~ young



people have the opportunity to show that they can really do positive things and bring changes to the society. They just have to stop worrying about what people say then there will be no barrier to stop them from making a positive difference. She asks them not be scared and not to stop shouting till they are heard and be very determined with the work they are doing in order to get positive results.



S91

- 7 Compare how the writers of Text One and Text Two present their ideas and perspectives on why it is important for young people to be involved in social change.

Support your answer with examples from **both** texts.

(15)

Both writers in Text one and Two present their ideas on the importance of young people contributing to social change although in different various ways and different perspectives.

The writer in Text one gives advice to teachers telling them about the importance to educate students on social change and how they can contribute to society. ~~Howe~~ The article text is written in a rather formal and informative style without ~~any~~ with sub-headings. However, the writer in Text two talks about how young people can ~~all~~ participate in local and international social and community projects. The text is written in a rather informal style as compared to text Text one and it has no sub-headings.

Text ~~one~~ One focuses more on telling the teachers how to ~~teach~~ educate students on social awareness and change, while Text Two is a more one-one based passage with direct information being passed on from writer to the audience.



Whittle talks about the various ways in which teachers can help their students think about social change and how this can be followed up on. "Often this can be done through technology, real-world experiences, and offering opportunities for choice and responsibility". Jones in her passage, talks more about how young people are doing positive things in the communities and how they are being recognised by ~~lots~~ projects that enforce social change. "The Diana Award is an organisation that which works to recognise and support young people who are doing really ~~well~~ positive things in their communities.

Text 1

Text one talks about how teachers can use technology effectively to spread the awareness of social change to ~~them~~ their students while the writer in Text two urges young people to take action themselves.

Overall, Both texts talk about ~~changing~~ creating social change through various ways and ~~3~~ aspects that require young people to make an impact on society.

Personally, I feel that Text Two makes a bigger impact on the readers mind as ~~they~~ the writer touches upon the various reason why and how



young people have the power to change the society and mould it into something better. The use of informal language also allows the reader to connect with the writer at a deeper and much more understanding level.



S92

- 7 Compare how the writers of Text One and Text Two present their ideas and perspectives on why it is important for young people to be involved in social change.

Support your answer with examples from **both** texts.

(15)

Text One is written by Leigh Ann White, and Text Two is 'written' by Ellie Jones. The two women speak about two different, but related topics in two different, but similar ways.

Text One is all about giving advice to teachers about how to help students create change. "As a teacher, you can be the inspiration to help our young people." is a sentence from the opening paragraph. Text Two is speaking about ~~giving~~ the students initiating change and giving advice and encouragement ~~to~~ to them. "My message to young people, who want to get involved in society," is a sentence in the concluding paragraph. The two topics are related, both involving social change, however centered around two different audiences, Text One being teachers, Text Two being students.

Both texts are written in a similar way however. Most notably, the use of "you" and the use of a more personal tone. This is coinciding with both texts giving advice. The personal tone helps with giving advice as it better engages and connects with the reader. The purpose of both the texts are very similar. In Text One,



Where the two texts differ would be the Style and Structure. Text One is an article written in an organised structured way, while Text Two is a speech, with a bit more rambling, but a bit more passion and opinion. White, author of text two, uses multiple examples to validate her opinion, "several inspiring examples... Grace Minen... Joshua Williams," while Jones, author of Text Two doesn't so much. She does speak about 'Changing Faces' and the Dione Award, however that's more of an anecdote rather than an example.

Text One is very organised. White includes an introduction, sub-headings, proper paragraphing, and a conclusion, just the way an article should be. Text Two is not so much. It's a speech, so it's not written by the author. It includes an introduction, however the content of the speech is slightly repetitive. Jones repeats herself, saying "my message" or "don't be scared" two or three times each. However, this is very normal for a speech, as she needs to make her audience remember, so repetition is a useful tool ~~one~~ of emphasis, but it differs from Text One very much.

Another difference between the texts is the secondary purpose. Text One advises, but it also instructs a lot. All the sub-headings are written in the imperative mood, and White uses "you should" multiple times. Text two, offers a lot more encouragement and inspiration, rather than instruction. "Eventually, you can ~~get~~ get there if you persevere and if you have courage and if you keep striving towards the things that are important to you." This is the best example of how Jones



Inspiration, motivation, and encouragement. It's a lot more passionate ~~is~~ than Text One, which is justifiable as it is a speech, and they normally should contain passion.

Both writers present their ideas and perspectives on ~~social~~ the importance of young people providing social change. They both care about, believe in it, and are trying to spread it. They are different artists, and ~~to~~ do it in different ways, however are both successful in their purpose.



SECTION A: READING

Question 1

Script	Commentaries	Mark
S58	Bullet point 1	1 mark
S59	Bullet point 1	1 mark
S60	Bullet point 2	1 mark
S61	Bullet point 3	1 mark

Question 2

Script	Commentaries	Mark
S62	Bullet points 1 & 2	1 mark
S63	Bullet point 3	1 mark
S64	Bullet point 2	1 mark
S65	Bullet point 5	1 mark
S66	Bullet point 3	1 mark

Question 3

Script	Commentaries	Mark
S67	There is thorough understanding and exploration of language with detailed and appropriate references.	8 marks
S68	This is a Level 1 response. There is little understanding of language and structure shown and the response is brief and tends to re-tell the content.	2 marks
S69	The response shows clear understanding and explanation of language with references that are appropriate and relevant to the points made.	6 marks
S70	There is a secure focus on the question showing some thorough understanding of how language works. The references are detailed and appropriate.	7 marks



S71	The response identifies what the writer says not how and the response is narrative. The response is a little more than basic putting it at the bottom of Level 2.	3 marks
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Question 4

Script	Commentaries	Mark
S72	Bullet point 1	1 mark
S73	Bullet point 2	1 mark
S74	-	0 marks
S75	Bullet point 3	1 mark
S76	Bullet points 3 & 5	1 mark
S77	-	0 marks

Question 5

Script	Commentaries	Mark
S78	Bullet points 3 & 5	2 marks
S79	Bullet points 1 & 6	2 marks
S80	Bullet points 1, 2, 5 & 6	2 marks
S81	Bullet points 1 & 6	2 marks
S82	Bullet points 2 & 7	2 marks

Question 6

Script	Commentaries	Mark
S83	This response improves as it goes along and shows some thorough understanding and some exploration of how language is used for effect.	7 marks
S84	The response shows clear understanding and explanation of language with references that are appropriate and relevant to the points made.	6 marks



S85	The response shows clear understanding and explanation of language with references that are appropriate and relevant to the points made. Unfortunately, the second paragraph does not focus on the question.	6 marks
S86	Overall the response focuses on what the writer says not how language is used for effect. There is some re-telling of content but there are some relevant references. Level 2 is a best fit.	4 marks
S87	This response simply re-tells the content offering no comments on language and structure.	1 mark

Question 7

Script	Commentaries	Mark
S88	This response considers obvious comparisons and comments on ideas and perspectives. There are some valid references but these are not developed.	5 marks
S89	The response considers a range of comparisons with explanation of the ideas and perspectives. The references are appropriate and relevant to the points being made.	9 marks
S90	There is only one comparative word and the majority of the response is re-telling of content. Best fit is Level 1.	3 marks
S91	This response considers obvious comparisons and comments on ideas and perspectives. There is a lack of support for the points made.	6 marks
S92	The response covers quite a wide range of comparisons with some exploration of the ideas and perspectives. It is comparative throughout. The references fully support the points being made.	11 marks



S93

- 8 Write a letter to a friend encouraging him or her to join an organisation or campaign to make a positive difference to society.

You should include:

- different types of organisations or campaigns
- how to take part
- why it is sometimes difficult to take part.

Think carefully about the ^{encourage} purpose of your letter and the ^{friend} audience for whom it is intended.

(30)

Dear Naomi,

How have you been? Are you still looking for a way to pass time? If so, I have just the thing for you!

Recently, I've been volunteering at an animal shelter, grooming abandoned animals and helping them prepare for adoption. It's tons of fun! Especially as an animal lover, getting to work with adorable puppies while helping them find a home is a dream come true. I know doing social service doesn't sound intriguing initially, but I promise you'll find an organisation that you love!

Getting started seems a bit challenging, though, doesn't it? What with so many different charities, it's impossible to know where to start. No worries, though, as I have a few recommendations.

You've always been quite passionate about positive body image, and I recall the time we went to that Big Angel concert together. I distinctly remember how you looked up to them, how they danced confidently in front of a crowd despite not being slim or



'conventionally attractive'. Well, the charity Changing Faces helps young people living with facial disfigurement, working to tackle appearance based discrimination. I have faith that your enthusiasm for having a positive self-image, paired with your strong belief that appearance does not matter will be able to help countless young people who are battling low self-esteem.

I also know you to be great with technology, perhaps the best in our friend group! You can actually utilize your skills to raise awareness of social issues. You're a natural at this, as I only learnt about the Ask Ice Bucket Challenge after you did it. It's obviously a bit of a stretch to expect you to make a viral sensation, but it doesn't have to be. Something as simple as a blog or a tweet sharing your opinion on social issues can encourage others to do the same!

After all, this is only the tip of the iceberg of course, if none of these ideas appeal to you, that's fine. A ^{more} To name a few, Real Girls Matter discusses how the media ^{and} negatively portrays girls, Joshua's Heart helps feed the hungry in the Miami area. There are plenty ^{of} charities that offer flag-selling activities to raise money, or organize visits to elderly homes to show love and care for them, too!

Not only is joining an organization or campaign beneficial to society, it can also help your personal growth, helping you harness your decision-making skills, giving you more confidence on sharing what you have to say and also offering you opportunities to experience different ^{on top of that} areas of the world. ^{have a chance to} joining an organization actually requires a lot of responsibility and critical thinking, so you can ^{develop these}.



As you can see,

contributing to society is beneficial in multiple aspects, which is why

I highly recommend that you join an organisation.

All this may still look a bit intimidating, and I'm sure you still have questions on what you have to do and whether you're capable of ~~start~~ helping a cause. I was unsure, too, when I first started, but the people in these organisations are extremely welcoming, because they genuinely do want any help they can get. After all, two pairs of hands are always better than one! There really isn't anything to worry about.

If you're still unsure, feel free to join me on my next shift at the animal shelter next Friday to try it out! It's tons of fun, and I'll be there to help you. I look forward to hearing your reply, and good luck!

Best wishes,

Patricia



S94

- 8 Write a letter to a friend encouraging him or her to join an organisation or campaign to make a positive difference to society.

You should include:

- different types of organisations or campaigns
- how to take part
- why it is sometimes difficult to take part.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

Dear Hannah,

How do you do? I was planning to join ~~the~~ the volunteer organization of our school, and I want to know if you ^{would like} ~~want~~ to join with me.

Recently, I've read some comments on the internet about teenagers, and I have known that elder people have some negative opinions towards us. Some of the people said that we are selfish, lazy and rude generation, but I want to ~~show~~ improve them that we are not.

~~There's~~ In the class today, my geography teacher told us ^{there's} ~~there's~~ an activity held by an environmental protecting group, and I decided to join a similar organization. After I went home, I searched for types of organisations, there are a lot of them! About animal protecting, speech presenting, volunteer, doing social survey and so on. I checked the ~~in~~ introductions, and decided to join the volunteer group.

This is how you can take part. First, register and ~~sign~~ sign in in their website. Second, find the ~~see~~ section "join us", then fill your



information. After that, you will receive an ~~interview~~ email for interview. The interview will be done on-line or in our school. After you join in, you can go ~~to~~ check the time table for activities.

However, it may not be easy to take part in volunteering. The biggest issue for us is the time management. We are now in the second year of our high school, and tests are coming, but we must join at least two activities each month, or we are not able to stay in the group. I have already made a schedule for my work, and time will no longer be a big issue.

You can inform me if you have decided, and you can tell this to your other friend. ~~I~~ Wish you have a nice day.

Your truly friend,
Li



S95

- 8 Write a letter to a friend encouraging him or her to join an organisation or campaign to make a positive difference to society.

You should include:

- different types of organisations or campaigns
- how to take part
- why it is sometimes difficult to take part.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

Dear David,
~~Hello~~

Hello David! It has been a while since you have left ~~for~~ ^{Studying} for ~~helping charitable organisations~~ in London! Recently I saw an advertisement in which says that teens like us are able to join organisations or campaigns that can ^{make a positive difference} ~~help the society~~ as well, see ^{if} you are interested!

There are many organisations outside, some of them ~~for~~ focused their target on their local area, and some are more to the national group. Most of them are non-profit as they claim to help and hope to make ^a necessary ~~a~~ change that impacts the society.

So, if you are interested, here's how to take part. We can apply for joining an organisation called The Diana.



Award, which is ~~held~~^{held up} to support and create chances for young people like us to who would like to speak up, by filling in the application form attached on their website through the internet. It's for free by the way, just make sure your informations are filled in correctly will be fine. I guessed we are going to have a meeting with the people in The Diana Award as well but there in the website says they will arrange that for us later.

I know it's sometimes hard to express our thoughts even though here are chances. We are still under the age of 16 and making ~~a~~^a difference that might affect a lot of people might be very hard because ~~there~~ we always think that we will be not heard or simply overlooked. Come on! It's already 2019! More and more people under 18 are now transforming the world into a better place successfully! Don't ~~be~~ think that making a change is too intractable for us! It's only about having ~~that~~ the courage to speak up and fight for our own rights that are so crucial for us!

I look forward hearing from you.

Best wishes,

Phoebe



S96

- 8 Write a letter to a friend encouraging him or her to join an organisation or campaign to make a positive difference to society.

You should include:

- different types of organisations or campaigns
- how to take part
- why it is sometimes difficult to take part.

Think carefully about the purpose of your letter and the audience for whom it is intended.



(30)

I am going to join an organisation or campaign to make a positive difference to the society. There are many types of organisations or campaigns such as some charity works, we can go to listen the talks and donate money or even can selling the flags to help those poor children or ~~some~~ ~~countries~~, countries. Let us join together. Then we can help the people who are ~~in~~ in need.

We can go to the internet and search whether there are ~~some~~ organisation or campaign ~~which~~ ~~are~~ ~~holding~~ the events for fundings etc.

If there is some ~~organisation~~ organisation or campaign, we can join it. ~~some~~

But I think sometimes it is difficult to take part because there is some negative attitude ~~is~~ surrounding in our society. I've been selling flags before, when you ask others to ~~the~~ donate money politely, most of the people ~~just~~ just ~~pass~~ pass by and don't donate money. But I think if we think positively, there are still some people who will ~~be~~ ~~to~~ donate money. So those fundings can help the people who are in need, and this can ~~be~~ have a positive difference to the society.



At last but not the least, let's us join together and help ~~us~~ to
change the society and help those ~~poor~~ poor people.



S97

- 8 Write a letter to a friend encouraging him or her to join an organisation or campaign to make a positive difference to society.

You should include:

- different types of organisations or campaigns
- how to take part
- why it is sometimes difficult to take part.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

Dear Friend,

Recently, there has been a lot of talk about making change and positive differences to society. Many people are joining different organisations or campaigns to do so. They certainly seem quite fun and engaging, so I think you should join some too. It is a great opportunity to fight for what you believe in, to make our society a better place, and to empower others to join in too.

There are many unique organisations or campaigns you can join, each with its own focus. The "Real Girls Matter" campaign formed by high school student Grace Miner, discusses how the media negatively portrays girls, the "Joshua's Heart" campaign was formed to feed the hungry, and the project "Changing Faces" changes the way society views young people, because we are typically viewed as destructive. These different organisations and campaigns sound really interesting, don't they?



there are also many more, just waiting to be joined.

So how can you take part? Well, you can sign up online at their websites, send an email to the companies or call them using their companies' telephone number, which can also be found on their websites. You can even go to your local mall or school and see if there are any notices hung up. There has got to be some.

Sometimes it can be difficult to sign up because you might feel scared or nervous. You may feel as if taking part will not really make that big of a change. However, you just have to be brave, and stand up for what you want to do. If it is important to you, then do it. No matter how big or small of a difference your contribution makes to your life, it can make a massive difference to someone else's life. You just need to break that barrier of fear and doubt, and just go for it. We all have incredible, incredible potential to contribute positively, so don't hold back. You just need to find your voice. What is something you feel passionately about? I am sure that there is an organisation or campaign out there for you.

Hopefully, this letter has inspired you to participate in some projects to cultivate positive change. There is an abundance of social issues that need to be addressed, and there are many, many organisations, campaigns and projects fighting to tackle them.



However, they cannot do it alone, they need as much help as they can get, so hurry up and sign up. Join in on the fight for change, to make our society a better place. The time to act is here. The time to act is now.



SECTION B: READING AND WRITING

Question 8

Script	Commentaries	Mark
S93	<p>AO1</p> <p>The selection and interpretation of the bullet points is apt and there is a wide range of relevant points.</p> <p>9 marks</p> <p>AO4</p> <p>The response is sharply focused on audience and purpose with sophisticated use of form, tone and register.</p> <p>12 marks</p> <p>AO5</p> <p>The response manipulates complex ideas with coherence and cohesion, using extensive vocabulary deliberately. There is accurate and precise punctuation used to achieve particular effects. Occasional errors do not detract.</p> <p>8 marks</p>	<p>9+12+8= 29 marks</p>
S94	<p>AO1</p> <p>There is an appropriate selection of relevant material and a reasonable number of relevant points.</p> <p>5 marks</p> <p>AO4</p> <p>The response communicates clearly. There is a clear sense of purpose and audience and an appropriate use of form, tone and register.</p> <p>6 marks</p> <p>AO5</p> <p>The response expresses and orders information and ideas. There is some correct spelling and some control of punctuation.</p> <p>4 marks</p>	<p>5+6+4= 15 marks</p>
S95	<p>AO1</p> <p>There is some relevant information and ideas and the response makes some relevant points but these are not developed.</p> <p>4 marks</p> <p>AO4</p>	<p>4+4+4= 12 marks</p>



	<p>The response communicates in a broadly appropriate way and there is some grasp of purpose and audience.</p> <p>4 marks</p> <p>AO5</p> <p>The response expresses and orders information and uses paragraphs. There is some correct spelling and some control of punctuation.</p> <p>4 marks</p>	
S96	<p>AO1</p> <p>There is some relevant information and ideas and the response makes some relevant points but these are not developed.</p> <p>3 marks</p> <p>AO4</p> <p>The response does communicate in a broadly appropriate way but there is a limited sense of format. There is some grasp of purpose and audience.</p> <p>3 marks</p> <p>AO5</p> <p>The response is reasonably organised. There is some correct spelling but also some errors and there is some control of punctuation, but it is not very ambitious.</p> <p>3 marks</p>	<p>3+3+3= 9 marks</p>
S97	<p>AO1</p> <p>There is a good number of relevant points and appropriate selection of material but occasionally it is a bit close to the original texts.</p> <p>7 marks</p> <p>AO4</p> <p>There is secure realisation of audience and purpose and effective use of form, tone and register with the use of some rhetorical devices.</p> <p>9 marks</p> <p>AO5</p> <p>The response develops and manages appropriate information with accurate paragraphing. There is varied vocabulary and punctuation used for effect.</p> <p>6 marks</p>	<p>7+9+6= 22 marks</p>



S98

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

Any change in society, ~~is always~~ can usually be credited to one person. The rights of the African American Community to Martin Luther King, India's independence to Mahatma Gandhi, the Second World War to Adolf Hitler. ~~But~~ Yet does this mean that they were the only person involved? ~~It~~

It is true that for all differences, there is usually one driving force behind it, but who ^{says} ~~said~~ the



vehicle only has one person sitting inside it. Positive differences can be in an individual's life, ~~it can be + of them~~ it could be in a place of work, it could be in schools, it could be an economy, it could be the world. But for each positive difference to be made, even if the final decision is taken by one person in authority, the authoritarian - be it a party, a dictator, or an individual - is always influenced by other people.

~~But~~ My decision in my life to ~~believe~~ ^{stop an} alcohol addiction could be attributed to my friends and family, a principle's decision to ban phones in schools could be credited to teachers saying that their students are distracted, a rise in wages decided by the employer could be because the rest of the economy is doing well, a decision by the head of a country to wage war could be due to insecurities that other nations make them feel, the world becoming more environmentally conscious could be due to social media.

However, talking about doing something and actually taking the plunge towards it are very different things. Like the old saying goes



most people can talk the talk but they can't walk the walk. Why do we credit positive decisions like independence or the rights of the black community, or the invention of new phenomena on one person, why are these prizes like the Nobel Prize and Padmaashree awards (in India) to pay respect to a person.

In this world, we always need someone to follow. Different phenomena and rights are always discovered and would inevitably occur at one point or another but the tough part is not figuring something out, it is figuring it out and then deciding to act on it. No difference can be 100% positive or negative but when a person decides to take the risk and find out - that courage is what makes that person unique and that one person can influence decisions, & that one person is special.

Words - 395 approx.



S99

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

Nowadays, many people have been effected on negative things, someone said one person can make a positive difference in our society or communities, but others disagree this. I partly agree this idea.

On the one hand, people ~~think~~ ~~to~~ ~~is~~ although we are all personal but more times, we ~~are~~ ~~not~~ are group people, we like hanging out with friends, studying with classmate and ~~live~~ ^{living} ~~with~~ with parents. If people around you are all positive, you will be a positive person.



but if people are all in negative ways near you, you will
goes into negative. For example, in the class, if everyone
study very hard, you will do your best to learn the
knowledges. So that I think ~~the~~ ~~a~~ ~~group~~ ^a group will
~~be~~ effect your view in positive and negative ways.

On the other hand, Sometimes, you will listen to someone
idea or suggestion, if she tell you the positive direction,
you will followed her into a good ways. For instance,
~~my~~ my friend is a very positive person. She do all
the things with power and energy. so if I stay with
her, I will energetic and very happy to do many things.
This is ~~the~~ ^{the} reason that I think one people will
also make a positive difference.

In conclusion, ^{however,} One person ~~or~~ ^{or} a group ~~is~~ ^{is} ~~the~~ way
the most important is how you choose your friend and
people around you.



S100

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

To a large extent, I agree with the statement 'One person can make a positive difference.' Nowadays, there are many people who join organisations to make change in society. Together, these people work hard to fight for what they believe in and cultivate positive differences. However, is this possible for one person alone? This essay will give reasons why one person can, in fact, make a positive difference.

To begin with, it does not take much to make a positive difference. When you think of the words



'making positive differences' what do you think of? Actually, it does not need to be a very big, extravagant act. It could be as small as smiling at your neighbour or cheering up a friend after a bad day. These little acts can create a huge difference. There are many problems to tackle, big and small, so facing smaller ones, such as standing up for a bullied friend, or helping others overcome adversity, can be just as important as facing larger scale problems, such as fighting sexism or solving the lack of water in some minority countries.

Additionally, one person can do a lot. A single person can do much more than a group of people can, as long as that person puts in a lot of effort. One person can join multiple charities, organisations, campaigns, projects, spread kindness, help others and much more. These all contribute to making positive differences, and could be far more affective than a group of people doing one single activity.

Some critics may say that it takes a group of people to make positive differences. They may believe that one person is not enough to make change. However, this is false because even a small amount of help can make a huge difference. It does not take an abundance of people to contribute positively towards cultivating change. It only takes a single person, putting in effort, and believing that they can do. It takes bravery, courage,



perseverance, passion and determination to make positive change, not a large number of people.

To conclude, I agree with the statement 'one person can make a positive difference' to a large extent, because it does not take much to do so. Furthermore, one person can actually contribute a lot and make more change than a group of people could. Have you ever heard of the expression "quality over quantity?" This expression can relate to this topic, because it shows that the number of people does not matter, it is the quality of commitment that does. Therefore, as long as one person puts their heart and soul into creating positive differences, then they can achieve it.



S101

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

Sometimes in our lives, we all face a challenge that makes us think and doubt our capabilities. These challenges are either left alone or are taken on by complete strength to be demolished once and for all...

~~For~~ Jack San Sanders was lying fast asleep on his brown leather couch when he felt something vibrate under his arm. It was a bright Sunday morning and the sky was a shade of euphoric blue, the birds couldn't be heard ~~for~~ singing as all noise



was blocked out by the construction taking place in the town square of Manhattan.

Jack stirred in his sleep, something wasn't right. Dragging himself up he noticed that his phone had over twenty messages. "How odd" he thought to himself as he walked towards the bathroom to freshen up.

Just as he was putting on his shirt, ~~he~~ his phone started to ring... "Hello?" ~~Jack~~ said Jack as he picked up the phone. No answer. "Who is this?", he asked again. Still no answer. Jack cut the phone and took out his sim-card, broke it in half and threw it in the fire. As an ex-intelligence CIA agent, Jack knew that empty calls always meant ~~threats~~ ^{threats}, especially when he re-called from his training days that an empty call contains ~~no~~ static, which he had heard. ~~Jack~~

Jack was responsible for putting over seventy five wanted criminals behind bars in his days in the Service Agency, thus he knew that he had made plenty of enemies. "This ~~was~~ is gonna be a long day", thought ~~ja~~ Jack to himself.



Dressed in a flash, with his 'nine mm Colt' assault pistol hooked in his belt, hidden from view, he called up his trusted contact in the CIA and told her everything. "I need intel on this number along with an address Sarah", said Jack. "On it" was all Sarah said.

A few moments later, he got a text from Sarah saying that the number belonged to a secret agency that was presumed abolished and the call was made just a few blocks away from his.. This was it, ~~the~~ striking Jack like a bullet, he remembered the origin of the so called 'empty call'. It started two years ago from an organisation called the redhoods who started a series of serial killings in ~~New~~ Manhattan. "No this isn't possible" thought Jack to himself, "I took them out myself". But little did he know that anyone knowing the red' redhoods, don't get to live long... Especially someone who almost ~~is~~ brought them down once. ~~It was a battle of wits.~~
The quiet:

The sun burning his skin as he ran towards the location of the phone call, it was nearly twelve in the afternoon. Until suddenly he realised that the streets were deserted, there was not a



Soul in Sight. "There's definitely something wrong here" thought Jack with increasing panic eating at his insides... Just until the rain of bullets started...

Flying at different speeds, bullets were being shot at Jack, dog dodging and cursing and diving wherever necessary, he took shelter in one of the construction sites. There was still no one in sight. After a brief moment of paralisation, it occurred to Jack. He had walked straight into a trap. The location given to him was an un-authorized red zone area. "I should have never trusted her" he whispered under his breath. The IF fell into place slowly, this was all planned by the CIA.. They had set him up, this was the final challenge he had to pass... rather in other words, the CIA wanted to kill him for knowing too much... Over a billion snipers and gun-men surrounding him, hidden from view, he knew that this was going to be the challenge of his life. To survive. Literally...



S102

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

Last year, I graduated from high school and I am officially an adult. So, I proudly told my mum that I ~~is~~ was going to start working from now on and I didn't need ~~your~~ ^{her} pocket money anymore.' ~~By~~ But now, I regret saying these words.

One day, while I was walking on the street, someone gave me a leaflet about a recruitment on waitresses in a Japanese restaurant. Then, I started to imagine myself working there - I can wear formal waitress clothes and be a cute waitress, I can eat delicious sushi and ramen and I can receive ~~large amounts of~~ ^{heavy} tips from customers. So, I decided to work as a part-time waitress there. I went in the restaurant with



wonderful expectations and ~~seeked~~ found the manager, I told her that I would like to interview to be a waitress. Then, she just handed me some clothes and asked me to change and start working now. I did what I was told.

However, I did not consider the fact that I knew nothing about working as a waitress. A senior employee started teaching me to work as a waitress and I found out that it is not only about serving food to customers: A waitress has to organise shelves, cleaning the tables, dusting the cabins and a lot of ~~work~~ hard work. All my expectations did not ~~meet~~ match with the reality. Suddenly, I panic and felt stressed since I am new to this and I have no idea on how to do my work. I am ~~I started~~ confused by how much workload a waitress has. Yet, I decided to start off little by little and asked the ~~senior~~ senior ~~write~~ staff to teach me when I am confused.

After a few hours, I ~~can~~ ^{could} finally leave. I changed back ~~the~~ into my clothes and ~~we~~ started walking home. On my way, I thought to myself that working is really hard and tiring. Then, I thought of my parents, they have been working from day to night for almost 30 years but I never saw them complained. They worked very hard everyday ~~for~~ for rearing us so I realised that I should also ~~work~~ work hard in order to requite them.

The next day, I continued to work, and changed my attitude. Whenever I felt tired, I ~~will~~ ~~the~~ would think of the ~~no~~ hard work how hard working my parents are. This motivates ~~#~~ me to even work harder even the work is challenging.



Now, I did not work as ~~an~~ a waitress anymore. I work as a clerk in a company, although the workload is less than being a waitress, I always have overtime work. And my mum was proud of me, being hard working when I was facing any kind of challenge.



S103

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

The challenge

~~accident~~ days.
In ~~ancient~~ old times, women have no right ^{to} speak up and
~~do~~ decision making. Every girl think that being a princess
is better as she ~~could~~ ^{has a} enjoy wealth family but they don't
know they truth.

Princess Niva, born in a royal family that has been in the
map for ages. She lost her mother when she was 6. ~~king~~ ^{The king}
wanted to protect her, so he rise her at palace and asked



her not to escape ^{from} ~~from~~ the palace. Therefore, she had to look at the world through books and maps.

On her 16 birthday, she escape from the cage to look at her kingdom and how her people are living. What ^{surprise} ~~stop~~ her is no longer fake image in the books, but the truth. People suffering in hunger and illnesses. However, she can do nothing, she has no right to speak for her people, she can't even make decision for her marriage.

Everytime she can just see, hear but never had a chance to voice out. She become speechless if everything happened around her. When she wanted to speak people cut her down because she is a princess. She want to set herself free but she can't.

This challenge she faced for more than 10 years, she ~~make up her mind~~ ^{no longer} of no more speechless, she ~~didn't~~ want her people in the kingdom to suffer anymore. Princess Niva take ~~action~~ by helping the her first step by ~~telling~~ ^{throw} the situation of the people to the king. Then, she ~~took~~ ^{the people} herself in all kind of deeds, like helping ~~them~~ ^{to} rebuild the houses, setting free education, helping in economic growth as to rise up the employment rate.



All these actions have let Princess Nira set herself free, as she no longer speaks of the society, ^{now she} she ~~now~~ can see, hear and voice out the problem. She won't be cut down because she is ^{special} a princess as she has proved she is no any difference with a man. She now can make decisions for herself and her people as which is good for both.

She has step out of her cage, ^{there isn't} ~~no more~~ anyone to tell her what to do, what to choose or even whom to ^{marry} married to.



S104

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

The Challenge

I was stuck in my stuffy classroom at the mercy of my ~~stuffy~~ mathematics teacher and his boring lesson. The string of numbers that came out of his mouth seemed like Greek to me. Most of the class hid their faces behind their books, hoping not to get caught dozing off. I was seated at the far end of



the classroom, fiddling my stationary and stealing occasional glances at the clock. ~~Minute~~ Minute after minute, second after second, time snailed by slowly. One more minute and the ~~the~~ lunch bell will go off. Anticipation hung over me. Suddenly RINGGGG! The shrill ringing of the lunch bell was like music to my ears. ~~The~~ The whole class made its way to the school canteen at once!

As soon as I reached the canteen, the irresistible aroma of the food invaded my nostrils and filled my heart. ~~There~~ There were already snake-like ~~gives~~ gives to ~~get~~ get lunch. As I reached ~~to~~ my pocket to get my wallet, I realised I had left it in the classroom. I asked my friend George to accompany me to the classroom to fetch my wallet. He readily agreed.

We were walking along the second floor corridor and that's when George spotted something. He pointed to the fire alarm and said, "~~Break~~ See the fire alarm? Break it and I'll give you ten dollars." He waved a ten dollar note in front of me with a smirk in his face. "But... but... that's wrong, the school rules states you should not do that unless there is an emergency," I tried to protest. "You can't even accept a simple challenge, you're a ~~coward~~ ^{coward} and a loser!" His



remark fuelled my anger and touched my nerves. I grabbed the ten dollar note from his hands and inched forward towards the fire alarm. I gathered ~~my~~ my courage and hit on the glass casing of the fire alarm with the greatest energy I could muster.

The glass casing was smashed into smithereens and an ear-piercing noise reverberated in the air, causing me to jump out of my skin. I looked down and it was complete pandemonium. Students and teachers alike were screaming hysterically and running in every possible direction. I was momentarily stunned by the commotion I had caused. A few moments later ~~the~~ the PA system sounded and said "Students please do not panic, it has been proven to be a false alarm." I was at a loss for words, I didn't know what to do. Just then George said "Come on, let's get out of here," and ushered me through the corridor.

We were rushing ~~before~~ before anyone ~~found~~ found us. That was when I saw a big, burly figure standing at the end of the corridor, staring intently at us. It took us a second to realise that it was none other than our principal Mr Duncan. The



Very man who struck fear in everyone's hearts. We stopped dead on our tracks upon seeing him. I stood rooted to the ground as droplets of sweat trickled down my forehead. "Come to my office! Now!" he bellowed, There was a note of finality in his voice. As we followed him to the office, our eyes met. We knew we were knee-deep in trouble. All the students were looking at us and there were lots of murmuring. George's face was ashen white and the colour drained from his cheeks. I hung my head low, trying to avoid the embarrassment. How I wished the ground would open up and swallow me!

"How dare you do this," Mr Duncan chastised. Each word of his was like a ~~sharp~~^{knife} slicing through warm butter. My floodgates opened and tears of penitence rolled down my cheeks like rivulets. I was overcome with ~~overcome~~ ~~with~~ ~~quilt~~ ~~quilt~~ for causing all that colossal din and chaos. Eventually our parents were called and we were suspended. What did I get other^{than} the ten dollars? A permanent black mark on my student report. I still resent my actions till this day. Only if I had not accepted the challenge. Only ~~if~~ if...



S105

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

"Candidate number thirty-two, please proceed to the stage to give your speech," a monotonous voice boomed over the speakers. I glanced down at the slip in my hand, the numbers three and seven glaring right back at me. I tried my best to recall my teacher's words, 'take a deep breath, hold it for five seconds, and release.' The confident yet shrill voice of candidate thirty-two pulled me out of my reverie, and suddenly a ^{shew} ~~shew~~ blared in my head, "Five left," it seemed to be echoing, 'five left!' I let go of that breath three seconds too soon, feeling the overwhelming need to swallow, yet the task itself seemed impossible to do. "Calm down!" came the voice in my head, "just calm down!"



Despite the sirens still going off in my head, I inhaled and exhaled once. Twice. Thrice. My throat closed up mid-inhale, and it forced me to swallow again. Before I knew it, thunderous clapping bounced off the walls, and candidate thirty-two was taking a deep bow. "Candidate number thirty-three..." At the familiar words, my heartbeat started up like an engine, thumping harder, thumping faster, until I was positive everyone in the theatre can hear me. Discreetly sparing a glance at my neighbour, I was relieved to find that she didn't seem to be minded out. "Okay," I told myself, "It's going to be fine. Absolutely fine."

Still acutely aware of the heart pounding painfully in my chest, I tried to mentally rehearse one last time. ~~However~~, I only managed to make out a few words, before ~~I gave another loud sigh.~~ another loud sigh ripped through my lips. The trembling of my hands distorted the tiny letters on the card, and the thundering of my heartbeat drowned out the thoughts in my head. There was no way I could focus, but I didn't have a choice. Inhale. Exhale.

I closed my eyes to focus on the tornado of thoughts swirling in my head. Fragments of my speech flew past, pushed aside by the 'take a deep breath's' and 'it'll be your turn soon's'. "This is pointless," a voice of the back of my head murmured dejectedly. At this revelation, I snap back to reality, just in time to hear the words I have been dreading, "candidate number thirty-seven, please proceed to the stage to give your speech."

The moment these words were spoken, my entire mind launched into chaos. The siren was back, now louder than ever. My heart hammered against my chest, threatening to break through. My palms



eyes water, and I rubbed them across my dress. An ache in my stomach presented itself, churning and churning my empty insides. I involuntarily shivered one more as my shaking form near the steps leading up to the stage. I prepare myself with a final deep breath, stepping out ^{into} ~~onto~~ the spotlight as I breathe out. Miraculously, my mind stilled, and it worked this time, as my speech came flooding back to me. I smiled, my nerves vanishing as my speech came rolling off my tongue as if it were an autopilot. I was nervous no more.



S106

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

My mother always ~~tell~~^{told} me 'Calm down. It's going to be fine. Don't panic' when I was young. I am always the perfect child. My ~~fan~~ whole family looks upon me. My childhood was full of lessons and worksheets. That I always did well during my childhood had been my blockage to become successful. It is like a heavy mist that never goes away.

~~My~~ When I grew bigger, everything had changed. In secondary school life, you had to face much more challenges. The homeworks, tests and exams would definitely



crack you. But what ~~it~~ was more deadly was the pressure from my family. However, it was their pressure which kept pushing me forward on the road of success.

Therefore, I ~~was~~ strive to survive because of them.

It was said that when a rubberband is too tense, it breaks, and it was what exactly ~~it~~ happened to me.

To me, for every tests, I would give myself in, even it was not so important. I remember a time when

I was in the tenth grade. There was a week that my timetable was full of markings, such as concert, Portuguese exam, dictations and Maths ~~test~~ test etc.

Drowning in the middle of the sea ^{was} ~~is~~ not a good experience, so did how I had been through that week.

I felt hopeless, depressed and despair. Until the last day, it was my writing ~~exam~~ exam. I couldn't sleep the night before and there was great pain inside my head. After the teacher distributed the test paper, I couldn't even write down my name, not a single word! My heartbeat became faster, faster and faster. 'Just remember what your mum told you.' I kept telling myself, but I just cannot calm down. My hands was out of control.

Then I remembered ~~that~~ my father told me, 'Don't you dare to fail!' I ~~try~~ tried to cry, but in vain. Not a single drop of tear my eyes could produce.

Some of my classmates did look at me. I wonder



how ~~at~~ I looked like at that time. Are they surprised that I wasn't writing anything or they are shocked by how I reacted. ~~After~~ Later, I felt a little sleepy and went to have a nap. When I woke up, finally I could write something, but it was the last ^{five} minutes. I submit a sheet with my name and a few lines of words ~~that's~~ ~~it~~. That was all I remembered.

Of course I ~~failed~~ failed that test. Initially, my ~~father~~ parents were mad at me. But then sent me to the doctor after hearing how I felt. Luckily, they became kinder to me afterwards. Now, I don't ~~feel~~ nervous anymore before any events because I ~~know~~ realise^{feel} that I own ~~my~~ my life, not ~~the~~ others.



S107

Write approximately 400 words on one of the following:

EITHER

9 'One person can make a positive difference.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Challenge'.

(Total for Question 10 = 30 marks)

OR

11 Describe a time when you felt nervous.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 9 Question 10 Question 11

I get nervous easily. My face gets red as blood ~~ing~~ rushes up my head, my hands and feet tremble unconsciously, and I panic. Whenever I have to give a presentation in front of all my classmates, or when I'm requested to lead the prayer for the school, I get very nervous. Just not too long ago, I was given a chance to give a speech in front ~~of~~ of all the teachers and students in the morning assembly, and it was one ^{of} the ~~#~~ most nerve-wrecking experience that I've ever had. But now, despite ~~the~~ ~~st~~ having stated so many examples of when I got nervous, I'm going to describe one that is the most recent, ~~that~~ ^{which} is taking the IGCSE English Language B Written Paper R exam. 125



To be more precise, the ~~moment~~ ^{time} I felt nervous was the ~~time~~ ^{period} before opening into the exam paper. I started getting nervous during the last lesson from the lunch break. Everyone had past papers in their hands, and mark schemes ~~in~~ in their drawers while I was trying ~~to~~ to focus on what the teacher said, trying ~~keep~~ to keep myself not distracted by the GCSE exam. ~~throughout~~ I knew that the exam was approaching so as soon as the bell of the lunch break ~~on~~ rang, I got the ~~paper~~ past papers and mark schemes from my drawer and went to my friends, we panicked together so we asked each other questions about grammar rules, spelling, and so on. Then, we proceeded to the cafeteria with the past papers in hand. We ordered something simple, a dish of rice with pork and vegetables and continued reading through the mark schemes. ~~and~~ The ~~lunch break~~ lunch break passed in the speed of light and at 1 pm, we started to head to the exam rooms in separate ways. On my own without my ~~closest~~ closest friends, I checked my stationery, ~~fearing~~ ^{fearing} that my black pen would run out of ink, I got a few extra pens from my school bag. I also made sure the Statement of Entry was with me, so that I could take the exam. then I entered the exam room. The exam room was in silence, and the sound of the ~~clock~~ ^{tick} clock made me even more nervous, as I ~~could~~ ^{heartbeats} my ~~heart~~ ^{beats} ~~was~~ ^{two} ~~in~~ ^{paces} ~~between~~ ⁱⁿ between each ~~tick~~ ^{tick} tick. ~~(could hear)~~ ^{clearly,}

~~From~~ ^{our name,} The invigilator then asked us to fill in the Centre Number and Candidate Number. I wrote each letter and number carefully. Following the Statement of Entry, then had my pen down. I began looking at the clock again as the needle ~~was~~ ^{was} almost touching '6'. I ~~stared~~ ^{stared} at the



clock until it finally reached half-past one. The invigilator said 'You may start the exam' and I immediately flipped open the booklet. The nervousness went away as I got calm reading the passage.

(starting from this moment)



SECTION C: WRITING

Question 9

Script	Commentaries	Mark
S98	<p>AO4</p> <p>The response communicates clearly with a clear sense of purpose and fulfils all Level 3 criteria but is not effective enough for Level 4. It is also slightly off focus for the task.</p> <p>12 marks</p> <p>AO5</p> <p>The response manages ideas cohesively and deliberately, using a range of vocabulary accurately. There is an accurate range of punctuation used deliberately.</p> <p>7 marks</p>	<p>12+7= 19 marks</p>
S99	<p>AO4</p> <p>The ideas are broadly appropriate and there is some grasp of purpose. The response is undeveloped.</p> <p>6 marks</p> <p>AO5</p> <p>There is an attempt to order the information and the use of paragraphs. There is some correctly spelt vocabulary, although there are a number of errors, and punctuation is used with some control.</p> <p>3 marks</p>	<p>6+3= 9 marks</p>
S100	<p>AO4</p> <p>This response communicates successfully and effectively with a secure realisation of purpose.</p> <p>16 marks</p> <p>AO5</p> <p>The ideas are manipulated with a range of structural and grammatical features. There is extensive vocabulary with an occasional error. The punctuation is used with accuracy and effectively.</p> <p>9 marks</p>	<p>16+9= 25 marks</p>



Question 10

Script	Commentaries	Mark
S101	<p>AO4</p> <p>This response communicates successfully and effectively with a secure realisation of purpose.</p> <p>14 marks</p> <p>AO5</p> <p>The response manages ideas cohesively and deliberately, using a range of vocabulary accurately. There is an accurate range of punctuation used deliberately.</p> <p>7 marks</p>	<p>14+7= 21 marks</p>
S102	<p>AO4</p> <p>The ideas are broadly appropriate and there is some grasp of purpose and audience.</p> <p>8 marks</p> <p>AO5</p> <p>There is an attempt to order the information and use paragraphs. There is some correctly spelt vocabulary and punctuation is used with some control.</p> <p>4 marks</p>	<p>8+4= 12 marks</p>
S103	<p>AO4</p> <p>The ideas are broadly appropriate and there is some grasp of purpose but the narrative is not entirely clear.</p> <p>5 marks</p> <p>AO5</p> <p>There is some attempt to express and order information and some correctly spelt vocabulary but there are also grammatical errors.</p> <p>3 marks</p>	<p>5+3= 8 marks</p>
S104	<p>AO4</p> <p>The communication is perceptive and subtle and sharply focused on purpose. It fulfils all Level 5 criteria. The response is quite lively.</p> <p>20 marks</p> <p>AO5</p> <p>The ideas are manipulated with a range of structural and grammatical features. There is a wide and selective</p>	<p>20+9= 29 marks</p>



	vocabulary used accurately. The punctuation is used with accuracy and effectively. 9 marks	
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Question 11

Script	Commentaries	Mark
S105	<p>AO4</p> <p>The description is perceptive, subtle and sharply focused on purpose. It fulfils all Level 5 criteria. 20 marks</p> <p>AO5</p> <p>The ideas are manipulated with a range of structural and grammatical features. There is a wide and selective vocabulary used accurately. The punctuation is used with accuracy and effectively. 9 marks</p>	<p>20+9= 29 marks</p>
S106	<p>AO4</p> <p>The ideas are broadly appropriate and there is some grasp of purpose but the response is sometimes more of a narrative than description. 8 marks</p> <p>AO5</p> <p>There are some problems with the grammar and expression but it does not impede meaning. There is correctly spelt vocabulary and the punctuation has some control. 4 marks</p>	<p>8+4= 12 marks</p>
S107	<p>AO4</p> <p>This response communicates clearly with a clear sense of purpose. The response is slightly narrative. 11 marks</p> <p>AO5</p> <p>The ideas are developed and connected with appropriate paragraphing. There is a reasonably varied vocabulary used with some accuracy and the punctuation is varied and mostly accurate. 6 marks</p>	<p>11+6= 17 marks</p>