



UNIVERSITY of CAMBRIDGE  
International Examinations

Cambridge  
**IGCSE**

# **Example Candidate Responses (Standards Booklet)**

**Cambridge IGCSE  
First Language English  
0500**

**STANDARDS BOOKLET**

**IGCSE FIRST LANGUAGE ENGLISH**

**SYLLABUS 0500**

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*Note: Examples of assessed coursework (Component 4 – taken by candidates who are not offering Paper 3) are contained in the separate Coursework Training Handbook for this syllabus.*

## INTRODUCTION

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This standards booklet for IGCSE First Language English consists of candidates' scripts written for the May 2009 session. Each script is accompanied by the marks that were awarded and brief commentaries explaining the strengths and weaknesses of the answers. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

The annotations made by the Examiners that accompanied the scripts are not included here. These annotations consisted of recognition that candidates had used appropriate reading material from the passages set for study, and indications that this material had been adapted effectively. Other annotations indicated the errors in the writing (in Papers 1 and 3 only). The commentaries make general references to the amount and seriousness of the error. The commonest errors are those of punctuation, especially sentence separation, and awkward or ungrammatical expression. Otherwise the most frequent errors are those of tense. Spelling varies, but may often be quite good.

The scripts are arranged in ascending order of overall merit, and the progression in quality is often clearly shown. It may be helpful to read the least good script first, followed by one more from the middle of the range and then the best. This will clearly demonstrate the range of performance at Grades E, C and A (Paper 2), G, E and C (Paper 1) and the whole range (Paper 3).

The performance-related grids in the mark schemes are generic, which means that they do not vary except in the smallest of details from session to session. The Content and Structure grid for Section 2 (Composition) of Paper 3 clearly states what the Examiners are looking for in the argumentative/discursive, descriptive and narrative writing and can be used as a useful teaching tool.

**PAPER 1: INTRODUCTION**

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**Reading Passage – Core Tier**

All sub-questions in **Question 1** test candidates' *reading* skills. For this reason candidates do not deprive themselves of marks because of inaccurate written expression here, unless this is so bad that the intended meaning becomes obscured.

The sub-questions in **Question 1**, test a range of reading skills. For example, in this session, questions **(a)**, **(d)**, **(f)** and **(h)** require understanding of explicit textual details. Questions **(b)** and **(i)** test the candidates' understanding of vocabulary contained in the passage, whereas responses to questions **(e)**, **(g)** and **(j)** require not only understanding of vocabulary but also an appreciation of the implicit suggestions in the writer's choice of words. Finally, **Question 1 (c)** tests the candidates' ability to identify relevant points and use them to write a summary of a section of the passage.

It is important that candidates read the passage and the questions carefully before writing their answers. Examiners commented on the fact that many candidates apparently failed to recognise that Peru's National Bird and the Cock of the Rock were one and the same thing which resulted in the loss of one mark for **Question 1 (a)**. Similarly, some candidates failed to respond adequately to the writing task as they described imaginary experiences on the boat journey home, rather than focusing on the question's actual requirement to write about their thoughts and feelings during the cycle ride through the Andes. Candidates should be aware that close attention to the wording of the questions is important if they wish to achieve the highest marks.

Examiners commented favourably on the standard of candidates' written expression, stating that the best scripts contained a wide range of appropriately used vocabulary, were well structured and mainly accurate in the use of spelling and punctuation. However, the less successful responses were marked by uncertain spelling of basic vocabulary and other such errors as the use of commas rather than full stops to separate sentences, and uncertain and frequently incorrect use of the apostrophe. Erratic paragraphing was also a feature of responses that fell into the lower mark bands for the writing task. Overall, most candidates focused their responses on the events of the journey, but it was necessary to develop these by including appropriate elaboration of the references to thoughts and feelings (and especially to an exploration of what had been learnt from the experience) to achieve marks in the highest bands.

See Mark Scheme on pp 7-10 for further guidance.

**PAPER 1: QUESTION PAPER**

**Read the following passage carefully, and then answer all the questions.**

*Ariana Svenson works for [Apus Peru Adventure Travel Specialists](#), a company that offers you opportunities to visit little-known places. Here she writes about a cycling journey across the Andes Mountains in South America, through varied scenery.*

OK. I admit it, we go looking for adventure. We had always wanted to visit the Manu region but it had seemed hopelessly expensive so we had the idea of cycling there, seeing Peru's National Bird, the Cock of the Rock, and then going home.

It was low season and although it was totally the wrong time of year to be crossing mountain passes, we set off, armed with an excess of wet weather gear, and brimming with enthusiasm. Two minutes after we had reached the top of a mountain pass it was hailing and we were drenched. 5

Our descent would have been truly exhilarating in good conditions – when it's freezing it is hellish. Our hands, though gloved, were the first part to lose feeling – not good when you need to be able to feel your hands to apply the brakes on hairpin corners! Your lips go numb first, and then your nose starts running and your knees begin to freeze up in the cold. It was pure agony. An Andean village, that appeared to be warmly welcoming from above, was coldly abandoned and shut up as we passed by closed doors. 10

About three hours later, bedraggled and miserable, we arrived at Colquepata. There they told us it was only another forty minutes downhill to Paucartambo: it took us over two hours! At least the journey was downhill and at its best there were smooth roads, good gradients and high speeds. We passed through pretty farmland, groups of eucalyptus trees and herds of cattle and sheep on their way home at the end of the day. 15

Paucartambo emerged around the corner, a charming place, with cobblestone streets, narrow alleys and whitewashed houses. People in skirts and draped in colourful blankets added an old world charm and we felt that we had stepped back centuries. 20

Later we arrived in San Pedro to see the Cock of the Rock birds doing their mating dance. We camped on a nice man's soccer pitch, and woke up at midnight to the sound of rain – incessant, heavy, continuous rain that pelted the tent with a somewhat dismaying regularity. We roused ourselves and trudged through the muddy quagmire to see the Cocks' dance again, wondering how many would look for a mate in this foul weather. We were right – very few! 25

Following a flat tyre, brake adjustments and load rearrangements, we were jolting our way downhill again, through ever more beautiful and warm jungle. Soon we were racing along through pampas luxuriant with grasses – the rich moist air of the jungle filled our lungs which felt as if they had been starved in the Andes. It was heady and intoxicating – and we just wanted to smile and laugh, out of sheer happiness. Great flocks of big, bright, buttercup-yellow butterflies were feeding on the road and when we passed they fluttered up and surrounded us, so we were cycling in a haze of butterflies – utterly dreamlike! 30

We continued to the village of Pilcopata where we managed to get some necessary repairs done to the bikes. We decided to travel further by local bus but had to wait because all the buses out of the region were full, and there were no more for two days. 35

In those long hours of waiting we developed the art of conversation with complete strangers. In our time-oriented society, it's not something that we usually do. Everyone is far too busy or has lots of friends. However, in the heat of the jungle people aren't in a hurry and are happy to discuss things with strangers. I got into a conversation with an old woman who had lived all her life in the region. She exclaimed, "Do you know how much tourists pay to visit Manu?" She added, without bitterness, "Not a cent reaches our town. They come with all the food they need – even bread and water! And all they leave is rubbish!" It struck me then just how important it is to buy locally, and be environmentally conscious in all our actions. I am glad that when we travel we buy at small shops and eat in local restaurants. You can't please everyone, but you can make a difference.

- 1 (a) From paragraph 1, give **two** reasons why the writer wanted to visit the Manu region. [2]
- (b) Explain, using your own words, what is meant by "truly exhilarating in good conditions" (line 8). [2]
- (c) Re-read paragraphs 3 and 4 ("Our descent...end of the day") and then write a summary of what the writer found unpleasant and what she found enjoyable about the downhill journey. Write a paragraph of about 50-70 words. [7]
- (d) Explain, using your own words, why the writer says that they felt they "had stepped back centuries" in line 21. [2]
- (e) Why do you think the writer described the owner of the football pitch as a "nice" man (line 23)? [1]
- (f) From paragraph 6, what reasons do you have for thinking that the writer found the Cocks' dance to be disappointing when she saw it the second time? [2]
- (g) Re-read paragraph 7, "Following a flat tyre...utterly dreamlike!" (lines 27-33). Choose **three** words or phrases which the writer uses to describe her enjoyment of this part of the journey. Explain how each of these words and phrases helps you to imagine this pleasure. [6]
- (h) Why did they have to wait for a bus in Pilcopata (paragraph 8)? [1]
- (i) Which **two**-word phrase in the final paragraph tells you that the old woman did not feel angry towards the tourists who left litter? [1]
- (j) Explain, using your own words, what the writer means by:
  - (i) "trudged through the muddy quagmire" (line 25); [2]
  - (ii) "time-oriented society" (line 38); [2]
  - (iii) "environmentally conscious" (line 44). [2]

[Total: 30]

- 2 Imagine you are one of Ariana Svenson's companions on her journey. You are now on a boat on the way home and are writing your impressions of the adventure in your journal.

**Write your journal entry** in which you describe what you think were the good and bad points of your journey.

In your journal entry you should include:

- your thoughts and feelings
- what you have learnt from the experience.

You should base your ideas on what you have read in the passage, but do not copy from it.

You should write between 1 and 1½ sides, allowing for the size of your handwriting.

**Up to ten marks are available for the content of your answer, and up to ten marks for the quality of your writing.**

**[Total: 20]**

**PAPER 1: MARK SCHEME**

NB: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

**1 (a) From paragraph 1, give two reasons why the writer wanted to visit the Manu region.**

- To see Peru's National Bird/the Cock of the Rock (1)
- For adventure (1) [2]

**(b) Explain, using your own words, what is meant by, "truly exhilarating in good conditions." (line 8)**

- A genuinely exciting/uplifting experience (1) when the weather is fine (1) [2]

**(c) Re-read paragraphs 3 and 4 ("Our descent...end of the day") and then write a summary of what the writer found unpleasant and what she found enjoyable about the downhill journey. Write a paragraph of about 50–70 words.**

- 1 It was freezing cold
- 2 Their hands lost all feeling/could not feel handlebars
- 3 The hairpin corners were dangerous
- 4 Their lips/knees froze/pure agony
- 5 Their noses ran
- 6 The village was abandoned and shut up
- 7 Excessive time taken for the journey/took 3 hours/2 hours
- 8 The roads were smooth
- 9 They could reach good speeds (on the gradient)
- 10 The countryside and scenery
- 11 Seeing the animals

*Give 1 mark for each of these points up to a maximum of 7.* [7]

**(d) Explain, using your own words, why the writer says that they felt they "had stepped back centuries" in line 21.**

- The appearance of the streets and houses (1)
- The clothes of the people were like those of an earlier time (1)

*Give 2 marks for a clear explanation and 1 mark for some sense of understanding.* [2]

**(e) Why do you think the writer described the owner of the football pitch as a "nice" man? (line 23)?**

- Because he was welcoming/kind/hospitable in allowing them to camp there
- Allow a convincing explanation that the writer was being sarcastic [1]



(f) From paragraph 6, what reasons do you have for thinking that the writer found the Cocks' dance to be disappointing when she saw it the second time?

- The weather was wet and miserable (1)
  - 'Very few' birds were involved (1)
- [2]

(g) Re-read paragraph 7 "Following a flat tyre...utterly dreamlike!" (lines 27–33). Choose *three* words or phrases which the writer uses to describe her enjoyment of this part of the journey. Explain how each of these words and phrases helps you to imagine this pleasure.

- Ever more beautiful and warm jungle
- Racing along
- Luxuriant with grasses
- Rich moist air
- Filling the lungs as if they had been starved
- Heady and intoxicating
- Wanted to smile and laugh
- Sheer happiness
- Big, bright, buttercup yellow butterflies
- A haze of butterflies
- Utterly dreamlike!

*Give 1 mark for each of any 3 of the above and 1 mark for an adequate explanation of it.* [6]

(h) Why did they have to wait for a bus in Pilocopata? (paragraph 8)

- All the ones on that day were full/there wasn't another one for 2 days
- [1]

(i) Which two-word phrase in the final paragraph tells you that the old woman did not feel angry towards the tourists who left litter?

- Without bitterness
- [1]

(j) Explain, using your own words, what the writer means by:

(i) "trudged through the muddy quagmire" (line 25)

walked laboriously through wet/sodden/soggy ground [2]

(ii) "time-oriented society" (line 38)

our way of life which is focused on the clock [2]

(iii) "environmentally conscious" (line 44)

aware of the need to respect the natural world [2]

*Give up to two marks for an explanation in own words of each of the three phrases.*

**[Total: 30]**

- 2 Imagine you are one of Ariana Svenson's companions on her journey. You are now on a boat on the way home and are writing your impressions of the adventure in your journal.**

**Write your journal entry in which you describe what you think were the good and bad points of your journey.**

**In your journal entry you should include:**

- **your thoughts and feelings**
- **what you have learnt from the experience.**

**You should base your ideas on what you have read in the passage, but do not copy from it.**

**You should write between 1 and 1 ½ sides, allowing for the size of your handwriting.**

**Up to ten marks are available for the content of your answer, and up to ten marks for the quality of your writing.**

### **General notes on task**

The most successful responses are likely to provide a clear and convincing account of the main features of the journey from an appropriate personal perspective and to pick up on the references to the understanding of a different way of life and the importance of preserving that and the surrounding environment. Less successful responses are likely to be over reliant on the contents of the original passage and to lift sections of it without making any detailed references to what the writer had learnt.

Look for and credit an attempt to write in an appropriate register.

### **Marking criteria for Question 2**

#### **(a) READING (Using and understanding the material)**

Use the following table to give a mark out of 10.

<b>Band 1 9–10</b>	Uses and develops several ideas, both factual and inferential, from the passage and shows the writer's thoughts and feelings. Demonstrates and develops suggestions about what the writer may have learnt from the journey.
<b>Band 2 7–8</b>	Refers to several details from the passage, showing awareness of the writer's thoughts and feelings, and makes some mention of what the writer may have learnt. Offers some judgements about what were the good and bad points of the journey.
<b>Band 3 5–6</b>	Repeats some details from the story about the journey itself and may make reference to the writer's thoughts and feelings. Focuses on the question and on the passage, but uses material simply and partially.
<b>Band 4 3–4</b>	There is some relevance to the question with a tendency to retell the original rather than to comment. Makes simple references to details of the journey.
<b>Band 5 1–2</b>	May retell the story or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity in attempting to use the passage.
<b>Band 6 0</b>	Very little/no relevance. General misunderstanding of task and passage.

**(b) WRITING (Core tier)**

Use the following table to give a mark out of 10.

<b>Band 1</b> <b>9–10</b>	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate register is established.
<b>Band 2</b> <b>7–8</b>	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate register.
<b>Band 3</b> <b>5–6</b>	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate register.
<b>Band 4</b> <b>3–4</b>	The answer is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning.
<b>Band 5</b> <b>1–2</b>	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.
<b>Band 6</b> <b>0</b>	The answer cannot be understood.

*Add the marks for Reading and Writing to give a total mark out of 20 for Question 2.*

**[Total: 20]**

**PAPER 1: SCRIPTS WITH EXAMINER COMMENTARY (CANDIDATES A–J)**

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**Candidate A**

- 1 (a) i) in order  
ii) in orde to see the bird, the Cock of the Rock, and going home

1 mark: *The reference to seeing the Cock of the Rock is correct.*

- (b) The atmospheric condition is bad at then top of the

0 marks: *The answer is incomplete and incorrect.*

- (c) Truly exhilarating in good condition It is freezing while our hand are gloved, not good when you need to be able to feel your hands. You lips go numb first it was pure agony above the cloudy & We arrived

2 marks: *Unpleasant: freezing; numb lips. No points made about the enjoyable aspects of the journey.*

- (d) Because the place was not developed it is the paucartambo with place with emerged around the cones

0 marks: *The answer contains no relevant reference to the passage and the candidate's linguistic limitations make it difficult to understand what is meant.*

- (e) Because he gave the pitch to as so as we could build up ower tends and spent the night, he is honnest that the way he give use the pitch

1 mark: *Some acceptable explanation is given as to why the man is referred to as 'nice'.*

- (f) The first time

0 marks: *The answer is incomplete and incorrect.*

- (g)

0 marks: *No answer is given.*

- (h) Because she tried to

0 marks: *The answer is incomplete and incorrect.*

- (i) (i) Do know how much tourists pay to vist mann  
(ii) And all they leave is rubbish

0 marks: *The correct two-word phrase is not identified.*

- (j) (i) trudged through the muddy quagmine
- (ii) time oriented society  
at the past time, past thing that have to been do in our age.
- (iii) environmental conscious  
This is the taking care of our environment by no throughing waste material every where after using.

*1 mark: The answer relating to 'environmentally conscious' shows a limited understanding of the phrase in the statement 'no throughing waste material after using' and was awarded 1 mark.*

*Total for Q 1: 5 out of a possible 30*

## 2 ON THE WAY BACK HOME

On my way to home it now afternoon the sun is ontop with a bright light and a strong wind blowing from East it is an adventure to me because it is the frist time to board a boat while traveling. About two hour is the time estimated to reach the final destination this transporting means are very cheap but a they a know with a high rate of accident I am so scared what will I do when at the middle of the water their is no high land nearby which can be seen from far I can see a cargo ship slowly moving

This means of transport give a hard time in thinking if an accident occurs what should I do the are only five safety jacket which have been hept at alown under the engine. It is a bit a long journey far, their are not under the passanger's seat and the captain told us he is going to do fishing when we are near the destination. Suddenly the engine stop runing my heart betts went very fast it was now noon where by the fisherman started fishing so as to go sell where we are heading to.

I think I never enjoyed before like this day travelling me and my bags. the waves where now moving faster after some while the fishing was finished where they caught many colorful fish and many kinds of fish.

I think there is no a good communication while you as a passanger should be provided with, the are many types which are many accident happening because may be their is chance of weather condition we need to use

*The requirements of the question have not been clearly understood and the candidate has failed to write about the journey described in the passage but, instead, has focused on the response on an imagined account of the boat journey home. There is, therefore, a limited relevance to the question with only a glancing reference to the journey itself. However, the candidate, despite obvious linguistic limitations, has written at some length and there is some attempt to develop the situation on which he/she feels that the task is based, with the result that the response was given a low Band 4 mark of 3 for Reading. Written Expression is of a similar standard and although it is possible to follow the gist of what is being said, the errors and uncertainty of idiom cause meaning to be blurred in much of the response, and this aspect of the task was also awarded a Band 4 mark of 3.*

**Total Mark: 11 (Grade Unclassified)**

**Candidate B**

- 1 (a) She wants to visit unknown places and she may enjoy cycling journey on Andes Mountains in South America with varied scenery.

1 mark: The reference to visiting unknown places shows some understanding of the wish to look for adventure.

- (b) It means that their condition of descent were really bad. Causing problem by temperature and weather.

0 marks: The phrase has been misunderstood.

- (c) Before they reach Andean Village, they were physically mentally tired causes of weather and temperature but when they reach Andean Village, their causing problem were gone. About three hours later, they arrived at Colquepata and they were on the way to Paucartambo, road was smooth and downhill. And they met nice farmland groups of eucalyptus trees and herds of cattle and sheep.

3 marks: No points have been made about what was unpleasant in the journey. Enjoyable: smooth roads; pleasant farmlands; the cattle and sheep. N.B. The point about the downhill gradient is not awarded as there is no reference to the speed that was achieved.

- (d) It is because streets were made by cobblestone, narrow Alleys and white washed houses. And the way they wear the skirts. And draped in colourful blankets. It seems like 20th century.

2 marks: There is clear reference to both the appearance of the village and to the clothes of the inhabitants; there is no penalty for the candidate's apparently thinking that the 20<sup>th</sup> Century was a long time ago!

- (e) The nice man let them camp on his soccer pitch.

1 mark: A reason is given as to why the man was 'nice'.

- (f) It is because this Cock of the Rock Birds doing dance for finding the mate of them. But they haven't so she disappointed.

0 marks: There is insufficient clear explanation as to why the writer was disappointed.

- (g) Utterly dreamlike: Writer let us know that the scenery is like a dream.

1 mark: Only one relevant phrase is quoted and the attempt to explain simply reiterates the original phrase and so cannot be rewarded.

- (h) They managed to repair their bikes.

0 marks: The statement does not give a reason as to why they were delayed but states what they did as a result of the delay.

- (i) Without bitterness.

1 mark: The appropriate phrase is correctly identified.

- (j) (i) Means that they were very curious
- (ii) In their country's life, society and life style.
- (iii) Have to careful on their actions  
Means that they refuse that throwing rubbish simply.

*1 mark: The attempt to explain the first phrase is incorrect; the answer to the second has a glimmer of awareness but is too unfocused to be rewarded; the statement that they should be 'careful on their actions' deserves 1 mark as an explanation of 'conscious' (of the environment).*

*Total for Q 1: 10 out of a possible 30*

- 2 When we had to cycle, I was so worried because I been never cycle for a long period. but I had to, there were no way. While we trevel by cycling I saw a lot of new things and made me really happy. We had a lots of problems too, weather problems and money. I think that people are learning a lots of things when they had mistake or problems. And also one grandmother gave me new respectation when we travel.

*This is a very limited response, both for Reading and Written Expression, and its brevity means that it cannot be marked at a high level for either aspect. There is some relevance to the question and some attempt to refer to the writer's feelings, but this is insufficiently developed for anything more than a Band 4 mark of 3 to be given for Reading. The same mark was given for Written Expression; although the meaning is generally clear, there are some serious errors which blur communication in places and there is insufficient evidence of the writer's linguistic ability to justify the award of a mark higher than 3 for this element of the task.*

**Total Mark: 16 (Grade G)**

**Candidate C**

- 1 (a) The writer decided to go to Manu region because they were looking forward to adventure and having the idea to cycle.

1 mark: *The point about looking for adventure is given.*

- (b) Truly exhilarating in good conditions means that the journey the writer took would end up being a good one. Despite the weather turning out to be cold. A challenge willing to take.

0 marks: *The phrase has been misunderstood.*

- (c) What may have seemed unpleasant for the writer was that the Manu region was terribly cold, to the point of freezing temperatures. Every part of the body had been cold. Also the time it took the writer to arrive at Colquepata, how miserable she felt.  
The enjoyable part to the writer was that the people in the Andean Village were welcoming and warm from the top, although it had been abandoned. Even though the journey had been downhill, the sight of seeing farmland and animals was enjoyable.

4 marks: *Unpleasant: terribly cold; the time taken to reach Colquepata. Enjoyable: the farmland; the animals.*

- (d) It had been the climate of the area and atmosphere that made all this seem like going back into centuries. Just gazing at the view.

0 marks: *No relevant explanation is given.*

- (e) Perhaps the man had been very generous to allow the writer to stay or camp out on the pitch.

1 mark: *An acceptable reason for the man's 'niceness' is stated.*

- (f) The writer found the Cock's dance to be disappointing due to the heavy rain and weather conditions that were left behind and that the tent pelted with dismay.

1 mark: *The reference to the bad weather is correct, but the small number of birds appearing is not stated.*

- (g) The three phrases of the writers enjoyment:

- sheer of happiness.
- the moist of air.
- Surrounding haze of butterflies.

The moist air of the jungle, by just being in that atmosphere it already makes you feel in a calm pressance. Almost desert like where your lungs dry out and in thirst of water.

The sheer of utter happiness makes one feel at peace out in the jungle, just exploring and being adventurous.

Bringing the utter surrounding of butterflies, almost giving the spring feeling where you driving by and the breeze of winds is blowing around you. This is what brings out the haze of butterflies.

5 marks: *Three relevant phrases are quoted. Despite some limitations of vocabulary and expression, the candidate has made a genuine attempt to explain the effects of these phrases and the comments on 'sheer happiness' and the experience of riding through butterflies contain sufficient glimmers of appreciation for a further 2 marks to be awarded.*

- (h) They had to wait for the bus in Pilcopata because the other buses out of the region were full.

1 mark: *A correct reason for their having to wait is stated.*



- (i) The two-word phrases that tell about the old woman and her feelings towards littering were the costs to visit Manu region and how people don't care. The payment and not a cent is given to the town.

0 marks: The correct two-word phrase is not identified.

- (j) (i) "trudged through the muddy quagmire" - took a sneak peek through the muddy quagmire that the weather left behind.
- (ii) "time-oriented Society" - In that society of Pilcopata, time waited for no one, every stop one took, you'd have to wait to get there or the journey was long.
- (iii) "Environmentally conscious" - Even though tourists came there to Pilcopata and litter; not a cent is added to the town, they are still wealthy and other people who care about the environment are calm throughout. Also meaning the people worry about their environment, despite the habits.

1 mark: The final sentence of the explanation of 'environmentally conscious' shows understanding of the second of the two words.

Total for Q 1: 14 out of a possible 30

## 2 Journal Entry

On the journey to the Manu region in Peru had surely being a trip to the unknown. I had mostly been looking forward to the cycling adventure, this is one of the reasons for heading this way.

Hearing about the national bird, the Cock of Rock brought utter excitement and yet hearing that they have a dance too. The journey was long I must say, while getting nearer to the city, the weather became unbearably cold. Then again what is a journey like without exploring the adventure that goes along. After three hours, we finally reach Colquepata. It had been a success. The city of Paucartambo made the area look like the old centuries and being able to pass by through the roads and overlooking the farmland and animals.

I never imagined my successful, journey to be this glamorous.

Later, while entering San Pedro to see the cock Rock show, we met up with the soccer pitch man whom offered us to camp out on the pitch, I really thought that was generous of him. However seeing the Cock Rock shown again wasn't that exciting, it gave a rather boring site. Hence, the weather did not give us the excitement of actually having a good time.

While on the long journey again, we caught a flat tyre, yet that didn't stop us from having a good time

We explored the warm jungle, the rich moist of atmosphere, enough to make you thirsty though still on the right track.

The other enjoyable fact was the surroundings of the butterflies all around making you feel at peace and relaxed.

The hours of the trip had been long, but still worth the while.

The environmetally conscious of the place was the people, there was no worry as to the one's who littered. Although at least others were there to do a better job.

The adventure was extraordinary, I would gladly like to take this event soon. The boat now had just been a relaxed and calm breeze, And ready to reach home and spread the news.

*There is some attempt to focus on the task, but the response is somewhat haphazardly organised. However, it does make some reference to details from the passage relating to what the writer may have thought or felt. These are not particularly consistent, so the response was awarded a Band 3 mark of 6 for Reading. There are obvious limitations in the writer's linguistic expression which result in some blurring of meaning and the errors are serious in places. The limitations of linguistic expression, along with the uncertain structure, resulted in a Band 4 mark of 4 being given for Written Expression.*

**Total Mark: 24 (Grade F)**

**Candidate D**

- 1 (a) To see peru's National Bird  
The cock of the rock

1 mark: Only one relevant reason is identified.

- (b) Their descent was looking good and clean.

0 marks: The quoted phrase is not correctly explained.

- (c)
- when its freezing it is hellish
  - Your lips go numb
  - Smooth roads
  - good gradients and high speeds
  - pass through pretty farm land
  - groups of eucalyptus trees and herds of cattle and sheep on their way home at the end of the day
  - nose starts running
  - knees began to freeze
  - hand went frozen with gloves on

7 marks: Unpleasant: freezing; lips numb; nose ran. Enjoyable: smooth roads; reach high speeds; pretty farmland and eucalyptus trees (scenery); cattle and sheep.

- (d) Because the clothe what the people was wearing drapped and colourful blankets.

1 mark: The point about the clothing of the people has been understood.

- (e) because the man let them camp their.

1 mark: There is just about an adequate explanation as to why he was a 'nice man'.

- (f) Because the went through the mud to see the cock do the same old dance.

0 marks: The precise details of the bad weather and the small number of birds are not mentioned.

- (g)
- they just wanted to smile and laugh, out of sheer happiness - they were really enjoying their self. they just couldnt belive what they see.
  - Great flocks of big, bright, buttercup-yellow butterflies were feeding on the road - I could imagine how nice that did look.
  - beautiful and warm jungle.-

4 marks: Three relevant phrases are quoted; the explanation of the first of these is adequate for a further mark.

- (h) they had to wait because all the buses out of the region were full..

1 mark: a correct reason is given.

- (i) added without bitterness.

1 mark: Although there are actually three words quoted, the appropriate phrase is clearly identified.

- (j) (i) walk through a muddy path
- (ii) in spear time
- (iii) Be very worried.

*1 mark: This is a very limited response, but overall there are sufficient glimmers of understanding of parts of the first and third phrases for 1 mark in total to be awarded.*

*Total for Q 1: 17 out of a possible 30*

- 2 My adventure was a really good one, I feel that Manu region was a really good place because their was really nice scenery and nice people.

Their was a nice scenery were really smooth roads, really pretty farmland, and also groups of trees and herds of Animals, we went through a beautiful jungle which was very warm, also their were bright, butter cup yellow butter flies were eating on the road as we passed through.

The people were nice people first the all wave strangers, every body has lots of friends, the warmness from the jungle the just sit their and discuss things with strangers. Also the was an old woman who had lived in the region all her life, she told me about the tourists and how they treat the place with rubbish.

I have learnt alot from this journey firsh of all i will not ride on a bike down that road again because, we had gloves on and our hands were still frozen, our lips went numb, nose start to run, that go cold and frozen, and when we went into the jungle it was like we ride in to somebodys house door and in their house

The ride to us over two hours, but at least it was all down hill, also the people who live at manu region do not live the same way we do.

But the people who lived at manu region are very kind and nice. But the poople was wearing skits and draps in colourful blankets.

*Although this response relies heavily on the content of the original passage, it is clearly focused on the task and does attempt to give a limited explanation of what the writer learnt from the experience. It was placed in Band 3 for Reading with a mark of 6. The linguistic expression is not fully secure; both structures and vocabulary are simple and although there are frequent errors, meaning is generally not in doubt. The mark for Written Expression was a low Band 3 mark of 5.*

**Total Mark: 28 (Grade E)**

**Candidate E**

- 1 (a) the reason why they wanted to visit the Manu region was because they were looking for adventure.  
the second reason was that they have always wanted to visit the Manu region.

1 mark: Only one correct reason (looking for adventure) is identified.

- (b) "truly exhilarating" basically means that it was extravagant.  
It was something new and very interesting. Something different.

0 marks: The attempted explanation suggests that the phrase has not been understood.

- (c) the writer thought that the temperature really affected them, their moods, and it was very frustrating having to cycle through the cold weather because everything become so much more difficult. Mentally and physically they were challenged.  
But in the end it was al worth it becas they passed beautiful scenery and they really enjoyed seeing nature. Seeing the farmers with their sheeps and seeing and smelling the eucalyptus.

3 marks: Unpleasant: the cold weather. Enjoyable: beautiful scenery; the sheep (animals). The statements 'everything become so much more difficult' and 'mentally and physically they were challenged', although showing some general understanding of the experience cannot be awarded marks because they do not contain specific references to details from the passage.

- (d) the reason why the writer said that they felt like they had "stepped back centuries" was because it was very cosey, the white whashed houses with the narrow streets. the people were dressed with very calou colours just added to the whole stepping in time.

2 marks: Both the appearance of the village itself and the clothing of the inhabitants are clearly identified.

- (e) I think that the writer described the man as "nice" is because he let them camp on his soccer field so that they can see the Cock of the Rock doing the mating dance.

1 mark: An acceptable explanation is given.

- (f) the reason why the writer thought that Cocks dance was dissapointing was because it was not the right season for them to mate and the weather was horrible so there were just a few cocks doing the dance. they've expected a bit more.

2 marks: Both reasons (the bad weather and there being only a few birds) are clearly stated.

- (g) \*More beatifull = the this shows that the place was even more beatifull than before  
\*the rich moist air of the jungle filled our lungs which have been starved in the andes = this indicates that they were struggeling with the oxygen in the Andes and that now they have had a great a cleen and fresh feeling because the air is so pure.  
\*Great flocks of big, brighs, buttercup-yellow butterflies = this is truely magnificant because when Cyas experience that you just can't believe how beatifull it really is.

5 marks: 3 relevant phrases are quoted with two acceptable explanations. That for the 'rich moist air etc.' is somewhat literal but reveals a clear understanding, whereas the comment that 'you can't believe how beautiful it is' referring to the experience of riding through butterflies, shows a good appreciation of the effects the writer is attempting to convey.

- (h) they had to wait for the bus in Pilcopata because they were all full and the next bus arrives two days later.

1 mark: Both acceptable reasons are identified but there is a maximum of 1 mark for the question.

- (i) "Do you know how much tourists pay to visit Manu?"

0 marks: The correct two-word phrase is not stated.

- (j) (i) they had to go through the muddy soil which is really hard.
- (ii) the writer means that back where they come from they usually do not tend to speak to strangers.
- (iii) the writer says that they should not litter because it is very bad for the environment, so they have to think.

3 marks: The explanation of 'muddy quagmire' shows understanding of both words; that of 'environmentally conscious' shows understanding of 'conscious'.

Total for Q 1: 18 out of a possible 30

- 2 I think that I really deserved this all that hard time working, and then to come to Peru where I have seen most triumphant things, such as the landscapes there completely green, the sound of the crickets in the back-ground which I had to get used to for a while.  
it just gave me an excellent feeling of purity and it gave me some time to do a lot of thinking by myself.  
This was a very good experience, it is just one of those once in a lifetime opportunities. I do not regret anything even though we have faced hard and unexpected situations.

for example when we were cycling and it was extremely cold up there in the andes, but still we have managed not to give up and quit and we have continued.

the villages were simply amazing.

they are such simple people who also enjoy life to the fullest even though they might not have all the resources. It was a very nice and cultural trip.

the people seemed very nice and delicate.

Sometimes I still had thought about going home but then I started to realize that I did not want to miss anything, and that if I went home, then I would have missed out on many things such as the butterflies. Just one of those things that I would never trade for gold.

When I think about it I also did a lot of exercise and it looks as if I have lost a couple of pounds.

Overall I was extremely happy and it was a bodacious experience, and I recommend it to everyone. But on the other hand I am extremely pleased about going back to see all my friends and family and I can't wait to tell them all about my trip to Peru.

*This is a response which is on the borderline of Bands 3/2 for both Reading and Written Expression. The writer makes some attempt to develop details from the original passage and to make appropriate comments to reveal his thoughts about the journey and the people he met. However, the response is not well structured and there is no clear reference to what was learnt as a result of the journey. A mark of 6 was awarded for Reading. There are frequent errors and slips in the written expression and the paragraphing is somewhat haphazard. However, meaning is seldom in doubt and this response was awarded 7 for Written Expression. Overall, a total of 13 was awarded for this response.*

**Total Mark: 31 (Low grade D)**

**Candidate F**

- 1 (a) The writer wanted to visit the Manu region because they wanted to see Peru's National bird and they also wanted to see the Cock of the Rock.

*1 mark: The only reason identified is that of seeing the Cock of the Rock – the candidate has apparently not realised that the Cock of the Rock and Peru's National Bird are the same thing.*

- (b) 'Truly exhilarating in good conditions' means that if the weather was better they would have had a better time.

*1 mark: There is insufficient explanation for the full 2 marks to be awarded, but the point about the better weather has been understood.*

- (c) What the writer found unpleasant was the weather, it was too cold, at the time, everything starts to get numb. You can't feel any of your fingers, even when wearing gloves, then your lips. After that your nose runs and the last thing is your knees. She did find the downhill journey enjoyable because there were so many smooth roads, there was good gradients and high speeds. Also you passed through really nice farmlands and groups of eucalyptus trees. There were many sheep and cattle too.

*7 marks: Unpleasant: too cold (freezing); lost feelings in fingers; lips numb; nose ran. Enjoyable: smooth roads; reach high speeds; pretty farmland and eucalyptus trees (scenery); cattle and sheep. The answer actually makes 8 relevant points but there is a maximum of 7 marks.*

- (d) 'Had stepped back centuries' means that they didn't feel like they were in their time zone because of their house and how the people there dressed.

*1 mark: There is insufficient explanation of either the appearance of the village or of the people's clothes, but the general statement reveals a glimmer of understanding.*

- (e) They described the man, that let them sleep on his soccer pitch, nice because the man didn't have to let them sleep there and he could have been mean about it.

*1 mark: The reason is clearly explained.*

- (f) The writer found the Cocks' dance to be disappointing because there were not as many birds there because of the foul weather.

*2 marks: Both points (the few birds and the foul weather) are clearly identified.*

- (g) 'Through ever more beautiful and warm jungles' gives off a sense of calmness and peaceful. 'The rich moist air of the jungle filled our lungs which felt as if they had been starved in the Andes' makes it seem like everything is so clear and fresh. 'When we passed they fluttered up and surrounded us, so we were cycling in a haze of butterflies - utterly dreamlike' This shows how peaceful and calm everything is, and how bright, beautiful and wonderful everything is.

*4 marks: Three relevant phrases are quoted. The explanations are generalised, but those for the second and third quotations show sufficient awareness of the writer's choice of words to justify a further mark being awarded.*

- (h) They have to wait for the bus because the buses going out of the region were full.

*1 mark: The reason is correctly identified.*



- (i) The two phrase that show that the old woman did not feel angry towards the tourists who left litter are 'It struck me then just how important it is to buy locally and be evironnmentally conscious in all our actions' and 'I am glad that when we travel we buy at small shops and eat in local restaurants.'

0 marks: There is no reference to the correct phrase.

- (j) 'trudged through the muddy quamire' means that they had to walk through a muddy field.  
'Time-oriented society' means that in our time zone and in our society.  
'environmentally conscious' means we are always thinking about the envirmment for everything we do.

2 marks: The attempt to explain 'time-oriented society' shows a glimmer of understanding just about worth 1 mark and 'thinking about the environment' is a secure explanation of 'conscious'.

Total for Q 1: 20 out of a possible 30

## 2 Dear journal,

On my journey's for the past couple of days, were great, exhastiling and thrilling. We got to visit alot of diffrent places.

The first place we went to was Colquepata. It took us two hours to get there from Paucartambo. It is so beautiful there. We did a downhill journey it was the best because you got to pass the beautiful farm lands and groups of diffrent tree's, you also got to see sheep and cattle. While we were doing and seeing all that we were riding on a nice smooth road.

After we went to Colquepata, we went to San Pedro to see the Cock of the Rock birds doing their dance. It was so much fun to watch and we meet a really nice man, he let us camp on his soccer pitch. In the middle of the night it started to rain so bad we had to find shelter, I was not happy about that.

The other place we went to was Paucartambo, It was so diffrent there, all the people wore beautiful skirts and had blankets draped over them. The blankets were so colourful and bright. I had an amazing time there because it felt like I went back in time.

Overall I had one of the best trips ever because I meet so many new people and did so many new thing. Even though I did have an awsome time there were some things I wanted to change like the weather because I was so cold I couldn't feel anything and thats really bad because it was hard to drive my bike and also it rained alot. Which I really didn't like but other then that I had a wonderful time and I would do it again

I have to go now because I'm in a boat on my way home and the water is very bumpy.

*This is a generally straightforward response which is on the borderline of Bands 3/2 for both Reading and Written Expression. The content is relevant but closely based on the original passage with only limited development. There are details of what the writer felt (although these refer mainly to physical rather than mental feelings) but no real attempt to explain what was learnt. The response was awarded 6 marks for Reading. There are frequent errors of spelling and punctuation (incorrect use of the apostrophe, for example) but meaning is seldom in doubt and sentence structures are generally sound, if simple. The response was placed just in Band 2 for Written Expression with a mark of 7. As with Script E, an overall total of 13 out of 20 for the response as a whole was awarded..*

**Total Mark: 33 (Grade D)**

**Candidate G**

- 1 (a) 1 To see peru's National Bird. (cock of the Rock)  
2 Because they go looking for adventure.

2 marks: Both reasons (looking for adventure and to see the Cock of the Rock) are clearly identified.

- (b) Exhausted

0 marks: The phrase is incorrectly explained.

- (c) Although their hands were gloved, their hands were the first part to lose feeling. Also, their lips went numb, nose started to run, and knees began to freeze up. Finally, they found a village called 'Andean village', which was abandoned to enter. But as they went to downhill, they found roads were smooth, had good gradient, therefore they could move faster. In addition, they saw pretty farmland, groups of eucalyptus trees, herds of cattle and sheep.

7 marks: Unpleasant: lost feelings in hands; lips numb; nose ran; abandoned village. Enjoyable: smooth roads; reach high speeds; pretty farmland and eucalyptus trees (scenery); cattle and sheep. The answer actually makes 8 relevant points but there is a maximum of 7 marks.

- (d) They felt as if they were in another world, which is similar to back centuries because they saw 'cobblestone streets', 'narrow alleys', 'whitewashed house' and 'people in skirts and draped in colourful blankets added an old world charm'.

2 marks: The quotations from the passage are concise and focused revealing a clear understanding of why the writer felt they 'had stepped back centuries'.

- (e) Because they camped on that football pitch and in fact, they borrowed it from the owner although they didn't ask for any permission.

0 marks: The response is a speculation and not based on details from the passage.

- (f) Because they had to get thorough muddy quagmire to see the dance but there were only few birds that were dancing because of the bad weather.

2 marks: Both reasons (only a few birds and the bad weather) are clearly identified.

- (g) 1 Ever more beautiful and warm jungle.  
The writer described the region was very cold, however, the writer described the jungle as beautiful and 'warm'. Especially the word 'warm' enables reader to realize they were enjoying the journey since it was first time that they were under good condition during the journey.
- 2 Smile and laugh, out of sheer happiness.  
This phrase clearly proves that they were enjoying the journey. Smile and laugh have somewhat similar meaning therefore the writer wanted to exaggerate his moods by repeating the words that have similar meaning.
- 3 Utterly dreamlike.  
This phrase also shows clearly that they enjoyed the journey. The word 'dreamlike' tells us that the writer was dreaming of the moment. In addition the word 'utterly' exaggerates the word 'dreamlike'.

4 marks: Three relevant phrases are clearly identified but only the comment as to how the choice of vocabulary ('smile' and 'laugh') in the second phrase is adequate for a further mark for explanation to be awarded.

(h) Because all the buses that were out of region were full.

1 mark: The reason is clearly identified.

(i) Without bitterness.

1 mark: The two-word phrase is correctly identified.

(j) (i) managed to get through the muddy roads.

(ii) busy society

(iii) be aware of environment.  
(and careful)

2 marks: 'Managed to get through' reveals an understanding of 'trudged' and 'aware and careful of' explains 'conscious'.

Total for Q 1: 21 out of a possible 30

2 Although it wasn't good time to visit the Manu region, we decided to cycle there, and overall, We all enjoyed the journey.

As we expected, the way to the Manu region was very harsh. Our hands were gloved but it wasn't good enough to keep our hands warm. My nose started to run and my other body parts started to freeze up too. When we finally found the Village called 'Andean'; we thought we could rest there, however, the gate was blocked.

Fortunately, the way on downhills was smooth, it had good gradient and we could move faster. As we went down, we saw a pretty farmland, groups of eucalyptus trees and herds of cattle and sheep. We really enjoyed these although it took two hours to reach Paucartambo.

Paucartambo was amazing. It had cobblestone streets, narrow alleys and whitewashed houses, which made us to think that we went back to centuries back.

Finally when we went to see the cock of the Rock birds doing their mating dance, we were quite disappointed. Only few birds were doing 'mating dance' because of the bad weather.

And then we decided to go to the downhills to go back and we could see the most beautiful jungle that we've ever seen before. The jungle was warm, in other words, it was perfect because that moment was actually the first time that we were under good condition during the journey. There were butterflies around us with fresh air. I had been dreaming of the moment. We were so glad. and enjoyed the journey.

During the journey, we had to talk to many strangers, and they were kind enough to discuss with us no matter how much time it took from them. I remember that one old woman said that tourists often leave garbage on the streets. Although she wasn't angry, I felt sorry for her. and though myself that I would have to be more careful about an environment that we visit.

*The content of this response stays very close to the original text and there is little attempt to elaborate on relevant details. It does, however, remain focused on the writer's experiences and thoughts, although there is no convincing attempt to explain what was learnt as a result of the experience. It was placed in Band 3 for Reading with a mark of 6. Overall, the written expression is reasonably secure, and meaning is never in doubt. However, there is some idiomatic uncertainty and unforced errors of spelling and punctuation, which resulted in a Written Expression mark of 8 (Band 2).*

**Total Mark: 35 (Grade D)**

**Candidate H**

- 1 (a) The reasons why the writer wanted to visit the Manu region were because he was looking for an adventure and he wanted to see "Peru's National Bird, the cock of the rock".

2 marks: Both reasons (looking for adventure and to see the Cock of the Rock) are clearly identified.

- (b) I think "truly exhilarating in good conditions" meant in good weather you can see true beauty beyond imagination.

2 marks: The statement 'true beauty beyond imagination' is sufficient to show some understanding of the transporting effect suggested by 'exhilarating'.

- (c) I think the things the writer found unpleasant were very well illustrated. The writer announces that the journey was freezing and hellish. Their hands lost feeling, knees began to get stiff and nearly impossible to move. He describes that your lips go numb and your nose will have continuous runs. The trip was "pure agony" and they felt "bedraggled and miserable". When all hope was almost lost the downhill part came, "smooth roads" and they were able to accelerate at high speeds. They passed through picturesque views noticing "pretty farmland, groups of eucalyptus trees and herds of cattle and sheep."

7 marks: Unpleasant: freezing; lost feelings in hands; lips numb; nose ran. Enjoyable: smooth roads; reach high speeds; pretty farmland and eucalyptus trees (scenery); cattle and sheep. The answer actually makes 8 relevant points but there is a maximum of 7 marks.

- (d) I think the writer meant that he had stepped back into the past and he remembered all the good times that he had and this could add to that list.

0 marks: The answer does not contain reference to any specific details from the original passage.

- (e) I think the writer described him as a nice man because if he hadn't let them on the pitch they might of had nowhere else to go. So they use the term "nice man" as kind of a way to thank him.

1 mark: The reason for the man's 'niceness' has been clearly understood.

- (f) I think the writer found the cocks dance to be disappointing for the second time because the rain came back. After seeing the birds doing their mating dance in a nice weather, it was probably joyful to watch. When the rain came few if not none could do the dance at all and it just wasn't the same.

2 marks: Both reasons for their disappointment (the bad weather and the small number of birds dancing) are included. Although the expression of the second point is ungrammatical, it is important to note that when assessing Reading tasks, linguistic errors are not penalised as long as the candidate's intention can be understood.

- (g) i "smile and laugh".  
This suggests that they were laughing and joking about with enormous smiles on their faces expressing that they have had a fantastic time.
- ii "Beautiful and warm jungle".  
This phrase tells me that the jungle was full of beauty, and just like at home when you get a warm feel is how I think they felt cycling through this luxurious landscape.
- iii "Utterly dreamlike".  
This illustrates to me that their heads were like kaleidoscopes of jumbled thoughts. They were seeing things that they only thought they saw in their dreams. Things that are surreal.

6 marks: Three relevant statements are quoted, each with an explanation that shows the effects the author intends have been understood. Although the word 'warm' is used by the candidate to explain the phrase 'beautiful and warm jungle', its association with feeling suggests that the metaphorical implications of the writer's language have been understood.

- (h) They had to wait for the bus because all the buses were full in the region and there were no more for two days.

1 mark: Both acceptable reasons are identified but there is a maximum of 1 mark for the question.

- (i) The old woman did not feel angry towards the tourists who left litter because she was "happy to discuss things with strangers".

0 marks: The phrase 'without bitterness' has not been identified.

- (j) (i) "trudged through the muddy quagmire".  
I think this means they trekked through mud and slush which was hard to walk through.
- (ii) "Time oriented society". I think this means in today's worlds.
- (iii) "environmentally conscious". This tells me that the carefull and cautious about the environment.

3 marks: 1 mark was awarded for each part of the question. In the first part, 'trudged' has been explained but there has been no attempt to explain 'muddy quagmire'; the second part has a glimmer of understanding in the reference to 'in today's worlds' and the third part has a very clear explanation of 'conscious' ('carefull and cautious'). Overall, the response is more deserving of 3 marks..

Total for Q 1: 24 out of a possible 30

- 2 As we started our extravagant journey I noticed that the relentless downpour was thick and wild but I was full of enthusiasm. Wet and drenched, I was determined to reach the end.

I reached the top, my head was spinning and I thought that I was going to pass out. I had a sore throat and a killing cold which was hard to withstand. The other cyclists talked of a stopping point with a restaurant. The look on my face changed immediately after glancing at the closed doors.

I felt my whole body was disheveled and impossible to move. Ariana then shouted that there was a downhill part which I had not yet seen, due to me lagging behind.

I had never seen so much beauty. We saw animals and farmland which almost hypnotised me, I felt so locked on.

Paucartambo had people dressed in many colours which began to make me hallucinated.

As time floated we eventually saw the cock of the rock birds doing there mating dance. This is what i was waiting for. I had read of such birds with talent and they didn't dissapoint me even after the second time.

My Bike collapsed and i could nut go on any further, the chain had unexpectedly come off. A few of the others had a flat tire, so we decided to take them to a shop who would fix them for us.

Back on the road and i felt so much better. This so far was a terrific adventure.

Suspense began to grow like air going in to a balloon waiting for it to go bang! I met a man who lived in this town. He told me stories which i wasn't sure whether to believe. This man had long ginger hair and a scar which tracked its self down one side of his face and got lost in a long volcanic beard.

As i got home into bed i thought to myself that i had never had so much fun in my life. The most exciting experience which i would advise everyone to try. This was an experience that would never ever vanish.

*This is a somewhat mixed response; the candidate makes some references to the details of the passage and refers to feelings inspired by the journey; there is, however, no clear statement to what has been learnt as a result of the journey and much of the response gives an account of it rather than focusing on the thoughts and feelings of the writer. There are also some additional details (the man with long, ginger hair, for example) which do not derive organically from the original passage. This response was placed at the top of Band 3 for Reading and given a mark of 6. Although meaning is never in doubt and the sentence structures are mainly correct, there are frequent, minor errors in the written expression which led to the response being given a mark of 7 (Band 2) for this aspect.*

**Total Mark: 37 (Low grade C)**



**Candidate I**

1 (a) They were looking for adventure and wanted to see Peru's National Bird, the Cock of the rock.

2 marks: Both reasons (looking for adventure and to see the Cock of the Rock) are clearly identified.

(b) It means that the descent would have been really exciting and fun if the weather was good.

2 marks: The answer explains both 'exhilarating' ('really exciting') and 'in good conditions' ('if the weather was good').

(c) The weather was cold and freezing parts of there bodies. It was hard to use parts of your body when they are needed but so cold. The village looked warm and welcoming, but was cold and abandoned. They arrived at Colquepata miserable. They went to the next village downhill and on good smooth roads. They passed lovely farmland groups of trees and herds of cattle.

6 marks: Unpleasant: freezing; hard to use parts of body when so cold; village was cold and unwelcoming; Enjoyable: good, smooth roads; lovely farmland (scenery); herds of cattle.

(d) The writer felt like that because the people were dressed in old fashion clothes which looked like they were from centuries ago.

1 mark: There is a clear reference to the old-fashioned clothes of the people but no mention of the appearance of the village itself.

(e) she described him like that because he let them camp on the football pitch.

1 mark: The point about the man's kindness is clearly explained.

(f) They found it disappointing the second time because of the weather and the failing of the birds to find a mate using the dance in them conditions.

1 mark: The point about the bad weather is understood (the comment 'in them conditions' makes it clear) but the fact that only a few birds appeared is not sufficiently explained.

(g) Beautiful and warm jungle. This shows that she is enjoying cycling if these are the kind of things she is seeing.

Just wanted to smile and laugh. the air was so intoxicating in a good way and they had been starved of good air for a while it felt good to breath in.

Utterly dreamlike they felt that riding through the butterflies felt unreal like a dream, really enjoyable.

5 marks: Three relevant statements are quoted; however, although the explanations of 'wanted to smile and laugh' and 'utterly dreamlike' are sufficient to show an appreciation of the writer's choice of words, the attempt to explain 'beautiful and warm jungle' is too generalised to be rewarded.

(h) They had to wait because all the buses were full.

1 mark: A correct reason for their having to wait is given.

(i) Without bitterness

1 mark: The two-word phrase is quoted and no more – exactly what is required!



- (j) (i) They struggled to walk through the muddy fields
- (ii) everyone in that society works by the time.
- (iii) To give a thought for the environment.

*4 marks: The responses to all three parts of the question are somewhat perfunctory although there is evidence that all the phrases have been understood. 2 marks were awarded for (i) and 1 mark each for the other two attempts – the candidate was given the benefit of the doubt and it was assumed that ‘that society’ referred to that of the writer of the passage and not that of the villagers.*

*Total for Q 1: 24 out of a possible 30*

- 2 Everyone at the start of the adventure was raring to go! I think we knew the conditions that were going to be facing us but we didn't care, we were ready for anything including myself, but felt abit nervous as we set off. We had not really started and the rain, or should I say hail was already drumming down on us. I felt so cold as we cycled with the hail and the cold wind chill hitting us. Every simple task became harder. Pulling the brakes was even difficult. It was one of them moments when I wish I had never come on the journey.

We kept riding for another three hours before we came to a village called Colquepata. We were soaked and everyone was on a low like myself, but we carried on to the next village. The roads were lovely and smooth plus the rain had stopped. There were some great farmlands that reminded me of when I was little, warm and very pleasant feelings started to fill me.

When we got to the village it just felt better than the last place, more culture and friendly people. I was starting to like the journey more and more and thought it could get even better, I hoped.

We arrived later to see the Cock of the rock doing its mating dance, this was what I wanted to see and it didn't disappoint until the weather turned bad again. I was starting to get abit anoyed at the weather and really wanted it to stay nice, but I don't think I was going to get my wish.

A few repairs to the bikes and we were off again, and the further we went on, the jungle become more and more beautiful. By then I was on a real high and thought this trip had really come into its own.

We got a bus to take us further but we had to wait an age for one, they were all full but I was so pleased with the trip it didn't bother me. I got talking with a few locals and I thought very highly of them because of there Culture and strugges living there, they got me thinking and I may have leart a great deal from the whole experiance, that you have to go a great distance to find and experiance fantastic things!

*This is a typical Band 2 response for both Reading and Written Expression. The candidate has a clear understanding of the requirements of the task and although the content is focused mainly on the details of the original passage, the account, nevertheless, reworks much of this material and includes some original details. The writer clearly describes thoughts and feelings inspired by the ride and makes a deliberate attempt to refer to what was learnt from the experience. The mark awarded for Reading was 8. However, there needs to be a greater development of this aspect and more additional details to reach Band 1. The written expression is generally fluent and competent, but the structures are a little lacking in range and variety and there are some unforced errors of spelling and punctuation, which keep it to a top Band 2 mark of 8.*

**Total Mark: 40 (Grade C)**

**Candidate J**

- 1 (a) The writer wanted to visit the Manu region because she was looking for an adventure, and she wanted to see Peru's National Bird, the Cock of the Rock.

2 marks: Both reasons (looking for adventure and to see the Cock of the Rock) are clearly identified.

- (b) In line 8, the words "truly exhilarating in good conditions" means that when the tropical wheather is at fine temperature and sunny the journey would be a pleasure, but the writer states that the wheather was freezing, and soon it was raining and hailing.

2 marks: The answer explains both 'exhilarating' ('would be a pleasure') and 'in good conditions' ('fine temperature and sunny').

- (c) Ariana Svenson found both extenensive adhesiveness and admiration on her journey. She was unpleasantly suprised by freezing, wet wheather conditions, and disliked the unintrroduced hail. Unfortunately Ariana lost feelings in her hands and sore lips first, and as if not being in enough agony, her nose ran as if she was suffering from an uncurable disease, and her knees went totally stiff. Completely exhausted, she full of thankfulness, arrived at Colqueta. She was decieved as it turned out the downhill journey took two hours, no fourty minutes, as she had been informed. Ariana finally was pleased that the downhill journey was on pleasant flat roads, and that she did not have to master further hills. She discovered and admired the beautiful farmland as she passed, and admired tropical eucalyptus trees and felt content as heards of sheep and cattle joined her on her path.

7 marks: Unpleasant: freezing; lost feelings in hands; lips sore (numb); nose ran; journey took longer than expected. Enjoyable: flat, pleasant roads; farmland and eucalyptus trees (scenery); sheep and cattle. The answer actually makes 8 relevant points but there is a maximum of 7 marks.

- (d) Using the words "had stepped back centuries" the writer means that the seemingly village she reached seemed so antique, unmodern and traditional (trough traditional skirts and colourful blankets).

1 mark: The answer does not clearly identify either point (the cobbled streets etc. of the village and the traditional clothes of the people); however, there is enough general understanding conveyed for 1 mark to be awarded.

- (e) The writer described the owner of the football pitch as a "nice" man because the amiable man let Ariana and her group camp on his football pitch, to see the Cock of the Rock birds do their mating dance.

1 mark: Straightforward point, clearly understood.

- (f) The writer found the Cocks' dance disappointing when she saw it a second time, because due to the bad raining wheather, there were so few birds in sight.

2 marks: Both reasons (the bad weather and there being only a few birds) clearly identified.

- (g) The writer uses the phrase "ever more beautiful . . . warm jungle" to describe her enjoyment of this part of the journey. By "ever more" she states that she was quite unexpectant she could find the jungle anymore beautiful than she had before. She truly admires it.

The writer uses the phrase "luxuriant with grasses" to describe the scenery as luxurious and rich - concerning the beauty of the scenery. The writer also states "we just wanted to smile . . . laugh, out of sheer happiness" as a phrase showing her pure enjoyment. She feels so incredibly happy as if she had absolutely nothing to worry about. She is engulfed in the truly mesmerizing scenery.

*6 marks: Three relevant statements are quoted, each with an explanation that shows the effects the author intends have been understood. The explanation of 'luxuriant with grasses' is conveyed by the word 'rich' which shows an appreciation of the writer's choice of vocabulary.*

- (h) They had to wait for a bus in Pilcopata because all the other buses out of that region were full, and there would have been no more for a few days.

*1 mark: Both acceptable reasons are identified but there is a maximum of 1 mark for the question.*

- (i) The two word phrase that tells me that the old woman did not feel angry towards the tourists who left litter is "not a cent reaches our town. They came with all the food they need - even bread and water! and all they leave is rubbish!"

*0 mark: The answer fails to identify the correct two-word phrase.*

- (j) (i) By the phrase "trudged through the muddy quagmire" the writer means that the group and herself slushed through the muddy earth that was soaked in water. "Trudged" would mean that they tried to pass through with difficulty.
- (ii) By the phrase "time-oriented society" the writer means that the people the group encountered were all still living in their traditional, unmodern lifestyle. This whole society seemed so "stuck-in-time" and were conscious but happy living in such, to the modern world, backward conditions.
- (iii) By the phrase "environmentally conscious" the writer means that they themselves lead a stereotype role of tourists, who came to this magnificent cultural village and seemingly only leave litter. The villagers are conscious to this and find this unpleasant, as they themselves are so aware to their beautiful surroundings, their environment, and to not wish it harmed.

*3 marks: There is a good explanation of both 'muddy quagmire' (earth that was soaked in water) and 'trudged' ('pass through with difficulty') which gains 2 marks. However, the explanation of 'time-oriented society' is incorrect and the attempt to explain 'environmentally conscious' is rather vague, scoring 1 mark for the last sentence.*

*Total for Q 1: 25 out of a possible 30*

- 2 Now this is it. My incredible journey I undertook in exiting Peru has come to an end. The experiences I had, and everything I learnt has affected me, and I truly believe I have become a better person, being more knowledgeable about my surroundings, has really opened my eyes.

From the start of our journey I knew I was engulfing into an adventure, which I enthusiastically approached. My lovely group members and I started our excursion by embarking upon hills that seemed to become even steeper. It was not soon until I began to doubt if I made the right choice

for me, going on this already tedious trip. As the wheather went from bad to utterly disgusting, including the whole tropical package of rain, hail, humidity and muddy pathways, I told myself I must maintain a positive mind, I order to gain from the entire experience.

It was a definite challenge for me, this complete exhaustion which never seemed to fade, but which I did manage to forget at times, Days where we went downhill pleased me, as I got a chance to concentrate on the beautiful surroundings. Through the entire journey, the scenery was breath-taking. Tropical plants, especially eucalyptus trees, alinged the pathways, and gave off refreshing and interesting odours. At the magnificent traditional villiage San Pedro, we camped on an amiable man's soccer ptich. On an early walk, through nearly unpassable muddy paths, we watched, for the second time, out for Cock of the Rock birds to perform their mating dance.

Under the warm temperature, I felt so happy and felt so free as I never did before. Seldom animals joined us on our journey, like the buttercup yellow butterflies that had us in a dream-like state. From this unforgettable experience I learnt a complete new respect for nature, I have decided to support endangered species from now on. I witnessed an unbelievable nature experience, the Cock of the Rock bird's mating dance. I cherish that I have met friendly villiage inhabitants of Peru, people that had got me thinking of my life and the world from a complete different perspective. Through this experience I learnt in an unbelievable amount. I grew more environmentally concious, experienced extreme team-work and survival skills, and definately grew more conscious to me, and my surroundings. Not only was I physically challenged, but mentally too, benifiting from the plethora of variety of experiences. I believe I have become a better person. I had not expected this trip affecting me in such deepness. And yes, I really have become a new and improved self.

*This is an ambitious Band 1 response for both Reading and Written Expression. The candidate has clearly understood the requirements of the task and has very effectively adapted details from the original to craft an individual account. The description of thoughts and feelings about the journey are clearly focused and the writer has skilfully blended into the account appropriate comments about what has been learned from the experience. The response was awarded the full 10 marks available for Reading. Overall, the Written Expression is mainly secure, although there are some examples of uncertain idiom. Spelling and punctuation are generally good (but with some slips) and there is a wide range of ambitiously chosen vocabulary. This response is on the Band 1/2 borderline for Written Expression, but the positive merits of the vocabulary in particular, just tip it into Band 1 with a mark of 9.*

**Total mark: 44 (Grade C)**

## PAPER 2: INTRODUCTION

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### Reading Passages – Extended tier

This paper is mainly a test of *reading*, for both explicit and implicit meaning. Forty out of the fifty available marks are given for the various ways in which candidates respond to two passages of approximately 600 to 700 words each. No marks are given (or lost) on this paper for spelling and punctuation (provided that the errors do not impede the expression of meaning.) A clear and appropriate style and structure for each response will be awarded credit.

**Question 1** invited a response to Passage A in the form of a letter. Candidates were expected to appreciate ideas and details from the text and to modify and develop them in a new genre.

When assessing the candidates' *reading*, the Examiners looked for:

- relevant references to the text
- development of the references to suit the context of the task
- adaptation of selected material to match the character/voice of the persona.

When assessing aspect of *writing*, the Examiners looked for the ability to structure and sequence the response and to express ideas convincingly.

**Question 2** invited candidates to select words or phrases from parts of Passage A and to comment on its effectiveness in the context, i.e. the response evoked in the reader.

The Examiners looked for:

- choice of a range of relevant vocabulary for both parts of the question (up to 3 marks)
- conveyance of an understanding of the meanings of these choices, perhaps including reference to relevant literary terms (up to 6 marks)
- ability to explain the effects of these choices, and to appreciate the overall aim of the use of this language (up to 10 marks).

**Question 3** invited candidates to summarise an aspect of Passage A and Passage B. The passages and questions were linked thematically but there is no requirement for a comparison to be made. (Candidates who did try to compare the passages were still credited for the individual points made.)

The Examiners looked for:

- any 15 relevant points (from the possible 25 in the mark scheme), recognisably expressed
- ability to write concisely, with focus on the question, and in own words.

See mark scheme on pp 41-46 for further guidance.

**PAPER 2: QUESTION PAPER**

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**Part 1**

Read **Passage A** carefully, and then answer **Questions 1** and **2**.

**Passage A****Aunt Pegg**

Our parents were over-indulgent towards us, and we were happy but not particularly well-behaved children. Maybe they felt guilty because, on one occasion, they had to leave home for two weeks on business and invited our Aunt Pegg to look after us. She accepted the challenge eagerly.

Vile Aunt Pegg! Leering, sneering, peering Aunt Pegg! We would be enjoying a friendly fight or just sitting doing nothing when she would pounce on us like a cat, and savage retribution would follow. As we stood in the corner of the room with hands on heads, she would snarl, 'How dare you! Making my tidy room messy, wasting your time. I saw you!'

Aunt Pegg had eyes on sticks. How she saw us we never knew: one moment she wasn't there, the next she was on top of us. She was a wizened, tiny woman of great muscular strength and energy, and her mouth was like an upside-down new moon without the hint of a smile.

She constantly spoke of her 'philosophy of life' but we only experienced the superficial features of it. She kept us occupied at all times, sweeping the yard, tidying the house and learning to cook tasteless, crumbling cakes. On the first day she blew a whistle to order us downstairs to a breakfast of chewy, sugarless oat cereal. The sugary, salty foods we loved were locked away, and eating our morning bowlful was a lonely marathon. If we didn't eat it all up, we were given extra cleaning to do.

By day two we were very mournful children. Nostalgia set in as we remembered our happier past. We went about our daily tasks like little zombies. We became uncommunicative and even forgot (to our Aunt's extreme pleasure) to insult each other. Both of us longed for the day when our dear parents would return and unlock the barred doors of our prison.

On day three we were introduced to our educational programme. She set us impossible mental arithmetic sums at tremendous speed and always finished with 'And twenty-nine, add 'em all together and take away the number I first said'. Then there was 'Reading Improvement', which consisted of moral tales from the nineteenth century, and 'Practical Farmwork', which mostly involved the identification and eradication of weeds. We were not allowed to re-enter the house until we had successfully whispered the name of the plant into Aunt Pegg's good ear. If we did not use the official Latin name she would snap at us. 'You wicked child! It is certainly not Hairy Stinkweed. I'll not have swearing in my house!'

Of course we attempted to break free. It happened on a visit to town, while we were carrying the heavy bags with Aunt Pegg marching behind, tapping her walking stick like an officer in the army. At a mutual sign we dropped the bags and ran for it. Our Aunt seemed prepared for this. She blew her whistle and shouted 'Stop thief!' and we were painfully restrained by several burly members of the public.

When we reached home we were given a stern lecture on 'philosophy' and 'morals' and sent to bed with just a slice of bread, some cheese and a lettuce leaf. We hated lettuce. Apparently much of Aunt Pegg's philosophy was connected with diet.

She must have thought that we were lazy, naughty children who needed strong routine and discipline to prevent the rot from setting in. How we cried with joy when our smiling parents returned, bearing presents and hugging us tight.

- 1 Imagine you are Aunt Pegg. After one week of looking after the children, you write a letter to their parents in which you:
- give your impressions of the children;
  - give an account of your progress with them so far;
  - tell your plans for the next week.

Write your letter. Base it on what you have read in Passage A.

You should write between 1½ and 2 sides, allowing for the size of your handwriting.

**Up to fifteen marks will be available for the content of your answer, and up to five marks for the quality of your writing.**

**[Total: 20]**

- 2 Re-read the descriptions of:
- (a) Aunt Pegg in paragraphs 2 and 3;
- (b) the children in paragraph 5.

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language.

**[Total: 10]**



**Part 2**

**Question 3** is based on both **Passage A** and **Passage B**.  
Read **Passage B** carefully, and re-read **Passage A**.

**Passage B****Uncles**

They come in all shapes and sizes, are young and old and may or may not have children of their own, but the only thing that matters about uncles is whether they are good or useless.

Good uncles show you love and attention, because they are part of your family but know that they do not have the long-term responsibility of parents. They probably only appear briefly for a week or two at a time and are unlikely to find you irritating. When they do come they bear presents, not necessarily expensive ones, but welcome presents that your parents avoid buying, such as noise-making objects.

Remember too that uncles are on holiday and are available to whisk you away to the places that you love to go. Not being responsible for your diet, they feed you on fatty foods and burgers that they call 'treats', knowing full well that your parents disapprove on health grounds. They encourage you to do risky things like climb up high walls, and they rescue you when you can't get down. Here now is a simple test by which you can identify a useless uncle. On such occasions, watch for a jittery blinking of the eye and listen for these telling words: 'I think that's enough. It might be dangerous.' These uncles have even less confidence than your parents and have failed at the first hurdle.

Useless uncles spend too much time sitting in chairs doing what they call 'holiday reading', usually of books called 'Lives of the Great Philosophers' or 'How to Solve the World's Economic Problems'. If you ask them for a game of football, they reply, 'Later! I'm too busy at the moment.' A real uncle shows no sign of being able to read at all. For example, he ignores all signs that say 'No Ball Games'. As soon as he sees a ball, you and he are away to the nearest open space. The reason for this enthusiasm is that most good uncles are keen to play games and they see you as an ideal opportunity for them to show off.

Because uncles are not your parents, they have lived separate and maybe exciting lives. You know all your parents' stories, at least those they are prepared to tell you. Useless uncles will have spent an unadventurous, sheltered life and anyway are unaware of anything that you might find interesting about them. An enterprising uncle will tell you about his life among the gorillas or how he saved his companion's life by driving off a charging rhinoceros.

Maybe these stories are not strictly true, but that is not the point. Good uncles have an imaginative, creative spirit and a talent for fiction, such as the adventures of a Mr Snodgrass who lives in an obscure corner of your house and who only emerges when you are asleep. No doubt a useless uncle will try to entertain you as follows: 'I once read about a chap called Proust who went on a journey to ...Oh dear, I've totally forgotten where.' It is clear that such uncles have no qualities that appeal to children and they should be locked up in a library surrounded by volumes written in Latin until they crumble amongst the dusty pages.

Sooner or later it is time for your uncles to depart. Bad uncles will shamle down the drive bearing two old suitcases full of extra underwear, old woollen garments and half-read books. Good uncles wave their arms, smile big smiles and wink at you to promise more wickedness next time.

When you turn back to the care of your parents, you will discover that your good uncles have left gentle hints which, if followed up, will be of at least a little advantage to you.



**3 Summarise:**

- (a)** what makes a good uncle, as described in **Passage B**;
- (b)** what the children disliked about their aunt, as described in **Passage A**.

Use your own words as far as possible.

You should write about 1 side in total, allowing for the size of your handwriting.

**Up to fifteen marks will be available for the content of your answer, and up to five marks for the quality of your writing.**

**[Total: 20]**

## PAPER 2: MARK SCHEME

Note: all Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

**1 Imagine you are Aunt Pegg. After one week of looking after the children, you write a letter to their parents in which you:**

- **give your impressions of the children;**
- **give an account of your progress with them so far;**
- **tell your plans for the next week.**

**Write your letter. Base it on what you have read in Passage A.**

**You should write between 1½ and 2 sides, allowing for the size of your handwriting.**

For this question, 15 marks are allocated to assessment of Reading Objectives R1–R3 (see syllabus); 5 marks are allocated to assessment of Writing Objectives W1–W5 (see syllabus).

### General notes on possible content

Note: there are **two** parts to a complete answer.

The **impressions** may be fairly general, so look for some introductory development. The main part will be about **progress**, and the best candidates will try to make some sense of what is meant by her philosophy to tie it all together. Clever candidates will use the reading clues well to predict next week's programme.

The final mark is based on the **quality** of the answer.

It is most important to reward a consistent letter. Remember, Aunt Pegg may be at least partially right – for all we know, the children may be little devils. Also, some very clever candidates might tone down what she says for fear of alienating the parents – this should be made obvious in the wording. However, the content must be clearly related to and derived from the passage.

**Candidates may use the following ideas:**

### Mark A (Impressions)

- ☐ **lazy** ('sitting doing nothing'/getting up in the morning/maybe slow to do tasks (her explanation of 'like zombies')
- ☐ **naughty/indisciplined** (fights/what she thinks is swearing/episode of bags in the street)
- ☐ **spoilt** (over-indulgent/allowed to eat sugary foods/leave food)
- ☐ **untidy** ('making my tidy room messy')

**NB Look for overview and good development.**

### Mark B (Progress)

- ☐ **keeping watch/control** (eyes in the back of her head!; blowing whistle)
- ☐ **punishments** (extra cleaning/stand in corner/early to bed/no proper food)
- ☐ **tasks/keeping occupied** (cleaning/sweeping/tidying)
- ☐ **education** (cooking/arithmetic/'good' books/nature study)
- ☐ **diet** (lock away salty and sugary foods/make them eat lettuce)

**NB Reward references to and exploration of 'philosophy' and 'morals'.**

**Mark C (Plans for the next week)**

- ❑ **reward more of the same** e.g. extensions of education programme, tightening of discipline, more dietary ideas
- ❑ **or** what Aunt Pegg sees as some relaxing of the regime, realising that the parents will be returning; perhaps she has some ideas of rewards
- ❑ **or** some other, invented happening that Aunt Pegg has lined up for the children which relates to her expectations of them as shown in the passage
- ❑ make sure that you can discern some relation to the content of the passage before rewarding

**NB Allow candidates' interpretations of the time scale e.g. the visit to town and all of paragraphs 7–10 may be used as content for the next week.**

**A: CONTENT (EXTENDED TIER)**

Use the following table to give a mark out of 15.

<b>Band 1: 13–15</b>	The answer reveals a <b>thorough</b> reading of the passage. There is an appropriate amount of supporting detail, which is well integrated into the letter, contributing to a strong sense of purpose and approach. Candidates create a consistent attitude for Aunt Pegg and make some reference to her 'philosophy'. Candidates take on the role/character of the writer. Original ideas are consistently well related to the passage.
<b>Band 2: 10–12</b>	There is evidence of a <b>competent</b> reading of the passage. The candidate does well to represent Aunt Pegg's attitude and some character, and to integrate some of the material with occasional effectiveness, and without repeating the passage. There is some development, but the ability to sustain may not be consistent. There is some supporting detail throughout.
<b>Band 3: 7–9</b>	The passage has been read <b>reasonably well</b> , but there may be some weakness in assimilating material. There may be evidence of a mechanical use of the passage. There is focus on the task and satisfactory reference, but opportunities for development and interpretation are not always taken.
<b>Band 4: 4–6</b>	Some reference to the text is made without much inference or more than brief, factual development. Answers may be thin, lack originality or in places, lack focus on the text, but there is some evidence of general understanding of the main points of the passage.
<b>Band 5: 1–3</b>	Answers are either very general with little specific reference to the text OR lift sections of the original. Content is insubstantial and there is little realisation of the need to modify material from the passage.
<b>Band 6: 0</b>	There is little or no relevance to the question or to the passage.

**B: QUALITY OF WRITING: STRUCTURE AND ORDER, STYLE AND LANGUAGE**

Use the following table to give a mark out of 5.

<b>Band 1:</b> <b>5</b>	The language of the letter has character and sounds real, possibly as Aunt Pegg might write or speak. Comments are very clearly expressed and enhanced by a wide range of effective and/or interesting language. Structural presentation is sound throughout.
<b>Band 2:</b> <b>4</b>	Language is mainly fluent and there is clarity of explanation. There is a sufficient range of vocabulary to express thoughts and feelings with some precision. There are occasional hints of character or appropriate voice. The letter is mainly well structured.
<b>Band 3:</b> <b>3</b>	Language is clear and appropriate, but comparatively plain, expressing little character. Individual points are rarely extended, but explanations are adequate. There may be flaws in structural presentation, such as very plain beginnings and ends.
<b>Band 4:</b> <b>2</b>	There may be some awkwardness of expression and language is too limited to express shades of meaning. Look for structural weakness in presentation of material.
<b>Band 5:</b> <b>1</b>	There are problems of expression and structure. Language is weak and undeveloped. There is little attempt to explain ideas.
<b>Band 6:</b> <b>0</b>	Sentence structures and language are unclear and the work is difficult to follow.

**2 Re-read the descriptions of:**

(a) Aunt Pegg in paragraphs 2 and 3;

(b) the children in paragraph 5.

**Select words and phrases from these descriptions, and explain how the writer has created effects by using this language.**

For this question, 10 marks are allocated to assessment of Reading Objective R4 (see syllabus).

**General notes on likely content:**

This question is marked for the candidate's ability to select effective or unusual words and for an understanding of ways in which the language is effective. Expect candidates to select words that carry specific meaning, including implications, additional to general and to ordinary vocabulary. Alternative acceptable choices and explanations should be credited. Mark for the overall quality of the answer, not for the number of words chosen.

The following notes are a guide to what good candidates **might** say about the words they have chosen. They are free to make **any sensible comment**, but only credit those that are relevant to the correct meanings of the words and that have some validity.

Candidates *could* score full marks for excellent comments on three words from each part of the question. Mark and credit what is positive.

**(a) Aunt Pegg in paragraphs 2 and 3**

Most candidates should give an overview of Aunt Pegg as utterly unpleasant to the point of savagery, and the best will wonder whether the description is an exaggeration, perhaps representing the point of view of the two disaffected children. Candidates in Band 1 must make valid comments about the images, starting with the image and applying it to the meaning in the passage.

The description starts with an outpouring of hatred. Candidates should pick out the strength of **vile**. The ugly rhyming **leering, sneering, peering** that follows should suggest that the list of rhymes is for unusual emphasis (like a chant) but good candidates will unravel the meanings, which are appropriate to the rest of the description. For example, **peering** goes with **eyes on sticks**. Candidates should be careful to see the strange visual image here, but also explain it as being able to see in all directions and particularly out in front, so she saw everything. **Leering and sneering** go with the lack of a smile and the **upside-down new moon**. This is a strongly visual image, the opposite of a happy smile. The third image is that of **pounce like a cat**. To get the strength of this they must start with the cat, consider its strength, the way it preys and the sharpness of its steel claws. In fact this is another exaggeration, as is **snarl**, which prolongs the cat image and the sneer. An alternative interpretation has to do with a cat that watches the children all the time. It is unlikely that she was literally '**on top of us**' though it might mean no escape because she was so near. These words all fit together, leaving **wizened** and **muscular strength**, which can only really be explored for meaning.

**(b) The children in paragraph 5**

Note that there is less in **(b)** than in **(a)** so do not be strict about balance. However, there are two good images and candidates should discuss **mournful** and **nostalgia**. There is more exaggeration here, as if the children had been transformed from their former state into something lifeless.

**Mournful** sounds as if something has died, and that 'something' is the happier past. So the children grieve for it. **Nostalgia** is another way of looking at the same thing. It is an odd word to use since you would expect it to apply to a faraway past, but perhaps a few days in Aunt Pegg's company are like a different age. Give plenty of reward for any candidate who gets to grips with this word in any depth. Similarly, reward candidates who discuss the image **little zombies** with some success. Zombies are animated bodies without souls (or more popularly, undead corpses). In voodoo they cannot exist without a master – in this case, undoubtedly Aunt Pegg. So they mooch around doing their chores under control, without any reaction. A result of this is their new habit of being **uncommunicative**, suggesting that they were too miserable, or traumatised by the woman, even to talk to each other. Candidates should also refer to the **barred doors of our prison**, barred because there was no one to turn to, ironic because it was their own house, perhaps like a prison because they had a warder and were under constant surveillance.

**Marking Criteria for Question 2: READING**

Use the following table to give a mark out of 10.

<b>Band 1:</b> <b>9–10</b>	Wide ranging discussion of language with some high quality comments that add meaning and associations to words in both parts of the question, and demonstrate the writer's reasons for using them. May group examples to demonstrate overview of meaning/inference/attitude. The candidate tackles imagery with some precision and imagination. There is evidence that the candidate understands how language works.
<b>Band 2:</b> <b>7–8</b>	Reference is made to a number of words and phrases, and some explanations are given and effects identified in both parts of the question. Images are recognised as such and the candidate goes some way to justify them. There is some evidence that the candidate understands how language works.
<b>Band 3:</b> <b>5–6</b>	A satisfactory attempt is made to identify appropriate words and phrases. Candidates mostly give meanings of words and any attempt to suggest and explain effects is weak. One half of the question may be better answered than the other. Candidates may identify linguistic devices but not explain why they are used. Explanations are basic or in very general terms (or may be virtually ignored).
<b>Band 4:</b> <b>3–4</b>	Candidates select a mixture of appropriate words and words that communicate less well. Explanations are only partially effective and occasionally repeat the language of the original, or comments are very general and do not refer to specific words.
<b>Band 5:</b> <b>1–2</b>	The choice of words is partly relevant, sparse or sometimes unrelated to the text. While the question has been understood, the candidate does little more than offer a few words and make very slight, generalised comments. The answer is very thin.
<b>Band 6:</b> <b>0</b>	The answer does not fit the question. Inappropriate words and phrases are chosen.

**3 Summarise:**

(a) what makes a good uncle, as described in *Passage B*, and

(b) what the children disliked about their aunt, as described in *Passage A*.

Use your own words as far as possible.

You should write about 1 side in total, allowing for the size of your handwriting.

For this question, 15 marks are allocated to assessment of Reading Objectives R1–R3 (see syllabus); 5 marks are allocated to assessment of Writing Objectives W1–W5 (see syllabus).

**A: Content: Give one mark per point up to a maximum of 15.**

**What makes a good uncle (Passage B)**

- 1 Give **love and attention**/spend time with them
- 2 Don't find children **irritating**/enjoy their company
- 3 Bring **presents**
- 3a Take them to places they like
- 4 Let children have burgers etc./favourite **food**/junk food

- 5 Let you do **daring** things/have to **rescue** you/take risks – CHILDREN
- 6 Keen on **ball games**/games in general
- 6a Are **energetic**
- 7 Not interested in **reading books**
- 8 Live **exciting lives**
- 9 Can make up **stories**
- 10 **Cheerful on departure**/indicate more of the same next time/promise to return
- 11 Make **suggestions to your parents** on your behalf
- 11a Disobey rules/ignore notices/reckless/risk takers – UNCLES

### What the children disliked about their aunt (Passage A)

- 12 **Verbally unpleasant**/snarls/tells off/snaps
- 13 Never **smiles**/always **grumpy**/in a bad mood
- 14 **Spies** on children/sneaks up
- 15 Gives out **jobs**/cleaning/weeding/daily tasks
- 16 Gives horrid, chewy **food**/food they dislike (lettuce)/eating rules/locks up treats
- 17 **Educational programme**/mental arithmetic/boring books/names of plants
- 18 Makes them carry **heavy shopping bags**
- 19 Gives **punishments**/sends them to bed without proper meal/stand in corner/hands on head
- 20 Her **whistle/military** style
- 21 Goes on and on/**her 'philosophy'/'morals'**/lectures children
- 21a Forbids fighting

NB Not just 'strict' which covers most of the above.

### B: QUALITY OF WRITING (CONCISION, FOCUS AND WRITING IN OWN WORDS)

Use the following table to give a mark out of 5.

<b>Band 1:</b> <b>5</b>	All points are made clearly, concisely and fluently, in the candidate's own words (where appropriate). The answer is strongly focused on the passages and on the question.
<b>Band 2:</b> <b>4</b>	Both parts of the answer are concise and well focused even if there is an inappropriate introduction or ending. Own words are used consistently (where appropriate).
<b>Band 3:</b> <b>3</b>	There are some areas of concision. There may be occasional loss of focus. Own words (where appropriate) are used for most of the answer. The candidate may use some quotations in lieu of explanation. Answers may be list-like, not well sequenced.
<b>Band 4:</b> <b>2</b>	The answer is mostly focused, but there may be examples of comment, repetition or unnecessarily long explanation, or the answer may obviously exceed the permitted length. There may be occasional lifting of phrases and sentences.
<b>Band 5:</b> <b>1</b>	The answer frequently loses focus and is wordy, or is grossly long. It may be answered in the wrong form (e.g. a narrative or a commentary). There may be frequent lifting of phrases and sentences.
<b>Band 6:</b> <b>0</b>	Over-reliance on lifting; insufficient focus for Band 5. Grossly long.



**PAPER 2: SCRIPTS WITH EXAMINER COMMENTARY (CANDIDATES K-U)**

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**Candidate K**

- 1 I'm writing to say how un-manord your children are. As soon as I walked through the door they were sqobbling, arguing and dishing out insults that in my opinion were highly inapropriate. To be quite honest with you I find it apauling.
- They don't have an ounce of respect, always making a mess of the house, leaving toys everywhere and dirtying anything that comes in contact with them.
- I am a woman of disipline I wont take to kind to this. I have removed all of their indugences. The amount of sugar they were eating was rotting their teeth so I have replaced it with only nutrition. They did not enjoy this in the slightest but they have learnt tears will not get them their own way and have learnt that I most certainly not a push over.
- They children have learnt how to plant the finest roses and nurture them at a high standard. They are currently learning how to cook the favorite dish of mine 'White Wine Chicken'. The effort put in has increased due to the fact, they mess it up, they eat it. I shall have no wastage. Because of their foul language and dissabediace last Tuesday they are spending the week in the garage cleaning and sorting everything in there dreadfully unorganised box's with all the useless trash you have in there. I dont see why you have a mass amount of consoles and CD players in there. Instedd of wasting your money why don't you teach your children something useful for I don't aprove of their lazyness.
- I am sure you will realize a change in their attitude, this should of been delt with years ago. I am going to have to leave it at that as the children are playing in leaves compleatly makin the garden look a bombsite.
- Regards,  
Aunt Pegg.

**Question 1**

*A range of selected points for the first two sections is given, but there is little attempt to develop ideas or to deal with the third section, and there is some drifting away from the passage in the fourth paragraph. There are frequent insecurities of expression, but meaning is clear.*

**Mark: 6 (reading/content) + 2 (quality of writing)**

- 2 (a) The writer uses alot of words and phrases that describe Aunt Pegg.  
"She would pounce on us like a cat, and savage retribution would follow."  
Here the writer uses this short description to show how unothodox her actions are and by using savage retribution the writer implies how dreadfull her punishments are.
- The writer also uses comparasons to show certain aspects about this lady.  
"her mouth was like an upside-down new moon without a hint of a smile."  
Here the writer compares Aunt Peggs smile to a upside-down new moon, which obviously implies that she doesn't smile to often. This brings humor to the text.
- (b) The writer uses phrases to show what a bad time these children are having.  
"we went about our daily tasks like little zombies."  
Here once again the writer adds humor to the text. He's trying to show how misserable these children are and compares them to an slow moving, effortless creature.  
The author also describes the change in the children.  
"We became uncommunicative and even forgot to insult each other."  
Here he shows how from having nothing on their minds but to insult each other to suddenly forgetting to that they well and truely are 'zombies'.



**Question 2**

*Some relevant choices are made, and there is some attempt to comment on general meanings, though these are not always convincing, as in the case of the 'new moon' simile. The choices take the form of long quotations rather than specific words and phrases, and this reduces the focus on specific language. The choices are insufficient in number, and some of the most significant ones, in both parts of the question, are not identified.*

**Mark: 5**

- 3 (a)** In this text it shows you how a uncle is almost like the older brother you never had, taunting and amusing A good uncle is someone who can show you a good time and endlessly cracking up wise jokes to keep that amused smile on your face. Even if you have just fallen out of the tree he told you that you couldn't climb because your are such a girl. A good uncle makes you want to show off your new football tricks, then he just embarreses you be doing an even cooler trick. This test compleatly shows what and how a good uncle should be like even if he does encourage you to play on the 'no ball games' area.
- (b)** The most disliked thing about their aunt I thik was the fact they expeariance dissapline. Along with Aunt Peggs jobs she made them do the also detested the fact that everything they now had to eat had zero sugar in so obviously the kids disliked her for that. And even if they attempted to slack off she would be there like a flash sending them straight to the naughty corner! I dont there is anything to like about her.

**Question 3**

*Only five points were correctly identified. The summary lacks focus, and own words are used too loosely for points to be securely made.*

**Mark: 5 (reading/content) + 1 (quality of writing)**

**Overall comment:** *The script shows some understanding but is generally brief and thin. It uses only a fraction of the available material, and thus conveys the impression of being the result of only a cursory reading.*

**Total Mark: 19 (Low grade E)**

**Candidate L**

- 1 Dear parents,  
I am writing to you about the week I spent time with you're children.

They are good at times especially when they listen to me. you are very lucky to have children whom obey you, however if you think this is impossible certainly its from all those sugary sweets you feed them.

What you should do, like what I've did is simply feed them healthy snacks. of course if they say no or attempt to not finish you'll just have to be stricked with them by throwing in some chores.

Although I had I see their fake smiles upon me it was quite the fun I had. Once they even tried to run away now you see what I mean. Really just a quick disipln would do the trick.

I am very happy to say you're children do listen and thats all because of the care you give them, however you must in any cercumstances give them the look that way it will be easier, now I'm not saying their not dears because they are its just too much love you show them.

okay my plans for the next week well I will just have to carry on with healthy food, chores but of course a small snack can also be rewarded.

Maybe I might even throw a camp out where the children can learn to survive out in the wilderness catching their own food to eat if not I do have my homemade delicacy. by that I mean healthy.

These children really should understand that I love them but I'm just doing it for their own good for the future.

I'm sure and I know in the future when they are all grown up you'll be sure to know that they'll thank me for this.

I'll be the one that proven to them that disipln isnt too bad. Not to worry too much I'm sure you'll get used and so will the children.

yours truely  
Aunt Pegg

P.S I left some homemade snackes in the fridge just follow up the recipe and feed that to the children. It is healthy and good but surprisingly I dont know why the children don't think so.

**Question 1**

*The number of points is limited, and there is little detail used. However, each aspect of the task is covered, with occasional development, and there is an attempt to give ideas for the following week. The material is integrated, and there is overall structure, but internal sequencing is weak because of a lack of linkage between paragraphs, especially in the second half. The expression is sometimes awkward or over-casual (e.g. 'Okay', 'well', 'Not to worry'), but occasional sense of character is conveyed, as in 'would do the trick'.*

**Mark: 6 (reading/content) + 3 (quality of writing)**

- 2 (a) the writer gave a rythem to the words leering, sneering and peering  
very interesting as it juggles the readers mind to make us be very entertained.

Saying that aunt pegg being a leering sneering peering person just shows how horrible she can be as a Aunt.

peernig means when someone or somebody just spys on you without you knowing or if you just happen to be watching you will be very uncomfortable.

The same goes for sneering its just someone being sneaky around you and then again you will feel very uncomfortable

leering just means someone who spots you and just goes around being nosy or just looking which again makes you feel very uncomfortable.

"pounce on us like a cat, and savage retribution"

this expression gives the audience a very clary imgery of Aunt pegg being a person with the six sense of a cat and would just spy on you with every move you happen to make.

"Aunt pegg had eyes on sticks" showing how much shes protective over and will just want to look out to you incase of any harm or if you're up to something.

Aunt pegg was very clearly discribed as if she was a spirit or something she was able to do without people knowing in paragraph 3 the way the writer made her sound was like she is very controlling.

Aunt pegg was described to be a very cruel like image upon readers mind.

- (b) the children were detrutly in misery as they were suffering from a horrible Aunt.

The children even says its like being in prison with her.

"Zombies" which could describe the children working without sleeping or just wanting to die. instead of carrying on with this horror.

## Question 2

*Some vague meanings are offered, and some of them are accurate. There is an attempt at an overview for part (a), but the first phrase is dwelt on excessively and repetitively. The second part lacks sufficient choices, though the two which are offered are relevant, if underdeveloped.*

**Mark: 5**

- 3 (a) What makes a good uncle, as described.

a good uncle is never the boring simple person he is more likely to be a humerous entertaning guy who sticks to you like glue whilst having the time of your life.

a good uncle will have a very cool and Awesome personallity. Sharing lots of adventures with you and also having to prove that he is the best uncle ever & especially when he gets you gifts now theres something our parents may not agree on

he may even give you the highlights of your journey. A person who doesent mind eating junk and shareing you with every exictng journey you embark on.

**(b) What children disliked about their Aunt**

a bad Aunt would keep you at home feeding you the most unbearable food which for us children we don't consider calling it food.

Keeping us at home like prisoners, watch every move we make and on top of that giving us chores.

Aunt Pegg was stricked and would have us obey every rule she has upon us.

**Question 3**

*Only three points are made in each section, and the use of material from the passages is highly selective. Expression is imprecise and colloquial, e.g. 'cool and Awesome'. There is some confusion between the actions of the children and those of the uncles.*

**Mark: 6 (reading/content) + 2 (quality of writing)**

**Overall comment:** *This candidate shows occasional understanding of the passages and awareness of the requirements of the tasks, but responses are not sustained or consistent.*

**Total Mark: 22 (Grade E)**

**Candidate M**

1 Dear John,

I have been looking after your children for the past week and I have noticed that your children are not well-behaved and they are too noisy around the house. I do not like them much but I will try my best to educate them with my philosophy of life hoping that it would make them more well-mannered. I have also noticed that your children's diet is unacceptable. They only enjoy eating very sweet foods and very salty foods. I am currently trying to lead them into a healthier diet by giving them oat cereals with less sugar and teaching them to bake cakes that contains less sugar than ones that can be bought outside. I also gave them lots of vegetables to eat, for example lettuce, they may not like the taste of lettuce but it is all for their health. I have also been training their minds by giving them arithmetic sums to do so it would improve their mathematics. Also, I had them learn the names of the weeds in Latin so it would give them both knowledge of the weeds and learning another language. I made them do extra cleaning if they don't finish their foods because it would teach them the importance in eating all the food and not wasting any. Starting next week I am planning to give them more mental arithmetic sums and let them identify a larger variety of weeds to train them to do sums faster and to give them knowledge of more weeds. I will increase the punishment in not finishing food to reinforce the importance of not wasting food. I will also give them food with even less sugar in it as they should be used to the food they had this week and ready to take on healthier foods. And I am going to tell them more morals tales in an attempt to teach them some manners and teach them to behave sensibly. I believe that they need strong discipline and routine to get them out of their laziness.

Regards,  
Pegg.

**Question 1**

*The response shows reasonable understanding and there is some use of detail, which is occasionally effective, as in the case of the diet description. However, there is little attempt to develop more general ideas or to convey the character of the writer. The lack of paragraphs is indicative of weak sequencing of ideas and gives a list-like quality to the letter. The expression is clear and appropriate, although rather plain and lifeless.*

**Mark: 7 (reading/content) + 3 (quality of writing)**

2 In paragraphs 2 and 3, the writer uses various words and phrases to describe Aunt Pegg. "She would pounce on us like a cat" is a metaphor used to describe Aunt Pegg as the cat and them as the mice getting chased at an "pounced" at like kids playing with toys. "Savage retribution" is a hyperbole describing the consequences of "enjoying friendly fights or just sitting doing nothing". Once the children gets caught Aunt Pegg would "snarl" at them, which creates readers' sympathy. Aunt Pegg's mouth was like "an upside-down new moon without the hint of a smile" is a metaphor describing how Aunt Pegg's face always looked so grumpy.

In paragraph 5 the writer uses various phrases to describe the children. For example, they were doing their daily chores like "little zombies", this is a metaphor that shows how unemotional the children had become.

**Question 2**

*The response is brief and unbalanced; it selects only one choice for part (b). Only some of the choices in part (a) are accompanied by meanings. For instance, we are told that the reader's sympathy is evoked by the word 'snarl', but not what it means. 'Hyperbole' is a correctly used term, but 'metaphor' is not, on any of the occasions it is used.*

**Mark: 4**

- 3 As described in passage B, the things that makes a good uncle is that they buy presents most, if not, everytime they visit and it is usually presents that parents disappoves of. Good uncles may take you with them on their holiday and treat you to eating unhealthy foods. Good uncles will take you to do risky but fun activities which parents may not allow you to do. Good uncles will also want to play games with you as they might want to show off their skills or maybe they just like playing with you. They also ignore government rules like "No ball games" just to play ball games with you. Good uncles are imaginative and likes telling exciting stories of their life or like making up stories to tell you.

As described in passage A, the children doesn't like their Aunt because she gives them mathematical questions that are almost impossible for them to do. And she gives the children foods that they dislike, usually involving in tasteless foods. The children dislike their Aunt to this extent because she does not allow them to play and does not let them into the house until they get the correct names of weeds in Latin. They hate her so much that they wanted to escape even though they eventually fails.

### Question 3

*This brief response contains 8 points, only 2 of which are for part (b). There is a loss of focus at the end, which becomes general comment.*

**Mark: 8 (reading/content) + 2 (quality of writing)**

**Overall comment:** *This response seems to have been done somewhat cursorily, with a lack of thoroughness generally and an inattention to detail in questions 2 and 3. Expression is clear and concise, but unambitious and without stylistic variation for the different tasks and audiences.*

**Total Mark: 24 (Grade D)**

## Candidate N

1

25<sup>th</sup> May, 2009

Dear Janice and David,

It has already been one week looking after Chris and John. Have you been doing well on your Business excursion to Thailand? Anyway, I am writing to inform you the progress with your children so far, and to elaborate on the routine and targets I have set for your children that will be enforced on the coming week. Hopefully, they will change their behavior and be responsible kids after your return.

Sadly, your children had been performing irrationally and require serious discipline. Firstly, I realize their habit of having occasional fights. I was unsure of what they were fighting after, however I would give adequate punishment, such as telling them to stand in the corner with hands on heads, that way they will never fight again.

Furthermore, I've noticed your children have too much free time and usually 'sit and do nothing', thus I have managed to keep them occupied by assigning household chores which include sweeping the yard, tidying the house, and teach them how to bake scrumptious cakes as a treat. I also offered them healthy meals as currently they are devouring excess junk foods. Additionally, I have taught them to be conservative with their food and musn't have left-overs, otherwise they will have extra cleaning to do.

Apart from household chores, I have introduced to them an 'educational programme' as an alternative they were provided with mathematics session followed by 'Reading Improvement'. Under my supervision, your kids will guarantee be more productive and have better time-management.

Lastly, I must mention, your kids tried to break away on a day we went shopping in town. Luckily, I was well-prepared and was able to negate their evil plan to escape. They were severely punished afterwards of course.

By the way, I got to go, your kids are making tremedous noise downstairs. Although they had been a hassel and remained naughty throughout. Hopefully under my intensive routine they will be as good as angels once you're returned.

Yours sincerely,  
Rachael Pegg

**Question 1**

*There is an appropriate introduction and a range of points for the first two sections, including a little detail, but no reference to plans for the coming week. The style conveys an occasional sense of voice through a range of suitable phrases (e.g. 'elaborate on the routine', 'assigning household chores'). However, it is not consistent and the expression is sometimes unconvincing or awkward, for instance 'kids', 'hassel', 'to be conservative with their food and musn't have left-overs'.*

**Mark: 7 (reading/content) + 3 (quality of writing)**

- 2 The writer utilizes many literary devices and descriptions to depict the appearance of Aunt Pegg in paragraph 2 and 3 and the feelings of the children during their time with Aunt Pegg.

Firstly the writer uses assonance to create a sound and atmosphere of displeasure of the children impression of Aunt Pegg, shown as "leering, sneering, peering Aunt Pegg!" The repetition of e sound gives a slightly discomfort tone to the passage, also the dictions used gives a negative connotation on the presentation of Aunt Pegg. Furthermore, the writer uses simile to describe how she treated the kids, "pounce on us like cats". This simile shows how the kids are being treated roughly and like animals. Later on she was described as having "eyes on sticks". This metaphor demonstrates she is very prudent and well-aware of the kids' actions and behavior. This implies that she possess the ability, similar to God, she is all-knowing and was conscious about every movement and intention of the kids. This in-turn shows her superiority over the kids and



the reason for them to be scared of Aunt Pegg. Subsequently, she was shown as "all-powerful", by the quote, "tiny woman of great muscular strength and energy". This acts as a contrast and juxtapose someone which is small in size but has powerful, muscular, superhuman strength. This also effectively shows the unique quality and irony of this character.

Then, her mouth was described as "upside-down new moon". The simile used creates a negative image of her appearance which shows she's strict and mysterious as moon is often associated with night and darkness which implies her spooky and unpredictable personality.

The feelings of the children were conveyed using strong descriptive texts, they were "very mournful children". The intensifier followed by adjective with negative connotation. This emphasize how despair the kids were. They undertook daily task "like little zombies" which shows they were given dull and boring chores. They kids lost interest in their tasks as the descriptions of zombies on kids show the lack of energy and fascination whilst kids are supposed to be feisty and lively. Finally, they were described as being taken into custody and longed for their parents to "unlock the barred doors of our prison". This metaphor implies the kids are trapped and their only hope to escape are their parents. This phrase gives a negative tone and mood to the reader as the kids are seemingly convicted, making the reader sympathise for the kids.

### Question 2

*The response is focused but relies on the identification of literary terms in part (a), and is vague about meanings in some cases, such as in the comments on 'leering, sneering, peering'. However, there is a good range of choices and some valid effects are offered at the end of part (b), in addition to occasional touches of overview throughout.*

**Mark: 7**

- 3 A good uncle will continue to care for you and love you unconditionally. They will dedicate their time on you regardless of how busy they are. They will never find you annoying and are always willing to buy any toys for you that your parents will never think of buying. Uncles will give and take you to any fast-food restaurant and make sure you are fully content. They may even urge you to do dangerous and exciting activities and will always be there to save you when you are at risk. A good uncle will be keen to take you to football game without moaning how busy they are. They will also keep you entertained by telling anecdote of something they have done particularly remarkable. Good uncles will allow you to do basically anything without any rules or limit. They are your good friends and will always be there for you. Children often dislike their aunt because they are very strict and forces you to obey their rules. They give you little, or no freedom and will never let you do the activities you like. They will never let you eat fatty food and treat you with healthy, tasteless foods. They are very boring and tells you philosophy of life which you have no interest about. Your Aunt will have total control over you and life is boring and odd.

### Question 3

*This brief response contains 9 points in all, but only 2 of them are in the second part. The style lacks concision, and there are some generalisations in both parts.*

**Mark: 9 (reading/content) + 2 (quality of writing)**

**Overall comment:** *This is a reasonable script in its demonstration of reading and writing competence, but it does not go far enough in its use of the relevant material available. There are signs of potential in each answer, but all three demonstrate some form of weakness.*

**Total Mark: 28 (Grade C)**



**Candidate O****1 Dear Parents,**

I have been looking after your children for a week now. My first impression would be, they need to be taught discipline, they must be prepared for life. Luckily, I am here to teach them. They put a mess in my room, don't they anything about respect, besides, they could have been doing much more useful things instead. They are obviously very naughty and disrespectful. I think it is about time to teach your children about life.

Since they must be prepared for life, I began the week with strict rules and tasks. They must not waste time, there is always something to do around the house, whether it be cleaning the house or cooking dinner. I would also like to say that eating sugar all day does not help either. First of all they get too excited and secondly, it is very dangerous for thier health. Which is why I locked all sugary foods away and bought much healthier food instead. Doing this was proved to be the right thing, by day two, they were already much calmer and stopped midlessly fighting with each other, and your house is already starting to look much better now they are not wasting thier time argueing with each other.

I also thought they need to be more educated, which is why I thought up of an educational programme. My first observation is that they lack mathematical skills, which I find unacceptable. They also have to start reading real books, instead of reading useless comics. They need books which teach them lessons on life. However, theory is not all that should be taught, you should be happy to know they can now distinguish weeds just by looking at them or even just by smell, which was a very difficult task to them.

However, all this discipline is not enough, they still try to avoid or escape from me, but this will not happen again, I am ready for any situation. By the end of the week, they won't even think of doing so.

For the following week I have already planned everything. They will be taught the "philosophy of life", which I think they lack. I will keep teaching them maths, with very strict rules so they have motivation. Thier diet will be fixed and controled, this way they will stay healthy and avoid fatal diseases. I will enforce my regulations with more severe punishments to guarentee success.

When you get home, your children will have changed. They will be more polite and respectful. They will be fully independent. Your house will be twice as nice and clean as when you left off.

Aunt Pegg.

**Question 1**

*The introduction sets the tone and the voice of the character is largely convincing. Reading comprehension is reasonable overall, but the third bullet is dealt with rather vaguely. There is some awkward expression, but the language is generally clear and appropriate, and there are some effective turns of phrase..*

**Mark: 9 (reading/content) + 4 (quality of writing)**

- 2 (a)** Throughout paragraphs 2 and 3, the children describe Aunt Pegg in many different ways, all of which are negative remarks.

The first line saying "Vile Pegg! Leering, sneering, peering Aunt Pegg!". This is how we are introduced to her. This gives the reader the direct impression that she is some sort of pest. The phrase is repeated but with different adjectives, this shows that the children needed to

add some more words to try and describe her. The reader also has the immediate reaction that the children do not appreciate her, the explanation mark also emphasises this. There is also a repetition of the "ee" sound, to give more impact.

The next phrase saying how she "would pounce on us (children) like a cat". This also emphasises that she is a pest who is always trying to find the opportunity to punish them, followed by a "savage retribution". This also makes her seem evil and doing this just to annoy them, or trying to feel powerful. "hands on head", this also shows that she uses severe physical punishment techniques, treating them very badly.

When it says "wasting your time, I saw you!", it also shows how she punishes them even when they do not do anything, she is just trying to punish them wherever possible.

On the second paragraph, the children say she has "eyes on sticks", which also shows that the sole reason she is here is to punish them. "One moment she wasn't here... was on top of us", this also shows she really tries to wait for opportunities, she is smart, she makes sure the punishment is justified. "Tiny woman of great muscular strength", possibly meaning she experienced her childhood like she is teaching, which explains the strength, or perhaps related to physical punishment, what other way would the children know her strength?

"Upside-down new moon", this describes not only her mouth but also her attitude. It shows she is never happy and simply dislikes the children overall. A "new moon" is also very thin, meaning keeps her mouth shut to emphasise how unhappy and angry she looks.

- (b) Paragraph 5 describes the children after having suffered through this intense "training". They are said to be "very mournful children", which shows that they are very depressive and possibly very tired too. "Nostalgia set...". This emphasises how bad this week is starting, as if Only one day took very long for them. They already forgot how their lives used to be and how lucky they were.

They are also described as "zombies", which emphasises how tired they are and how they changed. It gives the reader the image of the children moving slowly with gray faces without any emotion. They have been turned into mindless drones. They also became "uncommunicative", which shows that they have lost contact with their old lives, now they wake up from bed to work, and sleep knowing this will repeat for days. They have lost the ability to communicate like real humans.

"Even forgot to... insult each other", this shows that the children have changed completely, they even stopped doing what they did best. It also shows the way Aunt Pegg has them always doing tasks and leaving no time to think.

"Unlock the barred doors of our prison", this phrase is very strong and compares their life with aunt Pegg with prison. Their only way out is their parents coming home. Their only hope is for the week to end.

## Question 2

*Both parts contain relevant choices, and part (a) touches on effects, though without fully explaining them. The quality of comment is inconsistent and the content is rather thin overall. Part (b) is weak and does not go beyond the identification of choices. There is a loss of focus at the end, and insufficient attention to how language works throughout.*

**Mark: 5**

- 3 (a) According to Passage B, what makes a good uncle is mainly being spoilt and treated very nicely and letting you do what you want, freedom.

The good uncles are the ones who care for you and are happy to be with you, they always make you happy, whether it be to give you treats or just to play with you. They should let you do things your parents never allow you to do. They should have the mind of a young child, interacting with you on all possible occasions.

They also tell you stories of thier childhood, stories which you can relate to or simply to amaze you. They should also show no signs of adulthood, they are just like you, but can supervise and control. You only meet them for a short time, and they do the best to make it a very memorable moment.

- (b) The children really dislike Aunt Pegg. To them she is a pest, always looking to make them feel bad. She never smiles or shows any signs of happiness. She is pure evil to them.

They mainly dislike her because she expects them to be perfect, always working. They have absolutely no free time or freedom. She makes thier lives very tough and unenjoyable. But what they really dislike is the punishments, making a slight mistake and you face severe consequences. During the two weeks, the only thing they thought was when this will end. They also hate the way she teaches them how to live thier lives. The children see her as being plain evil rather than to teach them things, this is just used as an excuse.

Overall, they dislike every aspect of her. Being with Aunt Pegg is a nightmare for them.

### Question 3

*Only 9 points are made, and they are not made concisely. There are gaps in focus in both parts. The ending is generalised.*

**Mark: 9 (reading/content) + 2 (quality of writing)**

**Overall comment:** *The candidate demonstrates competent reading and writing skills, but there is a tendency to vagueness and a lack of substance which prevent the marks being higher.*

**Total Mark: 29 (Grade C)**

**Candidate P**

1 Dear Parents,

For this past week I have been taking care of your dear children and we have done many interesting things. These kids seem to be a bit unbehaved and indisciplined. During some days of this week they have been fighting and insulting each other and by doing these activities They made my tidy room messy. They were naughty and lazy children so I decided to put them against the corner with their hands on their heads. In order to make them more disciplined, hard-working and behaved children, I decided to give them small lectures about life so they learn. They have made a lot of progress over this week as I made the sweep the yard, tidy the house, and I even taught them how to cook cakes! Everyday I served them a nice healthy breakfast made of cereal; and if they didn't finish it, I would give them extra cleaning so they become more disciplined. They seemed to be more calm as they stopped insulting each other which really pleased me.

However, on the third day they decided to run away while we were visiting town. They dropped the shopping bags and started to run away, but I was prepared and I blew my whistle and some generous people retained them. After this incident, I took them back home and gave them a lesson about philosophy and morals so they don't repeat this ever again. I sent them off to bed after a healthy dinner.

Throughout the week I used my educational programme which consisted of making them clever boys. I set them some mental math exercises. I also gave them books to read to improve their language and they also learnt the names of some weeds.

For the next week I have planned to continue with a similar programme like this one and maybe have a more relaxed week with cultural excursions such as going to the zoo. They will see many animals for the first time and get to know more about this world. I also planned to go to a museum, so they can find out about all the famous painters and discover the famous paintings. I will keep giving them some math problems to resolve and at the end of the week, as a reward I might take them to play football or maybe even go to a restaurant.

I look forward to see you soon.

Sincerely, Aunt Pegg.

**Question 1**

*The letter uses a range of passage material and covers the three task sections, though without much development or inference. The sentence structures and vocabulary are clear but simple, which gives a list-like quality to the response. Explanations are adequate but rarely extended. There is only a little sense of character, and some of the expression is awkward.*

**Mark: 8 (reading/content) + 3 (quality of writing)**

2 The writer of this passage used a lot of descriptive and emotive language to try and explain the pain and suffering of the children while they were taken care by Aunt Pegg. In paragraphs 2, 3 and 5, the writer creates an effect of prison and claustrophobia as the children had to work hardly and barely had any free time for themselves.

In paragraph 2, the author of this passage describes the feeling of injustice of the children as they were being punished for doing barely anything. They would be "just sitting doing nothing" when the Aunt would "pounce on them like a cat" and would punish them, "savage retribution would follow". By using these similies and emotive words, the writer describes the unfair injustice that the children recieved.

In paragraph 3, the writer describes the Aunt and creates the effect of fear by the children to the Aunt, and also their feeling of having no privacy. The author says that "Aunt Pegg had eyes on sticks" which makes this use of metaphor, create an effect of children having no privacy at all,

and no freedom as the Aunt would always be watching them and controlling them. The Aunt is also described as an unhappy and a scary woman. "great muscular strength" and "without the hint of a smile". This description makes the readers understand the fear of the children as Aunt Pegg is described as a scary woman.

In Paragraph 5, the author describes the grief and sadness of the children in their wish of their parents coming back. The writer refers to the children as "little zombies" as they had no private life because they had to work the whole day. He also suggests the imprisonment of the children by saying that they want their parent to come back and "unlock the barred doors of our prison". By using this emotive language, he creates the effect of suffering of the children and their grief in their wish of their parents to come back.

In conclusion, the writer creates the effects of lack of freedom, fear, grief and injustice that the children felt while being with their aunt. He used emotive and descriptive language along with similes and metaphors to create the effect of being in a prison that the children had during their week.

### Question 2

*There is an introductory overview. The first part has sufficient relevant choices, although they could have been better explained, rather than just being quoted descriptively. The comments are vague and make only general, summary observations, for instance the comment on 'little zombies'. Two choices only are offered in part (b). The final paragraph provides no new ideas. Literary terms are given, but they do not lead to analysis of individual words and phrases and how they work in the particular context.*

**Mark: 5**

- 3 A good uncle would usually be described as an uncle that spend a lot of time with their nephew and have fun with you. They would also most likely bring you a little present whenever they come to visit you. A good uncle would also most likely take you to a place where you want to go so much but your parents can't take you because they are too busy. Since good uncles are not responsible for what you eat, they usually feed you with hamburgers and pizzas. Good uncles would also encourage you to do risky, dangerous things which are fun to do which parents would never let you do. They would also be full of interesting stories about their adventures and always want to play games with you.

However, a bad aunt, such as the one that the children hated in Passage A, would be very boring and wouldn't give you any freedom. The children also disliked the fact that they had to work a lot and do many mental and physical effort. A bad aunt such as the one that the children had would never give the children good, tasty food, and would always talk about boring subjects for the children such as philosophy and morals of life. They also didn't like the fact that their aunt would never go out with them and play games, and instead would make them read old books. They didn't like the fact that she was always spying them and overall, they hated their lack of freedom.

### Question 3

*The summary includes 12 points, evenly spread and sometimes expressed concisely. There is insufficient focus in the second half to deserve a Band 2 writing mark.*

**Mark: 12 (reading/content) + 3 (quality of writing)**

**Overall comment:** *The candidate shows understanding of the passages and of the requirements of the tasks, and demonstrates reasonable reference to material throughout. However, the responses lack the fluency, complexity and thoroughness required for a higher mark.*

**Total Mark: 31: (Low grade B)**



**Candidate Q**

1 Dear John and Rachel,

I have now spent one week with the children and I have started to see what they are like. I was walking through the living room and I see the two fighting each other like animals, what type of behaviour is this? They should look after each other not fight. At times I would see them doing nothing, they are so young, they have so many things to do yet they sit at home doing nothing, lazing about watching television. I also noticed that the lack appreciation at breakfast they leave half of the bowl to through away, they do not stop and think about the importance of food and also the cost of buying more of it.

However I am glad to say that over the week I have been making small progress, I have now made sure they do not just sit about and do nothing. I have given them jobs to do, minor tasks such as baking cakes, cleaning up the house teaches them to not make such a mess in the first place. Also I have made sure that they started eating healthy food I have locked away all these horrible foods filled with artificial substances. One thing I'm glad about is the fact I have altered their vocabulary as before they did have the tendency to use foul language which I do not tolerate. I had also given them an educational programme which included; Maths, Reading Improvement and also Practical farmwork, which I combined with some simple latin and I made sure they studied as with every error I would increase the amount in the bowl for dinner, so this gave them some motivation and so discipline which was needed. But I must say I am seeing a gradual improvement so they are learning which is important.

Next week I have the intentions of giving them more educational lectures maybe include some languages as it is very important nowadays. I also wish to try for a second time taking them into town as last time they tried to run from me, but now I believe I can trust them.

I hope everything is going as planned at your business meetings and you need not worry about me and the children as everything is under control.

Hope to hear from you soon!

Aunt Pegg.

**Question 1**

*The letter uses supporting detail, but not consistently. There is some attempt to develop ideas, particularly in relation to diet, and there is occasional use of vocabulary which conveys character ('horrible foods filled with artificial substances', 'the tendency to use foul language'). Mainly, however, the style is plain and the expression somewhat repetitive. There is an overall structure, but internal sequencing is not strong, as can be seen in the second, overlong, paragraph.*

**Mark: 9 (reading/content) + 3 (quality of writing)**

- 2 (a) From the descriptions in paragraph 2 and 3 we can see that Aunt Pegg is very controlling and always observant, the author describes her sudden movement by saying "she would pounce on us like a cat" showing that she would just up out of nowhere to tell them off. Also we can see she is very serious in her telling off as it says "savage retribution would follow" which shows how disciplining she is. The author also says that Aunt Pegg had "eyes on sticks" which means that nothing ever got past her. Her physique is also described and we know that she is small, wise lady but possessed a lot of muscular strength. This gives a really good and humorous image of the lady, a little old lady who is very strict and disciplining which we know due to her facial expression "upside-down new moon" which is a very serious and grumpy face.

- (b) From what we can see the behaviour of the children in paragraph 5 changes a lot. We can see that they miss the old ways with their parents "we were very mournful" this shows their sadness. The author also says how the children were remembering their "happier past" which shows their dissatisfaction. Also the way they completed their tasks like "little zombies" shows how they did their task without any joy and just did what they were told to do, because the image of zombies is just like a brainwashed creature not even knowing what it is doing. The children were so gutted and depressed about Aunt Pegg's strict dictatorship they even stopped "insulting each other" which again shows how they are brainwashed merely doing their set tasks. Which is quite a sad and grim image as children are meant to be happy and enjoying themselves which is far from what they are feeling in paragraph 5.

### Question 2

*Satisfactory meanings to a range of relevant choices are given throughout the response. These touch on effects at the end. A general understanding is conveyed of how language is being used in the passage, but there is some repetition of ideas, and the response lacks focus on and explanation of individual words and phrases.*

**Mark: 7**

- 3 Good uncles always try to make you smile and will do anything to get your attention, whenever they come to see you they come with presents and gifts. Uncles can also take you to many places where you would not go with your parents, and because they are not around you all the time they do not know about the "no fast-food policy" so they take you to eat all the things you usually aren't allowed to eat and also pressure you into doing extreme things like climbing big hills and are always there to come and rescue you as fast as possible. Good uncles are the ones who ignore the signs and go against them such as areas where Ball games are prohibited he will play football with you, or tell you all kind of exciting stories which might not be true but are enjoyable to hear as they let their imagination and creativity run wild just to get your attention. Also when they leave they always smile with big smiles and give you big hugs and tell you to prepare for another wild and crazy time.

The children disliked many things about their aunt. They did not like the stern telling offs and the way she was always on their back making sure they were doing something useful if not they could always sweep the floors or tidy rooms. They did not enjoy the fact that they were forced to eat everything or else punishments would follow. Also if they got the wrong latin name for a plant Aunt Pegg would shout at them for getting it wrong. She would then give them a boring long chat on philosophy and morals which they could not stand and then they would get sent to bed with a slice of bread with cheese and lettuce which they hated.

### Question 3

*Only 11 points are made in this slightly long summary; concision is therefore not well demonstrated. The response is in the candidate's own words, however.*

**Mark: 11 (reading/content) + 3 (quality of writing)**

**Overall comment:** *This script demonstrates confidence and competence across the three questions. It does not have the controlled expression and attention to language and detail expected of a higher grade script.*

**Total Mark: 33 (Grade B)**



**Candidate R****1 Dear Tania and Chris**

Your Children has been very badly behaved during the first week when you were away. They do not clean up and eat a lot of junk food. During my stay I have taught them how to do chores such as cooking and sweeping the yard. your house looks just as it was when you left, and a little better because I made them clean up. you should teach them how to be tidy too.

I tried teaching them maths, english and biology (farmwork) but they never seem to get the answers correct.\* I think you should teach them to practice and read more. They are also extremely rude whiles I was trying to teach them! Can you please teach them manners? (\*they also do not appreciate stories from the nineteenth century)

They are evil children, they tried to run away! but I caught them, dragged them home and gave them a lecture. These kids did not deserve a proper dinner, so I gave them what the hate most! lettuce!

your children are lazy, naughty and unhealthy! they need to be disciplined.

When I was their age, I was trained by my father to clean up, do chores, be respectful, do extra practices on some subjects and to eat healthily. Children theses days lack discipline! but after the week, your children should be tidier and healthier. I did not enjoy teaching them but I would like to continue and discipline these kids by teaching them how to be responsible. And I will teach them how to cook healthy food, so they will stop eating all the sugary junk! I will also train them physically so they won't complain about doing chores anymore.

These kids are too lucky and protected, they are too happy with what they've got. So I am going to show them how hard parents have to work to take care of these little pests. By the time you come home, you'll not have to do any more chores, because I'd have already trained them to work and be independant. Don't worry, I have kept an eye on your children.

Best wishes,

Aunt pegg.

**Question 1**

*The letter makes a range of points, includes some detail, and develops the idea of the need for discipline. The third section is rather insubstantial. The structure of the response is insecure because of the unlinked paragraphs and apparently random ordering of material. Expression is adequate, but does not capture voice or show a command of a consistently appropriate style for the writer, with its use of lists and reference to 'kids'.*

**Mark: 9 (reading/content) + 2 (quality of writing)**

- 2 (a)** the writer described Aunt pegg with the use of assonance 'leering, Sneering, peering' it shows that she is very watchful and never smile. this also shows that Aunt pegg is secretive. the harsh double 'ee' gives a sense of evil connotation to pegg. this suggest that Aunt pegg is Strict and nasty like a commander in a troop of soldiers. the writer used contrast to give a clearer image of Aunt pegg as a commander. by using the juxtaposition "friendly" and "fight" reveals the roughness of Aunt pegg. the contrast also shows that Aunt pegg is the opposite of friendly. this gives the reader a clearer image of the background where Aunt pegg comes from, the army.

To further reveal Aunt pegg's true identity, the writer used simile so illustrate Aunt pegg's speed. 'pounce...like a cat' shows that her actions are as quick as a cat which is similar to leopard (another type of cat). this gives the reader an image of fast reaction and sneering eyes in the cat. the word 'pounce' highlights her actions, showing that she is not gentle but rather rough. the conotation of 'cat' reminds the reader of the characteristic of cats, quick, sharp and snappy. In addition, the word 'savage' shows that Aunt pegg is crazy as it links to the characteris of cats. showing that Aunt pegg is wild.

- (b) The children are described as 'mournful', 'uncommunicative' and 'nostalgia'. This suggests that the children are sad, just like as if someone close were dead. These negative texts give the reader a sense of sympathy to the children. 'mournful' also suggests that the kids feel like they are about to die due to the work load. To develop this idea further, nostalgia shows that the kids really feel this way because it gives the reader an image of the contrasting environment between their past and their present.

This idea is revealed later on in the paragraph. The writer uses imagery to describe the children as zombies, this suggests that the children are emotionless and similar to dead. The use of this negative connotation shows that being with Aunt Pegg is just like dying and as sad as a grave.

Near the end of the paragraph, the writer described the environment as a prison. This shows that they have no freedom. It is also an irony because prisons are for bad people but by comparing the place with prison shows that they are wrong and bad in the eyes of Aunt Pegg. Furthermore, it also suggests that Aunt Pegg was a prison guard.

### Question 2

*The response gives a comprehensive selection of relevant choices and tries to engage with each one, as well as to see connections between them. The conclusions are not always precise enough to be entirely convincing, but an effort has clearly been made to offer effects and interpretations in both parts of the answer. There is an effective conclusion which develops the idea of 'prison'.*

**Mark: 8**

- 3 (a) Good uncles give you more good than bad. They come during free times to bring children presents that you want. They don't come for a long time but when they do, they give you all his attention by bringing kids to new places to try new things. They care for children but in a children's way. Such as giving treats and letting them try things. Because he has confidence in the kids, but when they do get stuck he will save them. Good uncles will not read but play games with kids. He does not follow the rules and are only excited when it comes to playing with kids. They have to be adventurous and have the creativity to tell interesting stories. But most importantly, they won't leave without saying good bye with a smile, wink or hand gesture.
- (b) Aunt Pegg was a bad and boring aunt. She did nothing and talked about philosophy. She punished kids and is rude to them. She does not smile and is always strict. Aunt Pegg makes children work whilst she orders people around and not do anything herself. She never give kids treats but only tasteless food because of healthy eating. Aunt Pegg lectures kids about strange topics. She also forces kids to work on thing they dislike and listen to her boring lectures. Aunt Pegg does not know anything, not even cooking. Aunt Pegg treats children like slaves.

### Question 3

*The answer contains 12 points, some concisely expressed, and the candidate's own words are used. The sentences are simple and list-like, however, and therefore lack fluency.*

**Mark: 12 (reading/content) + 3 (quality of writing)**

**Overall comment:** *This is a competent script which demonstrates a satisfactory level of comprehension of the passages and focus on the questions. It lacks the thoroughness of reading and fluency of writing required for a secure grade A.*

**Total Mark: 34 (High grade B)**

**Candidate S****1 Dear Parents,**

After receiving the invite, I cannot describe to you how very priviledged I felt to finally have the opportunity of spending some valuable time with your children.

However, when I arrived at your home I immediately realised the enormity of the task. It is a goob job I was prepared for this, otherwise I would hate to think how very differently your children would have behaved throughout the week.

I do not understand why children of this age would want to treat each other so badly. I have to admit, I had some trouble on the first day stopping them from fighting with each other, or grabbing one another.

I soon found the solution to this problem, as I always do. The key to preventing them from harming each other was to promote teamwork, and I was able to do this by keeping them busy and occupied at all times. We all know how much housework there is to do, so from day one I requested all hands on deck and I was very pleasantly surprised to see them all get on with the work, without a single complaint. They were a tremendous help when it came to cooking and cleaning. They became so focused and concentrated on what they were doing, it was almost as if they had lost the ability to communicate with each other. I also believe that they benefitted greatly from the educational programme I introduced although on one occasion they did plan a great escape, but again I was expecting something like this to happen and was able to deal with it. I am delighted to say that as the week progressed, the children became less violent towards each other and became more aware of their tasks and how to approach them. I was fortunate enough to see significant improvements in the form of the cooking, the cleaning and their treatment of each other and also of me. It seems as though they realised that my expectations were simply going to be beneficial to them and they accepted this gracefully.

However, I am slightly disappointed in you as parents as I feel that they are treated with too much respect and not enough discipline. If it wasn't for my watchful eye, who knows where they could have disappeared off to, on our trip to town.

This coming week I plan to catch up on all of the housework I was unable to compete this last week. There is a house to clean, a garden to keep in tact and animals to feed. I also plan to pay you a visit, and see how the children are getting on.

Yours sincerely,

Aunt Pegg.

**Question 1**

*The letter develops ideas relating to the first two bullets; the third section is weaker, however, being brief and vague, and there is little reference throughout to specific detail. The quality of the writing is high: it is fluent and well sequenced, and includes a range of mature and appropriate vocabulary, such as 'the enormity of the task', 'all hands on deck', and 'accepted this gracefully', which conveys a strong voice for the character.*

**Mark: 10 (reading/content) + 5 (quality of writing)**

- 2 (a)** The writer uses powerful words and phrases to describe the character of Aunt Pegg in the second and third paragraphs.

The verb "vile" is used to great effect to describe Aunt Pegg. "Vile" is a word meaning that something is negative in its nasty in and unbeneficial nature. Personally, I associate the word "vile" with disturbing images, usually showing how disgusting a person or object can be. This depicts Aunt Pegg's personality greatly, and helps to create an effect in which we begin to dislike her, and side with the children.

Also, the verb "peering" helps to create an ominous and uncomfortable effect. "Peering" means for someone's presence to be felt, even at times where it is unwanted. I associate the verb "peering" with people or objects which are not necessarily desired at that moment, but which are constantly evaluating your every action or movement. Again, this is effective in its context as it describes the character of Aunt Pegg greatly, and gives the impression that her presence can be felt, wherever you are situated within the house. Moreover, the word "pounce" is also used to great effect by the writer. To "pounce" means to forcefully jump on a person or object. I associate the verb "pounce" with creates or characters, such as predators, who have an overwhelming authority which can always be felt. This is used to great effect in the text, as it portrays Aunt Pegg's power and influence over the children.

- (b) The writer also uses extremely effective and influential language, when describing the children.

The children are described as being "mournful" in paragraph five. "Mournful" is a word used to express strong feelings or sentiments of loss. Personally I associate "Mourning" with disturbingly sad images, such as the loss of a close or loved one. This use of strong language once again shows the control and influence the commanding Aunt Pegg has on the children. This disturbing theme is continued in the paragraph as the children are described as being "zombies", which mean that they have a lack of life, soul and targets to which they can work towards. I associate "zombies" with creatures or objects with a lack of purpose. This is effective, as it portrays to use the unhappiness of the children. This image is further supported by the fact that the children are described as "uncommunicative", meaning for someone to be physically unable to express their feelings or opinions. Again, this shows the enormity of the authority that Aunt Pegg has over the children.

## Question 2

*The response demonstrates a close focus on individual words. Some of the meanings and attempted effects are rather laboured and imprecise, as in the explanation of 'peering'. Section (b) is more convincingly expressed, however, and overall there is sufficient evidence of an ability to select relevantly and to explain how language works for a top Band 2 mark.*

**Mark: 8**

- 3 (a) There are many features, which are described in passage B, which make a good uncle. A good uncle is one that loves and cares for you, and is interested in your lifestyle as well as your wellbeing. Their visits are only for a limited amount of time, they enjoy your company during this time and able to take you to your favourite destinations. Good uncles are ones that show a lack of responsibility in you, allowing you to indulge in your wants. It is also important that parents show a disapproval in the way you are treated by good uncles. Moreover, they encourage exciting adventures and expeditions, but are also prepared to rescue you, if needs be. They do not lead boring and unexciting lifestyles, but are active and show enthusiasm in you. Furthermore, good uncles are always prepared to showcase their own abilities and skills to you, and are also capable of sharing stories which they know will please you. Good uncles will make friendly gestures to you, and ensure that you look forward to their next visit.

- (b) There are many aspects that the children disliked about the Aunt, which are described in passage A.

The children greatly disliked their lack of freedom, in being able to complete activities which they enjoy. They disliked the harsh treatment they received as part of their punishment, as well as not being granted resting time. The children did not like the fact that she kept a constant watch on them, monitoring their progress at all times. They disliked the derived stories, the amount of household tasks which needed completing, as well as the fact that they were unable to do what they pleased. The extra tasks for bad behaviour, the harsh educational demands and the unimaginative reading of the aunt they did not enjoy. Moreover, the fact that she raised her voice to them on several occasions, her preparations of their planned escape and her extremely strict discipline further enhanced the children's dislike towards their aunt.

### Question 3

*The answer is slightly overlong and the expression of the 12 points is not always concise. The style is appropriate, however, and uses own words and complex sentence structures which give fluency.*

**Mark: 12 (reading/content) + 3 (quality of writing)**

**Overall comment:** *This is a more than competent script which has benefitted from planning by the candidate to give a coherent structure to each of the responses. More concision of expression would have allowed more material to be used in the time and space allowed.*

**Total Mark: 38 (Grade A)**

**Candidate T****1 To Mr & Mrs Pegg.**

How is your Business trip so far? I hope it isn't too stressful. However I cannot say the same about your children. Those insufferable, spoilt, ignorant pair are constantly up to mischief but I have kept a stern eye on them and they seem to be accepting the new regime I have put into place for them. I believe that you two need to be more strict on them and stop them partaking in this petit, immature, frustrating play fighting that they seem constantly to be doing.

Firstly, we had fun sweeping the yard and tidying the inside of your incredibly messy house. Shortly after that, your children got the privilege of being taught how to make my wonderful fairy cakes, I think that they really enjoyed it. The next day I made them a scrumptious yet healthy breakfast of oat cereal and then they set about their daily chores without question. On the third day I attempted to educate the ignorant brats by giving them a few simple Math equations that they seemed incapable of doing. When they had failed on that I began some Reading Improvement which they did not seem to appreciate. The final educational gesture of the day was a little Practical Farmwork, and with a little push they seemed to respond relatively well to it. One complaint however. Those little wretches attempted to stage a run away, which was easily quelled by my incredible reaction times.

During the week to come, I think I will teach the children a little more about life and how they take everything they have for granted. I also think that we will participate in the creative writing courses that they are currently teaching at the town hall to try to educate them a little more. Finally, I have arranged for the children to visit a few of my friends' houses to do some chores around the house as there is little more to do in your now clean house.

Your Welcome for all the good I have done Your children.

Enjoy the rest of your Holiday

Aunt Pegg.

**Question 1**

*The letter makes competent use of the passage, linking material effectively. Although there is little actual development, the third section contains a range of new ideas. The language used is mostly convincing, though there is some inappropriate expression, in the context, such as the description of the children as 'ignorant brats' and 'little wretches'.*

**Mark: 11 (reading/content) + 4 (quality of writing)**

**2 There are many words and phrases that describe Aunt Pegg.**

The author describes Aunt Pegg as being "Leering, sneering, peering" and this tri-colon suggests that Aunt Pegg is always watching and commenting and lingering around the children. This is effective as it shows how annoying and Clingy the aunt is. This makes the reader feel angry as they could most probably relate to this and they know how insufferable it is.

Aunt Pegg is described as having "eyes on sticks", meaning she sees everything that happens. This is effective as it gives us the impression of how alert and focussed she is all the time. It makes the audience feel sympathy towards the children as they do not have any privacy.



The phrase "wizened, tiny woman" show us how short yet smart the old woman is. It is effective as it may contradict the previous descriptions of her as you would not expect such a powerful woman to be so smart.

Aunt Pegg is described as having "muscular strength" and being full of "energy" and this shows how strong and full of life she is. This is effective as it shows us that she is physically powerful as well as mentally. This makes the audience feel suprised and they do not expect such a short old woman to be strong and full of life.

The children are described as being "mournful" and this means self pitying. This is effective as it shows us how much they miss their parent, and how they dislike living with their aunt. This makes the audience feel sad and sorry for the children.

The children are also described as being "uncommunicative" meaning they have lost the will to talk. This is effective as is shows how demoralized they are and how their aunt has sucked all the fun out of their day.

### Question 2

*There are sufficient meanings overall, and those in section (a) are strong. Some relevant effects are touched upon throughout the response. The second part is rather thin, with only two choices selected, and not the most significant ones.*

**Mark: 7**

- 3 Things that make a good uncle are them showing the children love and attention as they have missed you. They should also bring presents and gifts that the parent disapprove of. Good Uncles must take you where you want to go and in doing so buy the children unhealthy food as treats. They must also encourage the children to do risky things that their parents would disapprove of. Uncles should spend time outside playing games and show disregard to any signs that may contradict his nature. Good uncles must also be imaginative and tell the children stories of their life, and when it is time for them to leave they should wave and smile.

The things that the children disliked about their aunt was, how she could sneak up and suprise them at any time. They also disliked how she made them stand in their own house, in the corner of a room with their hands on their heads. The children did not like how they were forced to do chores and being forced to be taught useless facts and statistics. Futhermore, they disliked what they were feed and how all their nice foods were locked away for Aunt Peggs stay. The children hated the lectures they received about philosophy and morals however, moreover they hated the fact that they were forced to eat lettuce.

### Question 3

*The maximum marks are given for the 15 reading points and the fluent and concise way in which they are expressed, with clarity and precision in the candidate's own words.*

**Mark: 15 (reading/content) + 5 (quality of writing)**

**Overall comment:** *This candidate demonstrates high reading and writing skills, and appreciates the differences in the styles of response appropriate for each task. Throughout the script there is a focus on language.*

**Total Mark: 42 (High grade A)**

**Candidate U****1 Dear John and Lisa**

I am flattered that you have asked me to look after your children, and I hope you are enjoying yourselves. Despite your obviously good influence on the children, I find them quite mutinous and difficult at the best of times. When they are not trying to avoid doing their share of work around the house, they are clearly plotting minor acts of rebellion. I have learned to appreciate a free spirit, however I have never been abused as much as by your children.

You will be pleased to know that I have made some progress towards turning them into obedient and well-behaved children, and I have no doubt they are benefiting greatly from my influence. I have started to teach them the beginnings of how to manage a household and take care of their property: For example they are becoming quite adept at baking my favourite rock cakes, and have learnt the basics of garden weeds and how to deal with them. By the end of the second day, they had already stopped using foul language, and have started studying some excellent nineteenth century literature. I was, to tell the truth, quite appalled at their insolence and ignorance, but I know that if you give me another week I can rectify these problems and drive your children away from the slippery slope that can lead only to their own doom.

In the next week I will start to hone the basic skills I have taught them, and also add some talent to their young minds. I will have them start practising the piano which stands in your drawing room, and teach them about classical painters such as Matisse and a few well-known english artists. My aim in this is to improve their knowledge of their own heritage, of which they know embarassingly little. I will also take them to see the great cathedral at Canterbury on Sunday for grand mass. I hope that they will gain a feel for religion, and maybe even become good, God-fearing people like myself. I will have them pray for your safe return every night and every morning.

With kind regards,  
"Aunt" Pegg.

**Question 1**

*There are many examples in the letter of the effective use of apt and sometimes original detail. Section C is fully addressed. Although the mark edges into the top band, it is recognised that the passage has been selectively rather than comprehensively used; for instance her philosophy, military routine and punishment regime are not referred to.*

*The style is convincing and the voice strong, as conveyed by such phrases as 'plotting minor acts of rebellion', 'appalled at their insolence', and 'the slippery slope'. The vocabulary is mature and appropriate throughout, e.g. 'mutinous', 'adept', 'rectify', and 'heritage'. There is also a sound structure to the response and the material is sequenced and coherent.*

**Mark: 13 (reading/content) + 5 (quality of writing)**

**2 (a) The description of Aunt Pegg is made very effective in several ways:**

'Vile Aunt Pegg!' - The brevity of this sentence along with the capitalised words and the exclamation mark definately acheive a sense of how passionately the writer feels about her through added emphasis.

'Leering, sneering, peering...' is also powerful as the words all have the same sound, and make the sentence sound a touch poetic. The repetition of 'Aunt Pegg!' which follows also adds emphasis to the whole passage so far.

'Like a cat' is quite important as it is a similie which can represent countless adjectives; graceful, clever, charming etc., but in this context represents Aunt Pegg's unexpected pounce, and the ability of a cat to move silently (and almost become invisible) which we are



told by "one moment she wasn't there..." in Paragraph 3. The cat-like effect is reaffirmed and emphasised towards the end of the paragraph through the use of the word 'snarl'.

The writer makes the description of Aunt Pegg complete by describing physical aspects: "wizened, tiny woman...", "upside-down new moon" This is another simile, which allows us to more easily imagine Aunt Pegg.

- (b) The children are described through another simile: "little zombies". This gives us an impression of the monotony of their days, and the boredom. The phrase 'Nostalgia set in', puts the whole situation into a slightly more humorous context, as nostalgia is usually felt for something lost along time ago and dearly missed. In this case it has been two days and the things missed are luxuries such as sweets. The writer blows the whole situation out of proportion, quite cleverly as he writes exactly as a child would have seen it.

### Question 2

*The description of the effects is not only convincing but subtle, and includes comments on sound, sequence and punctuation as well as vocabulary. Some of the choices are linked to explain the sustained imagery of the passage. The response ends with a summary overview of the narrator having the perception of a child. Though the response is not consistently excellent (the end of part (a) does not explain the similes, and part (b) has only two choices) there is enough proof of a secure understanding of how language works for the top mark to be awarded.*

**Mark: 10**

### 3 What makes a good uncle:

As they have no responsibility for your health or welfare, they treat you to fatty foods, fun presents, and dangerous games. They can take you to interesting places, and do whatever they think you will enjoy, no matter whether your parents allow it or not. As they generally only appear for short periods once in a while, they don't get annoyed, and devote all of their time to your and your hobbies. Part of the reason for this is that they like to show off their prowess at games, but also to keep you entertained. A good uncle can spin tall tales to capture your imagination with ease about his adventures or ghosts. When he leaves, a good uncle will hint at more fun to come, and may even drop subtle hints to your parents which may turn out to be to your advantage.

Aunt Pegg:

Aunt Pegg was a cruel person; she spied on the children, and berated them savagely whenever they did something wrong. She seemed to treat the house as her own, and kept the children busy through constant chores involving cooking and cleaning. On the one occasion when she took the children into town, she forced them to carry the heavy bags and marched along behind them. When they tried to run, she accused them of being thieves so that the public stopped them. She lectured them on morals and punished them when they did a misdeed. She thought they were lazy and naughty but obviously didn't take into consideration that almost all children were like that.

### Question 3

*This summary contains more than the requisite 15 points, all clearly made and closely focused. They are expressed in the candidate's own words throughout, and with controlled concision. The use of complex sentences allows more than one point to be made per sentence, avoiding unnecessary words and giving the response fluency.*

**Mark: 15 (reading/content) + 5 (quality of writing)**

**Overall comment:** *This is undoubtedly a script which conveys a high degree of comprehension, as well as linguistic awareness and competence of expression. The length and style of each response exactly suits the task, and the language used throughout is mature, controlled, and varied.*

**Total mark: 48 (High grade A)**

## PAPER 3: INTRODUCTION

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### Directed Writing and Composition

This paper is chiefly an assessment of candidates' *writing* skills. The two questions are each marked out of 25. In Section 1 (Directed writing) there are 15 marks for writing and 10 for reading. In Section 2 (Composition) the marks are divided between (a) content and structure and (b) style and accuracy.

For Section 1 candidates were asked to turn the information contained in a publicity flyer for a teenage jungle challenge, along with details supplied by a school's three potential finalists, into a discussion between the Headteacher and his/her Deputy over the best candidate to represent their place of learning.

The Examiners looked for:

- ability to write an interactive, natural conversation
- accuracy in the use of spelling, punctuation and grammar
- ability to turn given information into an attempt to argue.

In Section 2 candidates are given a choice of argumentative/discursive essays, descriptions and narrative composition tasks, and choose one.

The Examiners looked for:

- appropriate responses to the conventions of the chosen genre/form
- interesting, carefully developed subject matter
- a balanced structure overall, and sound sequencing of ideas and events
- a wide range of vocabulary
- well structured sentences
- accurate spelling, punctuation and grammar.

See Mark Scheme on pp 78-85 for further guidance.

## PAPER 3: QUESTION PAPER

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### Section 1: Directed Writing

- 1 You are a Headteacher and have received the publicity flyer printed opposite from the *Green Team Challenge* management (*GTC*). You have decided that your school will nominate a student for the challenge, and you have received **three** recommendations, following a vote by the whole school.

Imagine you hold a meeting with your Deputy Headteacher to decide which one of the three candidates to nominate.

**Write the dialogue between yourself and your Deputy Headteacher.**

**In your conversation you should:**

- Evaluate the strengths and weaknesses of **each** of the finalists
- Explain the reasons for your final choice

Base your writing on the ideas found in the publicity flyer and the information about finalists on the opposite page.

**Begin your conversation as follows:**

Headteacher: Let's consider what these students have said. I must let the *GTC* know today which finalist we have chosen.

You should write between 1½ and 2 sides, allowing for the size of your handwriting.

**Up to 10 marks are available for the content of your answer and up to 15 marks for the quality of your writing.**

[25]



## Green Team Challenge

Good news! Your school has the opportunity to recommend one lucky senior pupil to take part in our exciting new venture: Green Team Challenge. The challenge is to set up an education and visitors' centre in an environmentally unique area of rainforest.

We are looking for the most courageous, intelligent and adaptable sixteen to eighteen-year-old from your school. He or she will need to be physically fit and ready to take part in the types of challenge facing the team as they live and work together for twelve weeks.

After a week's preparation on how to fish for food, keep fires alight, cook a meal, manage first aid, plus basic construction and team-building, they'll also learn what is and isn't safe in the rainforest. They need to be able to absorb all the information we give them, solve problems and cope with the everyday conditions of their new environment. Although the rainforest is hot, it is also tropical, which means storms, heavy rain and long days when, as a group, they will need to get on and communicate well in order to avoid conflict, hazards and even boredom!

Choose well for your candidate to have the chance of being selected as one of the 20 lucky members of the Green Team. This is a unique opportunity for your most suitable student to have a life-changing experience and to act as an ambassador for your school. You have exactly one week to inform us of your choice.

**GTC management**

## The three finalists



### Marissa

I am a top candidate. Not only do I exercise and run daily – I'm in training for the 1500 metres which is a test of endurance and speed – but I'm also good with words. I'm on the debating team and I am very convincing when I want to be! I'm clever too as I've done well in my exams, especially biology. I can listen well and I help stop arguments occurring by solving others' problems. Okay, it's true that I don't like bugs and snakes, but I can deal with them. I'm good at canoeing and love being outdoors. I'm proud of my school and want to represent it in a positive way.



### Didier

This isn't a challenge for weaklings so don't choose one! Instead take a look at my muscles. I've been body building since I was twelve and have won ten competitions so far. I'm also great at map reading so I won't get lost, even if the other team members want me to! When I was younger I was in an activity group for boys and we learned how to light fires, swim in rivers and fish for our supper. I'm used to managing our football team; now that needs some tough negotiating skills at times. I'm also pretty handy with a hammer and I helped my dad build our garden shed.



### Kim

Thanks for all your support out there. I'd like to think I'm an all round achiever: I keep fit by playing football and cycling everywhere. I've just completed my lifesaving badges in swimming and I go rock climbing during my spare time. I'm a keen inventor and won a prize at the National Science Fair recently. I get on well with others and have been part of the Student Counselling Service for over a year. I'm the eldest in our house. Actually I'm the one in charge of all the recycling, and both these factors make me responsible, believe me. I'm a steady person who likes working with others, making new friends and overcoming any obstacles I come across along the way.

## Section 2: Composition

Write about 350 – 450 words on **one** of the following:

### Argumentative/discursive writing

- 2 (a) 'Peer pressure makes teenagers feel they have to buy the latest technology and fashionable clothes.' What are your views on this statement? [25]

OR

- (b) 'Graffiti: art or crime?' What are your opinions on graffiti and the people who create them? [25]

### Descriptive writing

- 3 (a) Describe a time and place, real or imaginary, when you felt trapped. Concentrate on your surroundings and your feelings at the time. [25]

OR

- (b) You come across a group of people eating and speaking together around a table. Describe how they reveal their personalities, relationships and emotions. [25]

### Narrative writing

- 4 (a) 'As they looked in the mirror they were amazed to find two completely different people smiling back at them.' Use this sentence as the beginning of a story. [25]

OR

- (b) Write a story in which the central theme is flying. [25]

**PAPER 3: MARK SCHEME**

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Note: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

**Section 1: Directed Writing****Question 1**

This question tests writing objectives W1–W5:

- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

AND aspects of reading objectives R1–R3:

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes

**You are a Headteacher and have received the publicity flyer printed opposite from the *Green Team Challenge* management (GTC). You have decided that your school will nominate a student for the challenge, and you have received *three* recommendations, following a vote by the whole school.**

**Imagine you hold a meeting with your Deputy Headteacher to decide which one of the three candidates to nominate.**

**Write the dialogue between yourself and your Deputy Headteacher.**

**In your conversation you should:**

- Evaluate the strengths and weaknesses of each of the finalists
- Explain the reasons for your final choice

**Base your writing on the ideas found in the publicity flyer and the information about finalists on the opposite page.**

**Begin your conversation as follows:**

**Headteacher: Let's consider what these students have said. I must let the *GTC* know today which finalist we have chosen.**

**You should write between 1½ and 2 sides, allowing for the size of your handwriting.**

**Up to 10 marks are available for the content of your answer and up to 15 marks for the quality of your writing.**

**[25]**



## General notes on possible content

Candidates should link qualities/strengths of their chosen candidate to the details in the GTC letter. They should also enter into some discussion as to why the remaining two candidates are suitable in some ways but not ideal overall. There may be some imaginative ideas about the 'challenges' candidates will face but these are only acceptable if they are linked to the text.

There is no credit for 'getting the right answer': the marks are for fitting the qualities of the candidates to the information given in the GTC letter.

### More obvious points:

- Most candidates will opt for **KIM** to win – he/she (deliberately ambiguous) has some **humility** ('thanks people'), he/she is a general '**all rounder**' who keeps fit by playing the type of sport others engage in plus he/she must be **extremely fit** (subtext rather than the overtly boasting Didier) as he/she goes **rock climbing** and **can swim well – life saving** etc. The part about him/her being an **inventor** might throw some candidates but many will pick up on this being a **useful/ingenious trait** when having **to survive and make do with only the most basic materials** in the rainforest. There's a play for the '**green**' vote and/or another strong contender point when he/she talks about being the **eldest** and the **one in charge of all the recycling**. He/she is also an **amenable** and **unthreatening** person – the type who generally does well and gets on with the most 'difficult' types of people – he/she is **part of the Student Counselling Service** and therefore will be **non confrontational** and able to **negotiate** in the GTC camp. **Determination** is certainly heavily hinted at in the subtext.
- **MARISSA** might get the 'girl power' vote but she's much **more obvious and direct** and doesn't tick as many boxes as Kim. She is **fit – training for 1500 metres** – but apart from **useful stamina**, doesn't have such direct links to the challenges. She's also rather **contradictory** e.g. she is on the debating team and therefore **seen to be good with words**, but this is not like Kim's negotiating or listening skills and may be more **confrontational**, as in 'winning' in a debate. **Passing exams** has little to do with being 'clever' in the case of common sense and survival tactics but her **knowledge of Biology** may come in **useful with 'safe/unsafe' plants or creatures** in the rainforest. Yes, she overtly states she '**listens well**' and '**can stop arguments**' by 'listening to others' problems' but this is a bit of a **patronising** 'add on'. She lets slip about her **dislike of 'bugs and snakes'** which is obviously a mistake, though some candidates will **appreciate her honesty**. **Canoeing** and **loving being outdoors** are better **linked**. Good candidates will pick up on **her sense of pride in the school** and will link her **wanting to represent it well** to the '**ambassador**' part of the leaflet.
- **DIDIER** tends to **boast**, and is **self-centred** – but some may think he's **a bit of a laugh** and may even **misread his 'body building' as a strength** and his winning of the competitions as being **seriously strong** and **determined**, therefore usefully linked to the text. He has obviously been courting the girl voters and some candidates might say he's got this far because he's **big and handsome and popular with the girls** – but will any of this facade help him do well in the rain forest? His **map reading** could be useful; stronger aspects are that he has **learned skills of fire lighting, swimming and fishing** – but he suggests it's **some time ago** since he put any of these into practice. His biggest attraction is his **sense of humour** and being able **not to take himself too seriously** – 'so I won't get lost, even if the other competitors want me to' is another example (though this may be an ironic and sad truism). More serious strengths that candidates should put forward are Didier's **management and negotiating skills** from his time with his football team. Also his **building/'pretty handy with a hammer'** skill is directly linked to '**basic construction**' in the flyer – others may decide that helping his dad isn't strong enough to be taken seriously.

The strongest answers will be those which thoroughly discuss most (important) aspects of each candidate and put forward their 'chosen' student, highlighting all their strengths and linking them clearly with the text in the flyer. Weaker answers will be less balanced in terms of coverage of the three finalists and may slavishly link skills stated in the text to those of a finalist e.g. 'they need good swimmers and Kim is a very good swimmer', or make basic comments such as these.

**This question is marked out of 15 for Writing and 10 for Reading.**

**Use the following table to give a mark out of 15 for Writing.**

Band 1	<b>13–15</b>	Excellent, consistent sense of audience; argumentative/conversational style; very fit for purpose. Fluent varied sentences/wide range of vocabulary. Strong sense of structure and sequence. Virtually no error.
Band 2	<b>10–12</b>	Sense of audience mostly secure; quite stylish and fluent; sense of overall structure; arguments occasionally well developed. Writing is mainly accurate, sentences mostly fluent/complex sentences/range of vocabulary/occasional error/mostly well sequenced.
Band 3	<b>8–9</b>	Recognisable sense of audience; mostly written in accurate, if fairly straightforward language; some arguments on finalists based on material are apparent; mostly quite well structured. Errors minor; language straightforward but effective. Vocabulary fit for task/balanced conversation.
Band 4	<b>5–7</b>	Written in an appropriate if sometimes inconsistent style; expression mainly accurate; factual rather than argumentative; basic structure: has beginning, middle and end. Fairly frequent (minor) errors; language and vocabulary simple with occasional attempts at argument.
Band 5	<b>3–4</b>	Functional expression; facts selected and occasionally listed; has a beginning, but main part of the conversation is not always well sequenced. Some serious errors in grammar and use of vocabulary. Errors slightly intrusive.
Band 6	<b>1–2</b>	Language and style not clear; some blurring and lack of order. Despite some serious errors, can mainly be followed. Simple sentences.
Band 7	<b>0</b>	Serious inaccuracies and problems with language and grammar are too intrusive to gain a mark in Band 6.

**Use the following table to give a mark out of 10 for Reading.**

Band 1	<b>9–10</b>	Most aspects of the finalists are clearly presented and developed – the links between these and the text above are strong and logically made. Ideas grow out of the strengths and weaknesses and are developed to suggest a sound rationale for the strongest pupil. Effective reading between the lines.
Band 2	<b>7–8</b>	Many of the aspects of the finalists are discussed and there is evidence of linking them to the text above. Strengths and weaknesses are well linked to the text and ideas are developed. Good overall use of material.
Band 3	<b>5–6</b>	Acceptable coverage of strengths and weaknesses but not many implicit points are developed/mentioned. Comments are linked to the text but are more stated than developed.
Band 4	<b>3–4</b>	Some coverage of finalists' points is noted, but the answer consists chiefly of a retelling/outlining with occasional/slight linking.
Band 5	<b>1–2</b>	The answer as a whole is occasionally, though slightly, related to the text. The aim of the linking is partially clear but use of material is erratic.
Band 6	<b>0</b>	Answer does not relate to question and/or too much unselective copying directly from the material to gain a mark in Band 5.

## Section 2: Composition

### Questions 2(a), 2(b), 3(a), 3(b), 4(a) and 4(b)

Give two marks:

- the first mark is out of 13 for content and structure: see Table A
- the second mark is out of 12 for style and accuracy: see Table B

Remember that these marks will not necessarily match and one mark may well be (much) higher than the other.

**The maximum overall mark for the composition is 25. Write the total clearly at the end as follows (e.g.) C7 + S10 = 17 (C standing for 'Content', S standing for 'Style').**

It is important that marking is not 'bunched': do not be reticent about awarding marks in the top and bottom bands.

### Argumentative/discursive writing

- 2 (a) 'Peer pressure makes teenagers feel they have to buy the latest technology and fashionable clothes.' What are your views on this statement? [25]

OR

- (b) 'Graffiti: art or crime?' What are your opinions on graffiti and the people who create them? [25]

### Descriptive writing

- 3 (a) Describe a time and place, real or imaginary, when you felt trapped. Concentrate on your surroundings and your feelings at the time. [25]

OR

- (b) You come across a group of people eating and speaking together around a table. Describe how they reveal their personalities, relationships and emotions. [25]

### Narrative writing

- 4 (a) 'As they looked in the mirror they were amazed to find two completely different people smiling back at them.' Use this sentence as the beginning of a story. [25]

OR

- (b) Write a story in which the central theme is flying. [25]

**COMPOSITION TASKS: TABLE A – CONTENT AND STRUCTURE**

	<b>ARGUMENTATIVE/ DISCURSIVE TASK</b>	<b>DESCRIPTIVE TASK</b>	<b>NARRATIVE TASK</b>
<b>Band 1</b> <b>11–13</b>	<ul style="list-style-type: none"> <li>Consistently <b>well developed, logical</b> stages in an overall, at times <b>complex</b>, argument.</li> <li><b>Each stage is linked</b> to the preceding one, and sentences within paragraphs are soundly sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>There are many well-defined, well-developed ideas and images, describing <b>complex atmospheres</b> with a range of details.</li> <li><b>Overall structure is provided through devices</b> such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. There is no confusion with writing a story. Repetition is avoided and the sequence of sentences makes the picture clear to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative is <b>complex and sophisticated</b> and may contain devices such as sub-texts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate.</li> <li>Different parts of the story are <b>balanced and the climax carefully managed</b>. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.</li> </ul>
<b>Band 2</b> <b>9–10</b>	<ul style="list-style-type: none"> <li>Each stage of the argument is <b>defined and developed</b>, although the explanation <b>may not be consistent</b>.</li> <li>The stages follow in a <b>generally cohesive</b> progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.</li> </ul>	<ul style="list-style-type: none"> <li>There is a good selection of <b>interesting ideas and images, with a range of details</b>.</li> <li>These are formed into an <b>overall picture of some clarity</b>, and effectiveness. There may be occasional repetition, and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>The writing <b>develops some interesting features, but not consistently so</b>. Expect the use of detail and some attention to character or setting.</li> <li>Writing is orderly and the beginning and ending (where required) are satisfactorily managed. <b>The reader is well aware of the climax even if it is not fully effective</b>. Sequencing of sentences provides clarity and engages the reader in events or atmosphere.</li> </ul>
<b>Band 3</b> <b>7–8</b>	<ul style="list-style-type: none"> <li>There is a competent <b>series of relevant points</b> and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent.</li> <li>Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, <b>but the linking of ideas may be insecure</b>.</li> </ul>	<ul style="list-style-type: none"> <li>There is a competent <b>selection of relevant ideas, images, and details</b>, which satisfactorily address the task. An attempt is made to create atmosphere.</li> <li>The description provides a <b>series of points</b> rather than a sense of their being combined to make an overall picture, but some ideas are developed successfully, albeit straightforwardly. Some sentences are well sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>A <b>straightforward story</b> (or part of story) with identification of features such as character, setting, tension, climax.</li> <li>While <b>opportunities for appropriate development of ideas are sometimes missed</b>, overall structure is competent, and some features of a developed narrative are evident. Sentences are usually sequenced to narrate events clearly.</li> </ul>

<b>Band 4</b>  <b>5-6</b>	<ul style="list-style-type: none"> <li>Mainly relevant points are made and they are <b>developed partially with some brief effectiveness</b>.</li> <li>The overall argument shows signs of structure but may be sounder at the beginning than at the end, or may drift away from the topic. There may be some <b>repetition</b>. The sequence of sentences may be occasionally insecure.</li> </ul>	<ul style="list-style-type: none"> <li>Some relevant ideas are provided and <b>occasionally developed a little, perhaps as a narrative</b>. There are some descriptive/atmospheric episodes, but the use of event may overshadow them.</li> <li>There is some overall structure, but the writing <b>may lack direction and intent</b>. There may be interruptions in the sequence of sentences and/or some lack of clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Responds relevantly to the topic, but is <b>largely a series of events</b> with only occasional details of character and setting.</li> <li>Overall structure is sound, but there are examples where <b>particular parts are too long or short. The climax is not effectively described or prepared</b>. Sentence sequences narrate events and occasionally contain irrelevancies.</li> </ul>
<b>Band 5</b>  <b>3-4</b>	<ul style="list-style-type: none"> <li><b>A few relevant points</b> are made and may be expanded into paragraphs, but development is very simple and not always logical.</li> <li>There is weakness of sequencing overall and within paragraphs. Paragraphing is inconsistent. <b>Repetition and a failure to sustain relevant argument are obvious</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Content is relevant but <b>lacking in scope or variety</b>. Opportunities to provide development and detail are frequently missed.</li> <li>The overall structure, though readily discernible, <b>lacks form and dimension</b>. Paragraphing is inconsistent. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.</li> </ul>	<ul style="list-style-type: none"> <li><b>A simple narrative</b> with a beginning, middle and end (where appropriate); it may consist of everyday happenings or fantastic, non-engaging events. Content may seem immature.</li> <li><b>Unequal or inappropriate importance is given to parts of the story</b>. Paragraphing is inconsistent. Dialogue may be used ineffectively. There is no real climax. Sentence sequences are used only to link simple series of events.</li> </ul>
<b>Band 6</b>  <b>1-2</b>	<ul style="list-style-type: none"> <li><b>A few points are discernible</b> but any attempt to develop them is very limited.</li> <li>Overall <b>argument only progresses here and there</b> and the sequence of sentences is poor.</li> </ul>	<ul style="list-style-type: none"> <li>Some relevant facts are identified, but the <b>overall picture is unclear</b> and lacks development.</li> <li>There are examples of sequenced sentences, but there is also repetition and <b>muddled ordering</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Stories are <b>very simple and narrate events indiscriminately</b>. Endings are simple and lack effect.</li> <li>The <b>shape of the narrative is unclear</b>; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>

**COMPOSITION TASKS: TABLE B: STYLE AND ACCURACY**

Band 1	11–12	<b>Writing is consistent, stylistically fluent, linguistically strong and accurate; has sense of audience</b> <ul style="list-style-type: none"> <li>• Look for appropriately used ambitious words</li> <li>• Complex sentence structures where appropriate</li> </ul>
Band 2	9–10	<b>Writing is mostly fluent, sometimes linguistically effective and largely accurate; may have some sense of audience</b> <ul style="list-style-type: none"> <li>• Look for signs of a developing style</li> <li>• Some ability to express shades of meaning</li> </ul>
Band 3	7–8	<b>Writing is clear, competent (if plain) in vocabulary and grammar; errors perhaps frequent, but minor</b> <ul style="list-style-type: none"> <li>• Look for mostly correct sentence separation</li> <li>• Occasional precision and/or interest in choice of words.</li> </ul>
Band 4	5–6	<b>Writing is clear and accurate in places, and expresses general meaning in vocabulary and grammar; errors occasionally serious</b> <ul style="list-style-type: none"> <li>• Look for simple sentences</li> <li>• Errors of sentence separation</li> </ul>
Band 5	3–4	<b>Writing is generally simple in vocabulary and grammar; errors are distracting and sometimes serious, but general meaning can always be followed</b> <ul style="list-style-type: none"> <li>• Look for definite weaknesses in sentence structures</li> <li>• Grammatical errors such as incorrect use of prepositions and tense</li> </ul>
Band 6	1–2	<b>Writing is very limited in correct vocabulary and grammar; error is persistent; meaning is sometimes blurred</b> <ul style="list-style-type: none"> <li>• Look for faulty and/or rambling sentences</li> <li>• Language insufficient to carry intended meaning</li> </ul>
Band 7	0	<b>Writing is difficult to follow because of inadequate language proficiency and error.</b>



**PAPER 3: SCRIPTS WITH EXAMINER COMMENTARY (CANDIDATES V-DD)**

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**Candidate V**

- 1 Headteacher: Let's consider what these students have said. I must let the GTC know today which finalist we have chosen.

Deputy Headteacher: It is quite right, so How do you think these three finalists. Can you talk about Marissa.

Headteacher = H      Deputy Headteacher = DH

H: I think Marissa is very good girl. She is good at 1500 metres running and other sports. I think she gets enough energy for this challenge. She said she is good at words. Her exams results are good as well. So I think solving a lot of problems and give team a lot of good plans.

DH: Oh yeah! She is very good. so do you think she can be leader of the team?

H: I don't think so, because she said she don't like bugs and snakes. She said she can deal with them, but I think when the dangerous coming, she may can't do anything about.

DH: I think you very right so how do you think Didier.

H: Oh! He can do "a lot of" things. He can read the map. He have a lot of good skills on football. He also pretty on the hammer and he also have a good body.

DH: So do you think he can be the leader?

H: Definally not. Because he is not very friendly. He just say don't choose ole. I think he non be very good to the nombers in his team and his football skill and hammer skill can't really help us in the challenge.

DH: You don't choose them, so will you choose the Kim.

H: Yes. I think he will be a good leader in the challenge. He is friendly. I think he will enjoy on this challenge and help other people. He good at football and cycling i so his body will be very fit. In the free time, he said he learnt how to saving people.

DH: I know now, so do you think what things can he still improve.

H: Of course. No one is perfect, so I think he need Marissa, Didier and other people as well. I think this time, it will be fantastic.

DH: I really want to see how they do their jobs, now.

(Both headteachers are larghing now)

**Section 1**

*Whilst the candidate attempts a conversation between both senior teachers, there is no real discussion as such. It is the Headteacher who refers to some points briefly, though these are often listed and very similar to the original text. There is little attempt to link the skills of the candidates to those required by the GTC challenge, except in the case of Didier when there is a mention of his football team management skills and his use of a hammer. The final sequence of who will represent the school is very confusing; although one*

*person is named, it is also decided that the other two candidates must go as well, defeating the object of the discussion.*

*The writing is very faulty and often includes some weak expressions such as 'I think when the dangerous coming, she may can't do anything about'. Grammar and punctuation are often faulty. Question marks are missing throughout.*

**Mark: 4 (reading) + 3 (writing)**

**2 (a)** Do you think peer pressure makes teenagers feel they have to buy the latest technology and fashionable clothes? I think it is partly right. I think when you read here, you must ask why it is partly right. Now, I am taking about it.

Firstly, I want to tell you why feel it is right; Because you know in this years, a lot of family rich now, so in the school, a lot of students will show how rich they are; show what phone they got and show what clothes they wear. So if today some one shows things is better than other children. That children will go back home, tell parents and ask them buy more fashionable things..... I think it is quite stupid. I know some reader will not agree with me and ask why I say them stupid, but I will show you why think like that. If children always care what is the latest technology and which clothes is more fashionable, they will not concentrate on their studies, theirs results will goes down. When they grow up, when they use their own money, they will have no money for eating and living. They will use them to but some news clothes and newest technology and when they find good clothes in the Internet at home, they will miss a lot of good things and nice things and their body will not good any more. In that time, a lot of parents will say it is peer pressure; I think it is quite right, peer pressure makes a lot teenagers but the latest technology and fashionable clothes, but I still think it is not peer pressure's falt.

I think parents and teachers should remind teenagers as well. If they aviod them buy new clothes, they will have no money to buy them, and other thing will not happen.

Over all, I think peer pressure is not good, We can try to make students don't feel that, but it is not enough, I think all the parent should not give them a lot of money either, if we do that, our children will growth much better.

## **Section 2**

*Whilst some ideas are outlined, and can be discerned, the structure of the piece is difficult to follow. Most interruptions in the sequencing of ideas arise from contradictions in many points made or a confused stance about the topic. For example, 'peer pressure makes a lot teenagers but the latest technology and fashionable clothes, but I still think it is not peer pressure's falt' is very unclear and there are quite a few instances like this. The result is a lack of progression overall.*

*Weaknesses of expression in grammar, agreement and tense are quite limiting. Some sections are blurred and the candidate struggles to make clear the most basic ideas.*

**Mark: 3 (content and structure) + 2 (style and accuracy)**

**Total Mark: 12 (High grade G)**

## Candidate W

Headteacher: Let's consider what the students have said. I must let the GTC know today which finalist we have chosen.

Deputy : I'm thinking about letting Marissa go.

Headteacher She exercise and run daily, she is good with her words. Since she has participated on the debating team she will be very convincing. She has done well on her exams and listen well. She is also a good canoer. She has to be on the GTC she will represent us well.

Headteacher: But you forgot, she said she "don't like bugs and snakes". Being in the environment you will see snakes and bugs. She is out, she had only 7 good characterists since she said she does not like snakes.

Deputy : Your right, she is out. How about Kim.

Headteacher She keeps fit, earned her lifesaving badges in swimming and go rock climbing. She get along well with others and is part of the Student Counselling Service. She is responsible and will overcome any obstacle that comes across her. She has to be the one.

Headteacher: (Placing my head into my hands.) Yes I agree. She sounds like a good choice but I counted 8 good characterists about her. How much did you count.

Deputy : Yes I only counted 8 too. Let's see what the last finalist put down.

Headteacher

Headteacher: He thought of himself as muscular because he was body building since he was twelve and won ten competitions. He is great at reading a map, so he won't get lost. He knows light fires, swim in rivers, and fish for food. Which is another characterist that nobody else said. He is used to managing and is handy with a hammer. I picked him.

Deputy : I agree that was the most characterists I got out of someone. I 100% agree with you.

Headteacher Didier will be our finalist and would be aloud to be in the Green Team Challenge.

Headteacher: You don't have once slight thought that we picked the wrong person right?  
Because I do not.

Deputy : I do not this is the person that will represent our school in the GTC.

Headteacher

## Section 1

*Initially the discussion looks promising as the Deputy introduces the positive aspects of Marissa, albeit in a summative statement, whilst the Headteacher counters with the pertinent point about her dislike of bugs and snakes. However, without further ado, this contestant is dismissed (or 'she is out'), and the worrying trend of counting good characteristics starts to take the place of discussing points or evaluating ideas. From this point the other finalists' abilities are merely paraphrased before settling on the student with 'the most characterists', Didier.*

*The writing is simple and tends to list rather than attempting to explore ideas in the form of an argument. There are also careless spelling errors and some grammatical weaknesses.*

**Mark: 4 (reading) + 6 (writing)**

It was a Sunday afternoon 11:30 a.m. to be exact and could not go anywhere, until finish my work. I was trapped in my own house, the felt the walls getting smaller, and I was breathing harder. In a few hours I would have to meet up with a friend. But my parents said I need to finish my work first. When they came I jumped from my black rolling chair and hit my knee on the brown desk.

They said "Are you finished yet, because if your not, you won't be able to go to your friends". When she said that a big smile came across her face showing her white teeth.

I said Almost, but truly I was nowhere to being done. They slammed the door and let me finish my work. With sweat coming down my face, my arms sweating I tried to finish the work, I had to finish. My friend was counting on me to be there with him.

One lamp was on, my lights to my fan was all out. So it was darker then normal. As my family was in the family room watching tv. I thought to myself, how unfair it that I had my work, when it was summer break. My sister get to go anywhere she want, but not me just to the places they assign me or make me go. As I my hand did the work my brain kept on going of topic.

I was thinking about how much my dad shows that my sister is his favorite, what types of movies will be at the Ravemotion. The more I thought about the movies the faster I worked. In 1 hour I was done with all of my work. I told my parents but they wanted to watch the game.

It was around 1:00 p.m. when the game finally was over. They let me leave but they were like big leeches that won't get off. Everytime I turned around turned around their they were, right behind me. I understand that they are concern but they didn't have to be hot on my trale.

When it was time to go I was very angry at them for following us everywhere at the mall. During the whole day, I felt trapped, trapped in my parents concerned cover or in their big eyes. When we came home, I gave them a piece of my mind. For 30 minutes straight I talked to them. Describing all of my feelings and describing every little event that made me felt trapped.

They actually listened instead of talked. In the end we settled on a agreement; they will stop making me feel trapped if I behave in the house and when we go out to places

## Section 2

*Candidates were expected to write a descriptive account of feeling trapped, whilst the emphasis was on surroundings and feelings. There is a promising introduction to this account with the candidate providing some interesting physical and emotional details. Although much of the writing is flawed, and the focus turns to a rather confusing narrative, there are still some attempts to provide detail, but in simple and obvious ways. The idea of parents not leaving the writer alone (or 'hot on my trale') linked to the feeling of being 'trapped' is a good one, but the language is not mature or accurate enough to be convincing.*

*There are many errors of expression throughout and basic 'your' for 'you're' and 'their' for 'there' spelling mistakes. Although the general meaning is fairly clear, errors in tense and sentence structure become more apparent towards the end of the piece.*

**Mark: 5 (content and structure) + 4 (style and accuracy)**

**Total mark: 19 (Grade E)**

**Candidate X**

1. Head teacher: Let's consider what these students have said. I must let the GTC know today which finalist we have chosen.

Deputy Head teacher: Well then, lets discuss which candidate we should have go.

Head teacher: Marissa seems to be a good candidate, she seems to be physically fit.

Deputy Head teacher: But she is also afraid of bugs and snakes, but can put up with them.

Head teacher: Well that's one choice or possibility, Didier dosen't seem to be a good candidate choice.

Deputy Headteacher: Yes he seems to be muscular but he dosen't seem to be intelligent or able to work with groups.

Head teacher: So now our two candidates are Marissa and Kim.

Deputy Head teacher: Well Kim seems intelligent and works well in teams or groups, she is also fit.

Head teacher: But Marissa says wants to represent our school in a positive way.

Deputy Head teacher: This is going to be a tough decission.

Head teacher: Well I think that I am going to vote for Kim because she is fit, works well in groups or teams and is intelligent.

Deputy Head teacher: But Marissa is also fit, is intelligent, loves to be out doors and wants to represent our school in a positive way.

Head teacher: I think Kim is more fit to go to the GTC.

Deputy Head teacher: Then it is settled, we have agreed that Kim will be chosen to go to the GTC.

Head teacher: Yes Kim will go to the GTC to represent our school.

**Section 1**

*This answer provides an element of discussion between the two senior teachers, but the information provided by each is limited and there is very little evaluation throughout. These brief contributions do not do justice to some of the implicit ideas suggested, such as the points about Didier, which require a more robust argument.*

*The 'tennis match' style of this discussion is fairly accurate except for the fact that commas are used instead of full stops. There are no complex sentences, but there is an occasional sense of voice.*

**Mark: 4 (reading) + 8 (writing)**

- 2 (b) Is Graffiti an art or a crime? Many people can argue this question, but it can be both. Graffiti can be a crime because the things and buildings that people graffiti on become ruined. Also graffiti is a crime and you can be arrested for it. But graffiti can also be an art. Many graffiti pictures are amazing. They are real works of art. I think that graffiti can be a good thing, but can also be a bad thing. Graffiti can be something amazing to look at and it is a real work of art.

The truly amazing things people can make with a few cans of spraypaint. Unfortunantely graffiti is also a bad thing. Some things people put graffiti on can be completly damaged and the paint will be hard to have come off. Some people put graffiti on bridges, buisnesses, walls and mabye even sometimes on homes. People who do this graffiti may be finding a different way to express their inner artist. Mabye so that they don't get picked on by their friends because they are artists. But also they may be doing it just to fit in with their friends or a new group. Some graffiti may be some of the best art you see. Maybe people who do graffiti are just letting out their inner artist, but in a different way. But it can also be a crime because it can do permanent damage to buildings and buisenesses. The debate for graffiti being a crime or an art can go on for years. Graffiti can be a crime or an art. Because graffiti can be a way of people letting out their inner artist. Mabye so that they don't get picked on by their friends. But also graffiti is illegal. It can do damage to buildings and homes. So the debate for graffiti being an art or a crime. But if I had to choose between graffiti being an or a crime, I would have to say that graffiti is an art.

## Section 2

*The introduction to this discursive essay suggests that there are indeed two sides to the argument about graffiti; however, there seems to be a lack of knowledge about the subject and this leads to vagueness and repetition throughout. The art aspect is constantly described as being 'amazing', although no reasons are offered as to why this is the case. There is also a list of where one can find graffiti, but the danger element is missed entirely, although a suggestion regarding the reasons why people graffiti is raised. The second half merely repeats all that has gone before.*

*The style is simple throughout with many instances of wrong sentence separation. The vocabulary is straightforward and there are occasional spelling errors.*

**Mark: 3 (content and structure) + 6 (style and accuracy)**

**Total Mark: 21 (Low grade D)**



**Candidate Y**

Marissa

Weakness.

- She doesn't like bugs and snakes.
- As she maybe a strong debater, chances are she has strong opinions which can lead to an argument.

Strengths.

- Quite fit as she runs and does exercise daily.
- good with words
- good at debating.
- very convincing.
- Clever, good exam results.
- good at canoeing
- loves being outdoors.

Didier

Strength

Strong, body builder,

Since the age of 12

Competitive

- Good at map reading
- knows how to light fires
- Swim in river.

Fish for supper

Used to managing a foot ball team

handy man

1) Head teacher: Let's consider what these students have said. I must let the GTC know today which finalist we have chosen.

Deputy Head: OK, go ahead, I believe marissa, Didier and Kim are the 3 candidates; Correct me if i'm wrong?

Head teacher: no, no you are totally correct. I have been reading threw bits of their entries, I am astonished to how good they are.

Deputy Head: Oh yes, I could Imagine; marissa, Didier and kim are excellent stundents and exel in thier best areas.

Head teacher: Ok, let's get started. We'll start with marissa; The 'GTC' are looking for a most corragous, intelligent and adaptable sixteen to eighteen year old. They also say that the candidates needs to be fit and ready to take part in all types of challenges.

Deputy head: well, judging from the C.V She has left us, she is quite a good fit; she is fit, She is good with words and intelligent (as she did well in her exams), She is good at debating, It also says She is good at canoeing and out door activity.

Headmaster: well, she sounds perfect for the job at the moment. Any negatives?

Deputy Head: well as they will be staying in a rainforest for twelve weeks, It may be a problem, that she is afraid of bugs, and snakes. but she then recovers that quote by saying that she can deal with it...

Headmaster: Don't you feel that, as she is in the debating team. It may be a bad Idea putting her in a group of 20 similar people, whom have strong opinions on things, maybe this could lead to argument .

Deputy: No, because she says that she is good at dealing with arguaments, we will come back to her, next one.

Headmaster: Didier... I'm not too sure about him, he may be good at sport and all, and be at the peak of fitness, but does he fit the Bill?

Deputy head: No, I think not, he is a good outdoors person, with experience in lighting fires and fishing for supper, but thats not what the GIC are looking for. Cross him off the list, I would say.

Headmaster: Yes, ok we shall move on to Kim, she is extremely good all round, as she describes herself as an all round acheiver. She keeps fit, She has various life saving badges in swimming, she



goes climbing, She is a keen inventor, she also likes making new freinds, working with others, and overcoming any obstacles that she comes across on the way. What do you think?

deputy headmaster: I think she is great, but it's a tough decision, as Kim doesn't seem to show much experience in outdoor knowledge, e.g cooking, fishing, and basic construction, But then again neither does marissa.

Headmaster: Well I feel Kim is the best candidate, simply because she is the more allround performer, and seems to have more drive than marrissa.

Deputy Head: OK, that seems fair, we'll go for her then.

### Section 1

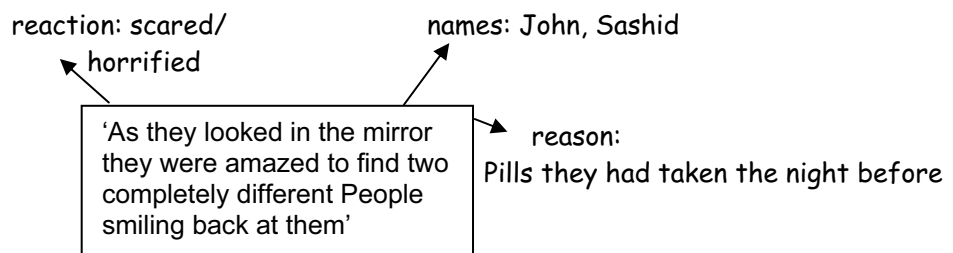
*The dialogue in this answer is natural and convincing; even the preamble sets the scene for the discussion to follow. There is a good attempt to link the criteria for the GTC to Marissa's strengths and weaknesses in an effective discussion. Unfortunately, the other candidates are not dealt with in the same thorough fashion and listing and paraphrasing is used instead. The reasoning at the end is rather contradictory and unclear.*

*The style and tone of the piece is reasonably effective as such, but there some basic errors of spelling and punctuation.*

**Mark: 5 (reading) + 7 (writing)**

Narrative writing

**Q4)a)**



**Q2)** 'As they looked in the mirror they were amazed to find two completely different people smiling back at them, They thought it wasn't real at first. So they rubbed their eyes as hard as they could, and washed them out with water. As their eyes focused up again on the mirror, they found out that it was real and the '30 years older' pills had actually worked.

It all started 3 days before on the 21<sup>st</sup> of april, 1974. Two young boys named Hohn and Sachid are out and about trying to find something fun to do with their time.

As the two young boys lived in quite an old and boring neighbourhood, they thought It would be a great Idea to head out on a trip to the 'big City' for a day out.

On this day out they came across many problems, at first they weren't aloud to go by bus, because they were too young. So they had to get a lift off their parents, in which they really didn't like doing as they thought it was embarassing.

When they had finally reached 'The Big city' They had Discovered a whole new world of Shops, violence, sex, drugs, alcohol, Driving, Bars, and many more.

For some very bizarre reason, these 12 year old boys thought all this was amazing. They really wished they were old enough to do all these things and mostly get away with it.

As they had got home later that day, they had come up with a plan to go in every day for the rest of that week.

The day after, they were back in the City! running around, looking for new ideas and things to do. They had come across a dark alley, and for some strange reason, John thought it would be a brilliant Idea, to have a little wander down this alley. They met this random man, whom was about 6Ft3, and had a big over Coat on. The children asked, "Sir, do you think it's possible we could borrow your overcoat, to look older, so that we can buy some alcohol?", Instead of saying Yes, the man replied, "No, you can't, but I can give you these pills, In which will make you look and

sound 30 years older." As the children were extremely gullable, they took them without hesitation, and asked; "how long would It take, to make us change?" the man replied, "over night, take them tonight, and tomorrow You will be changed 'man'".

So they rushed home, had dinner, took the pills and went straight to bed. As they woke up in the morning, they find out that they do not feel any different, they look at each other, but they Still look the same. Then all of a sudden they both feel the urge to run to the toilet and be sick. As they both arrive to the sink, the pain of sickness stops, they look up into the mirror and they see two completely different 40 year old men standing and smiling, It is then where they couldn't believe it. It was a miracle!

## Section 2

*The introduction to this narrative could have been made more engaging by including more of a reaction to the results of the '30 years older' pills'. The false start also takes away any immediacy as the rest of the story is a rather unlikely tale of two twelve year olds looking for a list of adult pleasures. The account is not thought through and lacks pace and colour.*

*The writing is fairly basic and flat, although fairly accurate. Errors in tense and punctuation detract and the vocabulary is rather limited.*

**Mark: 5 (content and structure) + 6 (style and accuracy)**

**Total Mark: 23 (Grade D)**

## Candidate Z

- Headteacher: Let's consider what these students have said. I must let the GTC know today which finalist we have chosen. (Begins to think)
- Deputy Headteacher: I believe that we will make an intelligent decision on which student will attend this event. My first pick was Didier.
- Headteacher: Why Didier? He may be strong and able to read maps, but it takes more than that to be in this challenge. (said in a disagreeing tone)
- Deputy Headteacher: He seems fit for this challenge, but it does seem like he's a little conceited, which may interrupt the bond between his teammates.
- Headteacher: I would say that it would be between Marissa and Kim.
- Deputy Headteacher: Yes, you are right. Both seem to fit the required skills needed to participate.
- Headteacher: But it was stated that we could only choose one student as a contestant.
- Deputy Headteacher: Marissa seems to be full of a great amount of endurance. She is a smart student and she does seem like she would be perfect for this competition. She just might be our pick.
- Headteacher: Kim does make the statement that she is an "all round achiever." She has excellent book smarts. She is also physically fit. (says convincingly)
- Deputy Headteacher: Marissa is a debator. Wouldn't that be just right?
- Headteacher: I think that this would cause tension between the group. Arguments may disperse, leaving the group to take sides.
- Deputy Headteacher: That is a great point. Kim is on a counselling service for students, which takes great speaking skills.
- Headteacher: (excitedly) She is the perfect pick. The GTC will be happy to have her.
- Deputy Headteacher: (eagerly) I think we've found our contestant.
- Headteacher: (in an agreeing manner) I believe we have, Deputy Headteacher.
- Deputy Headteacher: This decision has been made final, because Kim is the right choice for the GTC.

## Section 1

*There are some clear and effective ideas touched upon in this discussion. Unfortunately these are not developed sufficiently, although they do reflect an understanding of what the GTC are looking for. Pertinent implicit points are also hinted at, for example Didier's conceitedness, but the writer doesn't explore matters further. The conversational style is appropriate, if clipped.*

*The writing is generally accurate except for some odd phrasing and unclear vocabulary.*

**Mark: 5 (reading) + 7 (writing)**

As I placed my order, I observed a somewhat loudly spoken conversation between a group of people. The group consisted of two men and a woman. All three looked to be in their late twenties. One of the men began to eat his appetizer. The other man and woman also ate. They smiled with pearly whites as they ate the neatly placed appetizers. They fed each other like a gentle mother feeds her baby.

It became apparent to me that the two shared a strong, romantic relationship. The other man, while finishing his food, began to joke with the other man. From the conversation, it was clear that they were related, but they appeared to great friends for a long time, according to their actions. The woman joined in the childish games. Even though they were getting older, all three were still kids at heart. Their food arrived shortly.

Their love for the food was clearly shown. Everyone began, in a controllable manner, attack the food and eat as if they were at war and duty called. Along with the food, their love for each other was shown. They seemed to be enjoying life as it came. As I munched on my delectable meal, they began to observe a little bird. As they did so, the woman fed it with some of the bread on the table. They all seemed to be amazed at one of the many gifts of mother nature.

They seemed to be enjoying their night out at the fine restaurant. Nothing could ruin their moments they shared together. The man leaned over and kissed the woman softly on her cherry red lips. She blushed and giggled. In the nature of a great brother, the other man mocked them jokingly. They all laughed and finished the last bit of the beautifully designed food.

As I finished my delicious plate, the group began to leave. They talked about the great time they had. They didn't want these memories to be obsolete from their minds. As they left, they joked more and more. All three were laughing and enjoying each others company as they persisted to be themselves. Then, they were no longer visible. Silence fell as the night grew weary. All that was left was their empty seats and chattering of other people and plates as they were being picked up.

## Section 2

*The content is quite interesting and there is a clear sense of the writer as a voyeur, something that is pertinent to this descriptive account. There are some effective ideas: that these friends 'fed each other', that they 'attack' the food 'as if they were at war' and that the woman in the party is throwing some bread for a little bird. However, failure to establish who is who at the start creates some problems in identifying who is doing what. This could have been overcome by initially describing what each character wore or by giving certain characters some traits such as a high-pitched laugh or a booming voice.*

*The writing is fairly straightforward and sentence structures are limited throughout. The use of imprecise vocabulary affects meaning at times.*

**Mark: 7 (content and structure) + 7 (style and accuracy)**

**Total Mark: 26 (Low grade C)**

**Candidate AA**

- 1 \* Headteacher: Lets consider what these students have said I must let the GTC know today which finalist we have chosen.
- \* Deputy Headteacher: Right, well, all the three candidates offer different skills and expertes. I think we should identify their strengths and weaknesses and see who is best suited to the challenge? Lets start with Marissa.
- \* Headteacher: well, here she says she runs daily and does other exercises and is training for the 1500m a test of speed and endurance.
- \* Deputy Headteacher: This would therefore stand her in good stead as the GTC are looking for someone physically fit and by the sound of rigerous running she is clearly physically fit so that would coincide with one skill aquired for the GTC.
- \* Headteacher: Yes it would very much so. She goes on to say she is clever and has done well in her exams especially Biology. This would prepare her well for the nature she will be aquired with from the rainforest.
- \* Deputy Headteacher: She also goes on to say she is good at canoeing and loves to be outside which ties well with what the GTC require.
- \* Headteacher: However, she does not like bugs and snakes. I know she claims she can deal with them but I feel that could just be words and maybe if she was caught in a scenario with bugs and snakes it could intimidate her. Also as the rainforest is a magnet for bugs and snakes the likelihood is she will encounter them. Also what causes the concern is the fact she is on the debating team which could mean she is argumentative which would not forbode well with others who disagree with her.
- \* Deputy Headmaster: I see your point. Let us move on to Didier.
- \* Headmaster: Yes lets. Right. Didider claims to be immensely strong due to the body building extreme he seems to be partaking in. This would be usefully for the GTC as he ticks the box of being fit. He has also had experience from when he was younger by going to an activity group in which he learnt the skills which are required for the GTC.
- \* Deputy Headmaster: However he says earlier on that he is good at map reading so won't get lost even if other team members want him to which to me gives the impression of him maybe being a boy who is independant and a difficult character to manage? I also feel he is more of a leader from what is implied with the football team and his charge of them which leads me to think he couldn't work well in a group as he would have to be leader. As GTC is about team building I personally don't think Didier is ready to face the GTC.
- \* Headmaster: I approve your point. Lets hope the next candidate Kim is best suited for GTC.
- \* Deputy Headmaster: He says he is fit which ties well with one of the GTC requirements. He is clearly clever as he has recently won a prize at the National Science Fair boding well with requirement of intelligance from the GTC. He is on the student counselling service for a year now implying he is a peoples person and understanding. Meaning he would function well in a group. He claims to like working with others meaning he will be a team player ticking another requirement box for the GTC. He also recycles meaning he is environmentally friendly which clicks well with the idea of GTC.
- \* Headmaster: He seems to have ticked all the boxes required for GTC. So let me some up to my mind why he is suitable for the GTC. He is fit. clever. and understanding person. a peoples person and someone who can co-operate and someone who is already interlinked with the idea of GTC.
- \* Deputy: So I believe the choice is made on Kim then?
- \* Headmaster: Yes and I believe we have made the right choice to!

**Section 1**

*The reading element in this answer is handled well. All three candidates' strengths and weaknesses are discussed quite soundly and there are sufficient links to the GTC criteria to create quite a thorough debate between the Headteacher and Deputy. Initially, there is a tendency to list certain positive aspects of*

*Marissa, but the discussion of her dislike of bugs and insects and the fact that 'the rainforest is a magnet' for these creatures provides a more effective use of the text. There is also some mature debate regarding Didier's 'qualities' and the implicit ideas at play here. Points of view are justified and the discussion is balanced overall.*

*Whilst the piece is mostly well structured and purposeful, there are instances of imprecise vocabulary and spelling errors which detract.*

**Mark: 7 (reading) + 7 (writing)**

#### 4 b The Flight for life or death

"1400 hours limejuice go." My radio crackled. I checked my watch as the number seemed familiar. Lime juice, the code word for take off. It was time.

I looked to the left of me and saw spitfire 1896 draw alongside me. I looked to the right and saw spit fire 1898 draw up as well. 'Lime juice now.' I revved my engine and took off down the runway. The engine was screaming the noise was unbearable. My stomach leached at the possibility that maybe I would run out of runway and fall off into the periaious sea. Adrenaline was surging through my body. I held my breath tight any minute now, any minute... I was up. My muscles relaxed, my heart stopped racing I let out my anguished breath.

I was rising fast now. My protisional vision let me realize that 1896 and 1898 had risen and were now rising alongside me to. I wasn't alone... yet. Worry however crept back into my mind of the daunted task ahead of me. I tried to calm myself down with supposed confidence boosting thoughts. 'I know what to do the plan is simple. I have been flying for years I can dodge, dip, roll and move well. I can dodge what is thrown at me'. However, these thoughts meant nothing now. It was just me and my spitfire which could now keep me alive.

The crossing from Germany to London the capital of Britain was to take 6 hours meaning I was to drop my first shell at 18.02. The challenge faced seemed so easy however the British artillery would not hold back. Courpral Jonny Jagger died last week on the last air raid plan. His plane was shot down by their artillery. I knew him, I grew up with him, was I now to follow in his footsteps?

I checked my watch it was 1600 hours. The radio crackled in. 'You should be leaving Blue zone and entering Pine Region soon.' I checked my map. Blue zone being Germany and Pine Region being Belgium. Calculated correctly in approximatly 12 minutes I was leaving the safety of the Blue zone territory and safety net in which I wanted to stay.

Sweat accumulated on my forehead I was just over an hour away. Adrenaline surged round my body. What if I was blown out of the sky? What if my flight skills fail me? What if 1896 and 1898 go down? Do I stay? Do I go? What do I do? These questions were bouncing around my head. I told myself to breathe. My hand was sweaty on the joystick and my face begun to feel clammy and cold. I felt sick. My head was light. I was now 13 minutes away.

I said my prayers. My thoughts begun to drift when the radio crackled in. 'The clouds are high meaning you will have to drop below them. Do this only at 1802 hours. Its 2000 hours local time meaning it is dark and harder for them. Goodluck.'

Was that the last few words I will ever hear I thought frantically. I checked my watch. I checked my map. 4 minutes.

18:01... The sky was lit up next to me. I dodged hurriedly to the left. They knew we were here. Another blasted ray of light. I ducked, dipped and dodged My hand was sweating frantically whilst I frantically tried to keep control of the joystick and guide myself to somewhere safe.

1802... I dived. I saw 1896 blown out of site. His plane had been lighted up like a bonfire and had been hurried to the floor. I looked to the right of me there was no sign of 1898.

My worst nightmare had revealed itself. I was alone. Me, my radio and flying skills was all I had now which could keep me away from the British artillery and death.



**Section 2**

*This is a relevant and interesting response to the question. There is a sense of immediacy from the outset and the scene is nicely set. For the most part there is a strong focus on inner thoughts as the candidate deals with the emotions of the pilot. The use of rhetorical question adds to the tension of the piece, although details tend to be repeated: sweat, adrenaline, sickness. Other details about place and feelings would certainly have added to the atmosphere in this story. The climax, however, is fairly well handled and there is sense of poignancy about losing others and the difference between actually being completely alone compared to feeling alone.*

*There is some effective vocabulary throughout the essay, but sentence separation errors, commas instead of full stops and spelling errors seriously detract.*

**Mark: 8 (content and structure) + 6 (style and accuracy)**

**Total Mark: 28 (Grade C)**



**Candidate BB**

1. Headteacher: Let's consider what these students have said. I must let the GTC know today which finalist we have chosen.

Deputy Headteacher: Well, we better look at all three pupils qualities and weaknesses and which would be the best, they are all outstanding pupils so its going to be a tough desision.

Headteacher: We will start with Marissa. She is an all rounded girl, definatley physically fit enough as she runs alot, she is reasonable bright as we can see from her recent exam results especially in biology which will be a good quality to have when it comes down to the first aid.

Deputy Headteacher: She can listen well and has great debating skills. I recently heard her at the school debate and she was fantastic, this will be a great quality when it comes to helping others solve problems and be able to make desisions quickly.

Headmaster: But she says she is not good with bugs and snakes, if you think about the rainforest is full of reptiles, that could be a major set back to her experience.

Deputy Headmaster: Yes, but she says she could adapt to this and she is great with outdoor activities which will be a vital quality to this challenge, plus I think she will love it. She is the one.

Headmaster: True but I think she may become to arrogant and bossy, some people may resent this. Put her in the top two and move on to Didier. We can see straight away he has the strength, the outdoor skills and experience but I don't think he will have the correct mind set to communicate and get on well with others to avoid conflict.

Deputy Headmaster: I agree entirely. I also don't think he will listen and absorb information well. On the out look he seems to be a good candidate but he does not have the mental ability and I think many of the students voted for him because of his physical strength and popularity.

Headmaster: So he is definatley out of the equation.

Deputy headmaster: Yes!

Headmaster: Well finally there is Kim. Another outstanding pupil, I saw her in last months National Science Fair, what a clever girl and a very good inventor.

Deputy Headmaster: Being clever is a must have characteristic. She is also physically fit and will be quite strong and like the outdoors as she rock climbs and these are qualities rock climbers need. Life-saving badges will help her with her first aid and help teach others.

Headmaster: She also does not have the arrogance that the other two had which is good. She is good with people, she can take charge in situations as the has responsibilities at home and she recycles which is key for environmental work.

Deputy Headmaster: She seems keen to take part in the challenge and will probably last the twelve weeks better than the other two.

Headmaster: So a better candidate than Marissa and Didier?

Deputy Headmaster: Yes I suppose so. Kim has a better all-round qualities and will learn fast whereas the other two seem to arrogant and will 'run out of steam' fast.

Headmaster: I agree Kim seems like someone who will express there opinion but not to widely and agresivley it will cause conflicts. I believe she deserves this life changing oppurtunity and will give to it all she can.

Deputy Headmaster: I agree, even though the others had good characteristics, Kim just strikes as a more down to earth person, I change my mind from Marissa, Kim is the person we should send.

Headmaster: Kim it is then, I will make the phone call straight away to GTC and please can you inform Kim.

**Section 1**

*There are many positive aspects to this answer, not least the fact that the reading text is examined thoroughly and subsequently many obvious and implicit points are covered in the discussion. The conversation is convincing and quite mature, evaluating some implicit ideas that other candidates often miss, and looking past the more obvious fitness and sports points to interpersonal skills or lack of these. Arguments are developed, to a certain extent, and the dialogue is quite natural and fluent.*

*There are occasional sentence separation and spelling errors, though the fluency of the writing and sense of audience works quite well.*

**Mark: 8 (reading) + 8 (writing)**

**2 a** 'Peer pressure makes teenagers feel they have to buy the latest technology and fashionable clothes.

I do agree with this statement even though I am quite sad to say this. I am a teenager so first hand see the peer pressure to having the latest clothes and technology. This peer pressure filters down from marketing companies and ends up with teenagers wanting these things just because their friends and peers have them. This essay will show why I agree with this statement to why peer pressure makes teenagers feel they have to buy the latest technology and fashionable clothes.

Many teenagers feel (as well as myself) that if you do not have the latest technology and fashionable clothes like your peer's you may not be seen as 'cool' and one of the cool people and to many teenagers this is what they want to be, cool and popular. Even though some teenagers have unique fashion it is all having the latest things that in the end many teenagers will copy because they feel the effects of peer pressure.

Peer pressure also makes teenagers feel they have to buy the latest fashion and technology because without these things they feel they are prone to bullying from their peers. I have seen bullying for the way someone dresses and the types of technology people have and even though it is wrong and that people should be judge by who they are and not what they wear or have, bullying still does go on to those who do not wear the latest clothes or have the latest technology.

Peer pressure is influenced by marketing, magasins and television, if a celebrity starts a new trend or has a new peice of technology then many teenagers try to replicate this and be like celebrities. So again many teenagers feel the pressure from their peers to be like celebrities and that it is the 'must have' thing and teenagers feel if celebrities and their peers and friends have the latest clothes or technology then they have to have it aswell, sometimes no matter what the cost.

Finally peer pressure also comes in the form of if you don't have the latest piece of technology you can not be involved with or do the latest things. Teenagers can feel left out and isolated from certain things or groups if they do not have the latest clothes or technology.

Peer pressure is huge amoung teenagers to be stereotypical of each other and not to be different as this maybe seen as 'weird' and 'un-cool'. So the sad fact is peer pressure makes teenagers buy the latest technology and fashionable clothes to be like everyone else, to fit in and not be different.

## **Section 2**

*This discursive piece starts well. The clear introduction and immediate personal stance highlights the point that 'peer pressure filters down from marketing companies and ends up with teenagers wanting these things just because their friends and peers have them'. Following paragraphs are linked, well organised and form a fairly cohesive argument that spans bullying, celebrity pressure and feeling 'left out and isolated'. Opinions are stated rather than developed at length, but the outline is clear overall. Some sentences lack precision and the vocabulary is rather ordinary, but the writing is fairly accurate if plain.*

**Mark: 9 (content and structure) + 7 (style and accuracy)**

**Total Mark: 32: (Grade B)**

## Candidate CC

1. Headteacher: Lets consider what these students have said. I must let the GTC know today which finalist we have chosen. I am sorry to have left it so late but I have been extremely busy, you must forgive me:

Deputy: Of course Headteacher, and I am also fully aware of your dilemma, there really is some stiff competition this year and of course only one can be chosen.

Head: Yes it's such a shame... So anyway, onto our finalists. I must say Didier has really impressed me, he looks strong and athletic and is of course very popular with the other boys, being football captain you know. And look here he says he has already been part of an activity group for boys, lighting fires and fishing for food and shelter building, all very important criterea from the GTC leaflet, he may be the man to fly the flag for our school, he can even read maps which is fantastic for a young man of his age.

Deputy: Yes this is all true but I get a feeling that the boy is rather arrogant, it must be the way he boasts of his sporting success, I don't know but to me Didier is possibly the weakest candidate.

Head: I do see your point to be honest, maybe we shouldn't be too hasty. On to Marissa then, again very physically able and athletic, yes she is participating in the 1500 metres, and she seems to be clever too, convincing and good with words, all very valid.

Deputy: Yes I agree, a splendid candidate If I may say so, she can already canoe and loves the outdoors and most of all she has great pride for her school, wonderful. She is even part of the debating team, I...

Head: Actually I must stop you there deputy I believe this could be a slight weakness you know, I mean if she can put up a good argument then in the tropical conditions it could be quite heated between her and other girls, although she says she can stop arguments, and yes, she doesn't like the bugs and snakes, this could prove a huge weakness in the jungle. I think we must think carefully.

Deputy: Of course headteacher, very true. Okay, shall we have a look at our final candidate?

Head: Yes yes, of course. Kim is it? Yes here we are. AHA! Now would you look at this, I like the look of this, an all round achiever, I must say I like the idea of that, again good with people, thats important. Kim also likes outdoors and rock climbing, not only that but she has done her first aid course, very good. A good inventor, good good, shows innitiative I think, and she is already into recycling and the 'Greener' side of life, which is what this is all about.

Deputy: Do you believe Kim should therefore win the competition, headteacher?

Head: (long pause) You know, I think I do. She seems to be a better all round candidate than the other two, more important than being concentrated in one position I think.

Deputy: I think your right. She does display more agreable qualities, and does in fact fit the criterea better:

Head: Indeed. Well I think thats about it then, I think we have covered everything, Kim shall win the competition as she seems to be the type of person who could be easily "adaptable" as the leaflet indeed states. Thank you, Deputy Headteacher.

**Section 1**

*There is a convincing start to the dialogue here as the voices of the Headteacher and Deputy sound quite authentic. The text is covered well, not just the more obvious physical fitness aspects, but the sense of representing the school and whether candidates will fit in well socially with the other students on the challenge. There are instances of sound inference and evaluation, and many ideas are dealt with, but there is a sense that the response is rushed with a lack of control, at times, that detracts.*

*A lack of full stops and erratic control of sentence structure detracts from a lively and convincing argument.*

**Mark: 8 (reading) + 8 (writing)**

**3 a)** Mud. Deep, thick mud. It surrounded me, it stifled me, there was no way out. The trench was slowly filling up with stagnant water, filling my already soaking boots, seeping through into my trench-foot ridden feet mocking me, giving me no chance to run. The crimson clay floor lay waiting below me, the blood of my comrades flowing through, begging me to join, to be the next lucky soul to be dead, to end this hell. I had gotten used to the smell of odour and bad feet along time ago, but there was a new smell that hung in the air, a dank, dark smell that only a man devoid of all hope can smell. Fear. Fear clung to me like a weeping child in those last few hours of my life, and it overcame me. I broke down in great tears, the salty drops giving a reassuring tang to my mouth, and as I lay huddled in my tomb, the dark veil of death covered me like a shroud. My legs suddenly felt warm, I had urinated myself like a small child. The smell hit me and instantly I sobered. I looked down at my dark green uniform, covered in mud and remembered my purpose. With a sudden surge of confidence I sought to relinquish my deep cave of dark emotion and peer over the top. Immediately the chatter of guns sparked to life and I dived back down again. I had been hit in the shoulder.

A paradox of pain swept through me and I wished for all the world, to die, I wished to embrace death as an old friend and let him lead me away from my prison. But I was not be so lucky. I lay, trapped in my muddy hell, the world swimming before me. I could make out the sound of heavy machinery, roaring into life and the deep barks of soldiers everywhere shouting and yelling over the noise. Men were everywhere, men in grey uniforms. The enemy.

A strong smell of metal hit me, and I knew straight away it was the smell of old blood. I had fallen into a puddle of it, mixed with water the liquid ran over me as I started to gasp for air. I felt claustrophobic and trapped, panic hit me and I lashed out through the puddle, kicking, punching and cursing. I felt betrayed, betrayed by my own people. My country didn't care about us, the endless deaths that occurred meant nothing to the heartless villains. The walls of mud seemed to close in on me, getting smaller and smaller, taking away my longed-for air and I swam in and out of consciousness.

A low whine started, getting louder and louder. It was a cluster bomb. As I opened my lead-like eyes I saw it, my savour, I was calm. The whistle became intolerable, then it hit.

**Section 2**

*This is a powerful response as it evokes the sense of being trapped in both a physical and emotional way as the soldier hears the enemy coming, yet desires to escape from the horrors surrounding him. Although it has a narrative structure, there is a strong descriptive focus throughout. The details are immediate and powerful at times, such as 'fear clung to me like a weeping child' and the 'deep barks of soldiers everywhere'. The climax is extremely well handled and works well as a release from the build up of tension and horrific surroundings.*

*The sense of audience is strong throughout, although in a bid to keep a continuum of detail and emotion, there are a couple of instances of sentence control errors.*

**Mark: 12 (content and structure) + 10 (style and accuracy)**

**Total mark: 38 (Grade A)**

**Candidate DD**

1 Headteacher: Let's consider what these students have said. I must let the GTC know today which finalist we have chosen.

Deputy: First of all, what about Marissa? She's said that she keeps fit, and is also a very bright student. Both of these are qualities that the GTC asks for. Also, she's good at problem-solving and interacting with others; I think she's a prime candidate.

Headteacher: I'm just worried about how well she will adapt to the harsh rainforest environment; she said herself that she doesn't like bugs or snakes. She'll have to be around them, or worse creatures, every day for twelve weeks! You've said that she keeps fit, but if physical strength is what's important, then surely Didier would make a better candidate.

Deputy: I think that Marissa would be able to adapt to such environment. She's said that she can deal with her own fears, which shows that she's courageous. On the subject of Didier, out of the three candidates obviously there's no doubt that he's the most physically fit, but I don't think he's an all-rounder. He gives no mention here to academic achievements and the GTC specify that the candidate needs to be very intelligent. I just don't think that Didier fits the bill.

Headteacher: What about all his practical skills? Mapwork, fire-building, swimming, fishing, construction and managing a team; he's done them all.

Deputy: Yes, that's true, but I don't think it's absolutely necessary to have those skills. The GTC say that the students will be instructed in all the practical skills they will need for the twelve weeks, so I don't think it's a major advantage for Didier to be adept at them already.

Headteacher: Well, what about Kim then? She keeps fit and enjoys physical activities, she's shown that she's intelligent and creative and can also get on well with others while acting responsibly. It seems to me that she's a real all-rounder.

Deputy: You make a good point, but I have a few concerns about Kim. From her information, it doesn't strike me that she has a great love of outdoor activities other than rock-climbing; also the kind of intelligence needed to win a prize at the National Science Fair isn't the same kind of intelligence you need to survive in a rainforest. I really don't think she'll adapt well at all to the harsh, new environment. Personally, I would nominate Marissa as the top candidate.

Headteacher: Why Marissa? The other two seem perfectly decent candidates to me, what makes Marissa stand out?

Deputy: I think that she's proved that she's courageous, intelligent and adaptable, which the GTC specifically ask for. Also, I think she will work well with others and seems to be the best at solving problems. She'll easily be able to pick up all the necessary skills and information when she's in the rainforest.

Headteacher: You've nearly swayed me. Is there anything else that's in Marissa's favour?

Deputy: Well, participating in this challenge provides an excellent opportunity to promote the school. Marissa says that she's proud of the school and wants to represent it in a positive way. I'm not sure how well the other two students would represent the school, so I think Marissa would make the best ambassador.

Headteacher: All right, you've persuaded me. I shall inform the GTC that we have nominated Marissa.

**Section 1**

*The candidate provides a fluent and convincing conversational style here. Details and information about the finalists, however, are somewhat superficial, as aspects of fitness and survival skills tend to be listed rather than debated. There is also the false idea that academic achievements are linked to the type of intelligence required to survive in the jungle and this is the reason why Didier is dismissed early on. Information about*



*Marissa is repeated again at the end. The evaluation of implicit aspects and ideas is missing, resulting in a rather low reading mark.*

*The writing, however, is very accurate and fluent throughout, with a range of sentence structures and vocabulary.*

**Mark: 5 (Reading) + 10 (Writing)**

**4. (a)** As they looked in the mirror they were amazed to find two completely different people smiling back at them. The genetic alteration had worked perfectly on the two fresh-faced recruits, changing their DNA to that which was deemed suitable by the Human Army. Their smiles wore off as quickly as the anaesthetic did, and both men now realised what they had become – no longer individuals, but templates, only recognisable as different by the differing numbers branded upon their shoulders.

Private B617 was still feeling the after-effects of the treatment as he was carted into the adjacent room and his service uniform was being fitted roughly onto him. His mind wandered to the past, to a time before his name was a letter followed by three numbers, to a time when he was Harry Elson, a farmer back on his homeworld. The day was hot and lazy, and his beautiful, fair-haired wife was beckoning him inside from the bright yellow cornfield as the golden-orange sun faded in the sky. He remembered a helicopter, and a military-looking man greeting him. Something about a war against a race from far away, something about intervening after a neutral planet had been invaded, something about doing his duty. Everything after that blurred and mixed together in a swirl of colour.

Private B617 woke up from his daydream to find himself gripping a combat rifle in a helicopter amongst a group of identical faces. Outside, the lashing rain bounced off the flying helicopter, and in the distance there was the muffled crackling of gunfire. B617 noticed that he was being addressed; a figure with a white stripe down his shoulder-pad was bellowing orders against the cacophony of noise outside. He was saying they had thirty seconds until their drop, and their objective was to assist in resisting an enemy counter-attack in this area. After a brief pause, the order came.

"Drop!"

The helicopter side-door was flung open and one by one, each soldier hurled themselves out into the darkness.. The noise hit B617 like a wave. All around him was gunfire, screams, groans, death. As one, the soldiers opened up their parachutes and glided down to the scarred battlescape below them. He landed behind the charred wreck of a helicopter, next to a soldier who seemed agitated and was frantically attending to a stream of red on his arm. Getting back to the task in hand, B617 looked up from the wreck, whipped out his combat rifle and began firing blindly at dim specks of black against the tormented sky. Suddenly he felt a searing pain in his chest and bent double as if he had received a blow to the stomach. His head fell down onto the soft, wet earth as his chest stained it red. With his last ounce of strength, he looked up.

In front of him was his sweetheart, her long, flowing hair almost shimmering against the orange sky. The bright yellow corn was swaying from side to side in the cool summer breeze and all was quiet. Harry smiled and then collapsed from exhaustion. Amidst the chaos and bloodshed all around him, he allowed his eyes to close. Like the retreating tide, Harry slowly lost consciousness and another number quietly faded away.

## Section 2

*This is an excellent piece of writing and an example of a first class narrative completed under exam conditions. The initial quotation blends in beautifully to a futuristic setting in which men have become 'templates, only recognisable as different by the differing numbers branded upon their shoulders'. Referring to 'a stream of red on his arm' and 'firing blindly at dim specks' effortlessly underlines the fact that the soldier, and the others, do not recognise what they are doing as they are now non-human. Flashback is beautifully*

*handled and is used again as a structural device to bring the dying 'robot' soldier back to a happier, human time and provide an excellent, well thought out ending.*

*The writing is sophisticated, clever and virtually error free.*

**Mark: 13 (content and structure) + 12 (style and accuracy)**

**Total Mark: 40 (High grade A)**



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