

# Purpose and audience answers

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1

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the article</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• to tell the story of what happened – likely to involve copying sections of text</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• to show what happened/tell us about Michael</li> <li>• show that heroes also have to do exams</li> <li>• some relevant details</li> </ul>
3	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• make a hero of Michael</li> <li>• contrast heroics with need to do exams</li> <li>• details appropriate</li> </ul>
4	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• understands journalistic approach</li> <li>• hint of humour ('he has to face the ultimate test')</li> <li>• picks out ironies: e.g. final sentence</li> <li>• all references tightly focused on question</li> </ul>

### Extract from a Grade A response

The writer is producing a news story which sets out to show the heroic nature of Michael Pelham ('his name in the record books'); the article illustrates all the difficulties he has faced, listed for effect ('He faced gales, 25 foot waves...'); then introduces humour by suggesting that his biggest test is yet to come, when he sits his GCSEs – as if they were anything like as terrifying! We are meant to learn about Michael and see him as someone who is really not so different, in some ways ...

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2

Extract	Audience	Reason for decision
<i>'For the woman in your life: "Erotique", the new fragrance by Henri.'</i>	Probably men (1 mark)	Any suitable comment on 'For the woman in your life' (1 mark) <b>Or</b> any comment on 'Erotique', suggesting romantic involvement (1 mark)
<i>'Throughout the nineteenth century, nurses continued to do as they were told by doctors. They knew their place.'</i>	Those learning about history, or the history of medicine (1 mark) <b>Or</b> general readership interested in medical/historical matters (1 mark)	Appropriate comment on historical nature of material (1 mark) Appropriate reference to 'doctors' and 'nurses' (1 mark)
<i>'Discipline your children. No longer can they be allowed to do exactly as they wish.'</i>	Parents (1 mark) Looking for or needing advice (1 mark)	'Your children' (1 mark) (Strict) tone: 'discipline', 'No longer can they... ' (1 mark)
<i>'Investors in Sun Life Assurance of Canada rejoiced earlier today, as share values reached unprecedented heights.'</i>	Possibly readers of business news (1 mark) <b>Or</b> newspaper readers (1 mark) <b>Or</b> investors (1 mark) <b>Or</b> relatively educated audience (1 mark)	Subject matter deals with finance ('share values') (1 mark) Apparently newsworthy content ('Investors... rejoiced earlier today...') (1 mark) Relatively complex language ('unprecedented heights') (1 mark)

Marks	Grade
below 5	G/F
5-7	E/D
8-10	C/B
11	A/A*

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3

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the article</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• likely to write about the advertisement in general terms, maybe copying sections</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• begins to tackle purpose and audience; maybe ‘for people who like to stay in Paris’</li> <li>• some support for simple views</li> </ul>
3–4	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• understands ‘quality’ appeal</li> <li>• romance and relatively cheap</li> <li>• for travellers who like to sightsee</li> </ul>
5–6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• captures the way the advertisement stresses the range of things to see</li> <li>• comments on a range of language features (e.g. ‘Treat... special...’)</li> <li>• for those who enjoy a full experience and welcome a relative bargain</li> </ul>

## Extract from a Grade C response

The advertisement is for those who want to visit Paris. It aims to attract them by making it seem exciting (‘wonderful’) and uses a lot of language that might make visitors want to go with Leger Holidays – they mention a free brochure and the fact that there is Silver Service luxury. It all seems very ‘easy’...

# Selecting relevant information answers

## Page 10

1 Any five from:

- Top rock band played
- Played free for nearly 2 hours
- Jodie – and everyone she knew – was invited
- It was a dream come true
- Manager chatted to Jodie
- She received gifts from band

Marks	Grade
fewer than 4	G/E
4 points	D
5 points	C/A*

2 'The manager chatted to Jodie for an hour': the group did not!

Marks	Grade
statement found and explained	C/A*

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3 Any four from:

- Shot for desertion
- Name not on Shoreham war memorial
- Fought at Mons and Le Cateau at age of 19
- He 'cracked'
- And ran away

Marks	Grade
four facts located	C/A*

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4

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the letter</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• a description of what happened to Jack Brown</li> <li>• some simple comment on writer</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• sympathetic</li> <li>• has been in similar situation</li> <li>• asks for name to be included</li> </ul>
3–4	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• focus on attitude of writer</li> <li>• details of Jack Brown’s situation, commented on</li> <li>• plea for understanding</li> </ul>
5–6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• understands Jack Brown’s state of mind</li> <li>• deals with emotive language in letter e.g. ‘I’m not ashamed to admit’</li> </ul>

**Extract from a Grade A\* response**

‘The writer has every sympathy for the young soldier and what he was suffering:

‘The desire to run away becomes over-whelming...’

He asks the villagers for understanding because he, too, has faced the horrors of war:

‘I was scared when I was fired on.’

Now, he seems thoughtful about the experience and can reflect on what happened:

‘It is difficult to find words to express ...’

Maybe this is because the true horrors of war can only be understood by those who have been there, who know about ‘the horrors’, being sent ‘insane’ and being terrified: ‘Only a fool would not be’ ...

5

Marks	Grade	Skills demonstrated
1	G/F	<ul style="list-style-type: none"> <li>• copying without interpretation</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• interprets letter simply, pointing out that some were executed because they deserved to be</li> <li>• some details incorporated</li> </ul>
3–4	C/A*	<ul style="list-style-type: none"> <li>• picks out relevant details in the viewpoint (why some were executed, following earlier warnings and crimes); and balances their failings against the heroes who did their duty</li> <li>• possibly makes a more direct comparison with the other letter</li> </ul>

# Developing interpretations answers

## Page 12

1

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the preview</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• likely to write about the preview in general terms, maybe copying sections</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• begins to write about worries</li> <li>• tends to list criticisms</li> <li>• some support for simple views</li> </ul>
3–4	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• understands the worries</li> <li>• begins to comment on the writer's attitude i.e. her critical approach to the tourists' behaviour</li> <li>• includes her conclusion</li> </ul>
5	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• a review of the writer's feelings</li> <li>• focuses on language used</li> <li>• able to balance the humorous details with the more serious point about British racism</li> </ul>

### Extract from a Grade C response

The writer thinks that British holidaymakers just behave badly when they are abroad. They don't go for what is there, they just carry on as if they were at home:

'It's about bringing Britain with you.'

She writes about what the holidaymakers are like and they do not sound attractive. They eat and drink too much, for example. She is worried because they are racist and do not like where they are so they stay by the pool and enjoy their smoking and their crosswords but they do not mix with the other cultures ...

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2

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the text</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• likely to write about the text in general terms, maybe copying sections</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• begins to write about views</li> <li>• tends to list ideas, without explanation</li> <li>• some support for simple views</li> </ul>
3	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• understands the views</li> <li>• identifies and explains the different views</li> <li>• begins to comment on the writer's attitude e.g. he contrasts 'loving son' with violent history, stressing 'absolute terror'</li> <li>• comments on the balance between the two sides of his personality</li> </ul>
4	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• a well organised review of the writer's approach</li> <li>• focuses on language used</li> <li>• decides on the extent of balance, giving a reasoned and detailed explanation</li> </ul>

**Extract from a Grade A response**

From the first sentence, the writer shows the two sides of Jagers' personality: even friends handled him with care. The review of his life balances the apparent contradiction in him. Miranda Stanbridge 'spoke fondly of him' as if he worked for charities and the environment; yet the director says he was 'simply evil' and he was called 'The Dark Avenger'. A word like 'fondness' does not mix, usually, with 'dark' and 'evil'. The writer is positive about Jagers by saying he went to church and gave to charity but is careful to point out that no one knows how much he gave – and that he battered his cousin to death. The reader is bound to think that is not very charitable!

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3

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the text</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• likely to write about the text in general terms, maybe copying sections</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• begins to write about opinions</li> <li>• tends to list ideas without much explanation</li> <li>• some support for simple views</li> </ul>
3	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• understands the writer’s opinion</li> <li>• begins to comment on the writer’s opinion i.e. how the ‘good’ points about Jagers always seem to be followed by significant ‘bad’ ones</li> <li>• shows how facts and opinions combine</li> </ul>
4	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• a well organised review of the writer’s opinion</li> <li>• focuses on language used, such as irony and contrasts</li> <li>• summarises the writer’s opinion effectively, saying he seems to think Jagers was evil and supporting that view with appropriate references e.g. ‘Those who did not have the luxury of escape ... have been more guarded’</li> </ul>

**Extract from a Grade B response**

Even though some people may have supported Jagers, the writer does not seem to think he is a good man. He mentions Stanbridge’s assessment, which implied he was a church-goer and so on, but always gives more weight to Jagers’ evil. Three of the four paragraphs end with a note of criticism and the final fact is especially powerful – ‘imprisoned for battering to death his cousin’. This makes him sound brutal. It seems to answer the rhetorical question he asked earlier: ‘were there two sides to the man?’ Maybe there were, but his opinion seems to be that one side is more important ...

# Fact and opinion answers

## Page 14

1 Facts and opinions include:

Facts	Opinions
checking temperatures etc	white expanse is 'incredible' and provides 'delights'
has had more spare time	whales were 'Fantastic'
has been on a boat and seen whales	penguins are 'crazy'/'not very bright'
has seen seals and skuas	penguins 'panic'
has seen penguins	birds are 'stupid'
was in boat when penguin dropped in	'maybe he thought we were a taxi'
collected glacier ice	'best thing yet' is the ice
kept ice in fridge then put it in drinks	'It's not like normal blue glacier ice'

Marks	Grade
fewer than 3	G/F
3 / 4 of each	E/D
5 of each	C/A*

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2

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the text</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• likely to write about the text in general terms, maybe copying sections</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• begins to write about attitude</li> <li>• includes facts and opinions</li> <li>• tends to list ideas without much explanation</li> <li>• some support for simple views</li> </ul>
3–4	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• understands the scientist's attitude</li> <li>• comments on the scientist's attitude</li> <li>• deals with how facts and opinions show her attitude, e.g. 'The facts show how, for instance, she has seen whales swimming past, but her opinion tells us how she is feeling – it comes as an exclamation: "Fantastic!" This shows she is impressed.'</li> </ul>
5–6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• a well organised review of the writer's attitude</li> <li>• close focus on how facts and opinions used, e.g. 'When she gives her opinions, she sounds like a little girl, excited by all around her ... We realise how much she is enjoying her time in Antarctica ...'</li> <li>• summarises the scientist's attitude effectively, basing the summary clearly on fact and opinion</li> </ul>

## Extract from a Grade A\* response

Although the writer is a scientist, she seems very excited by the natural world around her. The facts are given to us: things like how the team are spending their time 'checking temperatures, air quality ...'; but that all seems to be in the background, because she is more interested in how she has spent her free time. In factual terms, she has been out on a boat, seen lots of whales and birds, and has collected some ice from a glacier. However, the writing comes to life because of the way she reacts to all this. For example, the penguins seem almost human as they 'rush towards you'... and her opinion is designed to make us laugh: 'Maybe he had thought we were a taxi?!'...

## Page 15

3

Marks	Grade	Skills demonstrated	Possible content
1–2	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the text</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• likely to write about the text in general terms, maybe copying sections</li> </ul>
3–4	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• begins to write about image of Jennifer Aniston</li> <li>• tends to list facts and opinions without much explanation</li> <li>• some support for simple views</li> <li>• includes view of success</li> </ul>
5–6	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• understands the writer's opinion of Jennifer Aniston</li> <li>• begins to comment on the writer's use of facts and opinions to create an image</li> <li>• view of success comes logically from how facts and opinions have been used</li> </ul>
7–8	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• a well organised review of how the writer creates a positive image</li> <li>• close focus on how facts and opinions are used</li> <li>• summarises the writer's success effectively, basing the summary clearly on fact and opinion.</li> </ul>

## Extract from a Grade C response

The reader is told many positive facts about Jennifer Aniston, like how much she was paid for 'Friends' and about the Emmy prizes and being on the cover of Vanity Fair. She has also been in movies and had 'rave reviews'. All these things make us think she is good. The writer's opinion is that she has nothing to worry about in the world, because he describes her as 'beautiful' and 'talented'. He also thinks that she is so wonderful 'she won't be single for long'. He even gives his positive opinion of her hair ...

# Follow an argument answers

## Page 17

### 1 Main points in the argument:

- Many educated people read little but will not admit it  
'refuse to admit they read so little'
- They pretend because they do not want to be 'shown up'  
'Life is too competitive, even when you leave the playground'
- Even those who do read exaggerate  
'I was re-reading it recently and ...'
- We should not think that only people who read are wise  
'They too have their wisdom'
- People who do not read can have many other talents which are just as valuable, though they can be overlooked  
'The world isn't logical'

Each point needs to be supported by a relevant quotation. Those given here are merely examples.

Marks	Grade	Possible content
1	G/F	some idea of the argument, with limited quotation
2-3	E/D	three clear points, with some proof
4-5	C/B	four/five stages, though not necessarily all well proven
6	A/A*	four/five stages with appropriate quotation

## Page 17

2

Marks	Grade	Skills demonstrated	Possible content
1–2	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the text</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• likely to write about the text in general terms, maybe copying sections</li> </ul>
3–4	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• begins to write about the opening and ending</li> <li>• list some techniques without much explanation</li> <li>• some support for simple views</li> <li>• attempts to summarise how it is successful and interesting</li> </ul>
5–6	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	<ul style="list-style-type: none"> <li>• understands the writer's use of the introduction and conclusion</li> <li>• begins to comment on the writer's use of techniques</li> <li>• supports the views offered</li> <li>• overview of why it is successful and interesting</li> </ul>
7–8	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• a well organised review of how the writer puts together the argument</li> <li>• close focus on how the opening and ending are used</li> <li>• able to summarise how successful and interesting it is, basing the summary clearly on the writer's techniques</li> </ul>

## Extract from a Grade A\* response

The writer is very critical – and tries to make us accept his opinions and interest us by making us smile but also by peppering the argument with persuasive techniques.

He begins with a rhetorical question with which it is hard to disagree, then moves straight into an example, to prove the point. In case we might be tempted to disagree with his ideas, he immediately mentions Plato's 'Republic' and the average reader might well accept his point of view simply because he is presenting himself as someone who is, clearly, well-read. He pours scorn on those who pretend to read ('they have never even used the book to stand their coffee on'); looks down on them, not just as pretenders, but also as lovers of 'killing/romance/humour/romping'; and dismisses them with patronising abruptness:

'Because they would feel shown up, that's why'.

He imagines his superior attitude will win the day; but although he is presenting an argument about reading, he engages the reader with his conversational style, beginning sentences with connectives like 'But' and 'Because' and beginning: 'Isn't it'. He is, simultaneously, taking the role of a more common man ...

# Language answers

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Other interpretations would be acceptable for these questions, so long as they make sense, are proven and explained.

For the first four questions:

Total out of 9 marks

Marks	Grade
1-3	G/F
4-5	E/D
6-7	C/B
8-9	A/A*

**1** One mark per point: maximum 2:

- A conversational opening: 'Let's face it' – to attract a wide audience
- Use of a cliché (metaphor): 'not always everyone's cup of tea' – for same purpose, not appearing too intellectual

**2** One mark per point: maximum 3:

- Exaggeration for effect: 'left most of the audience...' – to criticise the show and make the disapproval seem unanimous
- Mention of *Big Brother* and *Eastenders* – once more, to appeal to a wide, everyday audience
- Mention of Shakespeare as 'the Bard' – showing the writer is educated
- Violent vocabulary to show how badly the play was produced: 'spat out, rushed and mutilated' – shows emotions of writer
- Play on words: 'obscene and best not heard' (changed from 'Children should be seen and not heard') – to add a touch of humour and, again, suggesting intelligence in the writer

**3** One mark per point: maximum 3:

- Simple statement: 'Nothing was as it should be' – which seems indisputable
- Contrast between traditional view ('Shakespeare's final great creation') and this version, made to seem cheap and sordid ('perverse and perverted')
- Characters seem mad and unpleasant: 'deranged' and 'hideously naked' – putting further personal interpretation on the performance
- Descriptions of characters makes them seem like characters out of a mad house

## Page 19

## 4 Maximum 1:

- Alliteration used: 'foul freaks' – frightening/unpleasant 'f' sounds
- Simple statements again, making straightforward points which, it seems, cannot be contradicted

## 5

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• simple supported comment</li> <li>• re-tells the content</li> <li>• refers to some appropriate detail</li> <li>• some reference to language</li> </ul>	<ul style="list-style-type: none"> <li>• argument set out in first sentence</li> <li>• series of rhetorical questions</li> <li>• exaggeration for effect ('mass murderers')</li> </ul>
2–3	E/D	<ul style="list-style-type: none"> <li>• some extended supported comment</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main features</li> <li>• attempts to deal with language</li> </ul>	<ul style="list-style-type: none"> <li>• simile ('bottle of beer')</li> <li>• list ('pushing, forcing squeezing')</li> </ul>
4–5	C/B	<ul style="list-style-type: none"> <li>• clear attempt to deal with language</li> <li>• organised answer</li> <li>• selects and comments on language, using some appropriate vocabulary</li> <li>• a variety of points made</li> </ul>	<ul style="list-style-type: none"> <li>• 'higher standards' in inverted commas to undermine it</li> <li>• 'metaphorical rods of iron'</li> <li>• 'unlocked', 'tumble out', 'braced'</li> <li>• 'First ... Then ... And later ...'</li> <li>• atmosphere: 'Bustle and noise' and following lists</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of how the language used</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• images of late night</li> <li>• final significant question, in paragraph of its own</li> </ul>

## Extract from a Grade B response

The writer uses language to try to make us agree with his opinions about young people and how they behave. He starts with some rhetorical questions, to gain our attention: 'Why aren't they drunk all the time?' He is exaggerating and trying to make us laugh.

Then, when he compares British schools to a bottle of beer – which is a simile – he makes it seem like the children might be almost drunk, so they are hard to control. Then, the headteachers looking after them are like riot controllers, with 'rods of iron'. This makes them sound tough, and makes us think they need to be.

The language used when the kids come out of school is very busy and rushed ('Bustle and noise') so we can imagine the scene ...

# Structure answers

## Page 20

1

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• simple supported comment</li> <li>• re-tells the content</li> <li>• refers to some appropriate detail</li> <li>• some reference to structure</li> </ul>	<ul style="list-style-type: none"> <li>• general organisation, dealing with topic sentences</li> <li>• questions to stimulate interest</li> <li>• what happens in schools</li> <li>• what happens after school</li> <li>• returns to opening, to conclude</li> <li>• use of connectives</li> <li>• use of repetition and lists</li> <li>• two middle paragraphs have short sentences to engage followed by longer sentences to explain</li> </ul>
2–3	E/D	<ul style="list-style-type: none"> <li>• some extended supported comment</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main features</li> <li>• attempts to deal with structure</li> </ul>	
4–5	C/B	<ul style="list-style-type: none"> <li>• clear attempt to deal with structure</li> <li>• organised answer</li> <li>• selects and comments on structure, using some appropriate vocabulary</li> <li>• a variety of points made</li> </ul>	
6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of how the text is structured</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	

### Extract from a Grade A response

The writer opens and closes his text with the same idea – that young people behave much better abroad. The central section examines that theory: first, by asking pertinent questions about behaviour; then by moving on to look at what happens in school and after school.

Throughout, the writer gives the idea that this is a pressing problem by using concentrated detail. He begins with a list of questions and uses lists as a technique throughout the text. For example, the children appear to be ‘pushing, forcing squeezing’ and later there is ‘tugging and name-calling. Bustle and noise’. It is as if there is concentrated and on-going activity. There is also a sense of danger in the writing. We have mention of beer and later drugs and pubs. These ideas help to link the parts of the overall message ...

## Page 20

2

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• simple supported comment</li> <li>• re-tells the content</li> <li>• refers to some appropriate detail</li> <li>• some reference to structure</li> </ul>	<ul style="list-style-type: none"> <li>• what catches the eye first, and what we read next</li> <li>• the effects of the fonts and layouts</li> <li>• what is first in the text, and why</li> <li>• how the other information is organised: e.g. how the name of the school stands out; 'Headteacher' is prominent; the information in the shaded text box; the continuous writing; the final points</li> <li>• an explanation of the logic in this structure</li> </ul>
2–3	E/D	<ul style="list-style-type: none"> <li>• some extended supported comment</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main features</li> <li>• attempts to deal with structure</li> </ul>	
4–5	C/B	<ul style="list-style-type: none"> <li>• clear attempt to deal with structure</li> <li>• organised answer</li> <li>• selects and comments on structure, using some appropriate vocabulary</li> <li>• a variety of points made</li> </ul>	
6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of how the text is structured</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	

## Extract from a Grade C response

The advertisement is not about anything exciting, but they have tried to organise it so that it catches our eye. First of all we notice 'Headteacher' and the numbers underneath, which might encourage someone to apply for the job. Above it, of course, is the name of the school, and people need to see that so they will be encouraged to apply for somewhere next to the sea. The next thing that catches the eye is the grey box, and that has details in it of what the school is looking for. Again, it is not exciting, but they have tried to set it out on a slant, so it looks more impressive. The text underneath gives more details, but like an article, so the ending details stand out again, since they are in bold ... You could say that the things in the advertisement are actually set out in order of real importance, beginning with the school, then the job, and so on ...

## Page 21

3

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• simple supported comment</li> <li>• re-tells the content</li> <li>• refers to some appropriate detail</li> <li>• some reference to structure</li> </ul>	<ul style="list-style-type: none"> <li>• imposing title</li> <li>• picture of Beatles</li> <li>• earpieces</li> <li>• sub-heading</li> <li>• text box</li> <li>• white on black/black on white content</li> <li>• writing at bottom of page</li> <li>• order of ideas in the writing</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended supported comment</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main features</li> <li>• attempts to deal with structure</li> </ul>	
3	C/B	<ul style="list-style-type: none"> <li>• clear attempt to deal with structure</li> <li>• organised answer</li> <li>• selects and comments on structure, using some appropriate vocabulary</li> <li>• a variety of points made</li> </ul>	
4	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of how the text is structured</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	

### Extract from a Grade A\* response

The text aims to capture readers' attention, so the front page is dominated by the faces of the Beatles. To show that they were around a long time ago, it is in black and white; and to develop this theme, the remainder of the page is also in black and white. In case anyone did not recognise the singers, the headline is very clear: 'Beatlemania'. That is bound to get attention, because it suggests everyone is going crazy about the Beatles. The size of the word suggests the size of the reaction.

As your eyes move down the page, there are more details. The sub-heading continues the attractiveness of whatever is happening ('£500m-a-year' and 'bonanza'); the text box offers us an 'Exclusive', whilst to end, there is a joke ('Play Jude' – a reminder of the Beatles' song 'Hey Jude') and, finally, a couple of words to lure us on for more ('Full story Page 10').

It all works well because the first sentence in the text box says, 'The Beatles are poised for a huge revival', and as we look at them, it is as if they are all in the modern age and set to be big all over again ...

# Presentational devices answers

## Page 22

1

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• simple supported comment</li> <li>• re-tells the content</li> <li>• refers to some appropriate detail</li> <li>• some reference to structure</li> </ul>	<ul style="list-style-type: none"> <li>• identification of and comment on features of the illustration</li> <li>• use of headings</li> <li>• fonts</li> <li>• cartoon</li> <li>• white writing on black/black writing on white technique</li> <li>• links between the text and presentation like: how the illustration supports the scientists' ideas and does look 'bizarre'</li> <li>• size of cartoon reflects how seriously MPs think the ExxonMobil site and ideas should be treated</li> </ul>
2-3	E/D	<ul style="list-style-type: none"> <li>• some extended supported comment</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main presentational features</li> <li>• attempts to deal with presentation</li> </ul>	
4-5	C/B	<ul style="list-style-type: none"> <li>• clear attempt to deal with presentation</li> <li>• organised answer</li> <li>• selects and comments on presentational devices, using some appropriate vocabulary</li> <li>• a variety of points made</li> </ul>	
6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of how the text is presented</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	

### Extract from a Grade A\* response

The text comes from a tabloid newspaper, and it treats the whole idea of global warming like science fiction. We are initially attracted by the top heading: 'How technology could help.' This is in block capitals, to make it seem important and serious. However, the effect is undermined below, where it says: 'Let's block the sun with dust and mirrors' – which makes it seem like a game we can all join in. Even before we start to read the article, therefore, we suspect we will not be taking the ideas seriously; and the picture could be from a comic. At first glance, the illustration seems scientific, but then we realise that the scale is impossible. No reflectors could be that big and no aeroplane is that size. The insert from the Exxon site further adds to the ridiculous impression ...

Page 23

2

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• simple supported comment</li> <li>• re-tells the content</li> <li>• refers to some appropriate detail</li> <li>• some reference to structure</li> </ul>	<ul style="list-style-type: none"> <li>• impression created by figure in foreground and how he is standing</li> <li>• his face/hands/dress</li> <li>• silhouetted figures behind him</li> <li>• light falling on them</li> <li>• the font for the rhetorical question</li> <li>• shapes/effect around it</li> <li>• building in the background</li> <li>• font for writing at the bottom of page</li> <li>• the book and its cover – including its links with the advertisement itself</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended supported comment</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main presentational features</li> <li>• attempts to deal with presentation</li> </ul>	
3	C/B	<ul style="list-style-type: none"> <li>• clear attempt to deal with presentation</li> <li>• organised answer</li> <li>• selects and comments on presentational devices, using some appropriate vocabulary</li> <li>• a variety of points made</li> </ul>	
4	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of how the text is presented</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	

Extract from a Grade C response

The first thing you notice in the advert is the main character in the foreground. It is suggesting that the book, which is also shown, is going to be about dead people, or someone from a life after death, because he is a skeleton. Being dressed in ordinary clothes, though, it makes it look as if he is going to try to be a part of our world. The grin on his face makes him look quite happy, not too frightening, so maybe this will be a book for younger children. The font for the writing is also quite jokey ....

3 Possible answers include:

Orange: impression of fun ... maybe reminding us of an orange drink ... a summery colour ... bright ('in your face') colour, to attract young readers ... making the book seem not too serious

Silver: cold and more frightening ... like steel ... or the coldness of stars ... clinical ... lifeless

A quality answer will link the impression to the product itself.

Marks	Grade	Possible content
1	D/E	either: just one acceptable explanation <b>Or</b> impressions, but not linked to the product
2	C/A*	likely to be able to give reasons for each colour, which will be logical and convincing

# Making comparisons answers

## Page 25

### 1 James Morrison

Only drink mentioned is beer – and it’s all very casual (£30 a bottle; Carling, Becks, Corona; beer has a bad effect on your throat or makes you gassy)

In contrast:

WaterAid website

Water is a matter of life and death – and the problems caused by dirty water are listed

Marks	Grade	Possible content
1	E/D	likely to make sensible points, but fails to make a valid and clear comparison
2	C/A*	should recognise the differences and make a direct and clear comparison (e.g. ‘youth’ or ‘laddish’ culture set against desperate reality for millions)

2 In each case, one mark for purpose and one mark for audience, though points should be supported by textual reference, to a total of 4:

### James Morrison

- Purpose: to entertain or inform
- Support will select appropriate detail about James Morrison’s lifestyle
- Audience: likely to be casual reader or fan
- Support likely to focus on the ‘lightweight’ nature of the text – there is nothing of any real importance here

### WaterAid website

- Purpose: to inform about the conditions and, perhaps, at the end, suggest that politicians should do more to help (It is never stated, but perhaps, because of the nature of the material, they are hoping to gain support for their cause)
- Support might identify the most serious diseases, significant detail or the final paragraph, as relevant
- Audience: web-surfers, those who are seeking information, supporters of WaterAid
- Support likely to mention it is from a website and/or precise details of diseases and close focus on the water situation

Marks	Grade
1	G
2	F/E
3	D/C
4	B/A*

Page 25

3

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the text</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• likely to write about the text in general terms, maybe copying sections</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to compare</li> </ul>	<ul style="list-style-type: none"> <li>• begins to write about facts and opinions</li> <li>• lists some facts and opinions, with little explanation of how they are used or comparison</li> <li>• some support for simple views</li> <li>• attempts to summarise how facts and opinions are used</li> </ul>
3–4	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> <li>• clear comparison</li> </ul>	<ul style="list-style-type: none"> <li>• understands the writer’s use of facts and opinions</li> <li>• begins to comment on the writer’s use of facts and opinions and makes comparisons</li> <li>• supports the views offered</li> <li>• overview of how facts and opinions are used</li> </ul>
5–6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> <li>• detailed comparison</li> </ul>	<ul style="list-style-type: none"> <li>• a well organised review of how the writer uses facts and opinions</li> <li>• close focus on how the facts and opinions are used and detailed comparisons</li> <li>• able to summarise how successful the texts are, basing the summary clearly on the writer’s use of facts and opinions</li> </ul>

**Extract from a Grade C response**

The James Morrison piece does use facts to say what has happened to him, but there are also opinions to tell you how he feels about it all. Many of them are adjectives like ‘amazing’ and ‘posh’ and ‘incredible’. It all sounds like the way he would say things. On the other hand, the WaterAid extract has much more important facts. It tells the reader all about diseases and how many children are killed by bad water every day. Its opinion is more formal, and telling us that this suffering is wrong: ‘Access to water is a basic human need and ... right’ ...

# Skills test: Paper 1 Section A answers

## Page 28

### Foundation Tier

**1 a** Up to six of:

- More sensible to holiday in Britain: weather warming and less carbon dioxide released
- We have all seen what the rest of the world has to offer
- Mediterranean is polluted
- The world is now becoming much the same – McDonald’s everywhere
- Spain and Greece no longer cheap places to stay
- There are many wonderful places to visit in Britain
- There is no problem getting to these places

Marks	Grade
1–3	G/F
4–5	E/D
6	C/A*

**1 b** Any two of the points, but they must have sensible reasons.

Marks	Grade	Possible content
1	below C	ideas less convincing
2	C/A*	two good reasons, which indicate each is particularly important

## Page 28

1 c

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• simple supported comment</li> <li>• re-tells the content</li> <li>• refers to some appropriate detail</li> <li>• some reference to facts and opinions and/or techniques</li> </ul>	<u>Facts</u> <ul style="list-style-type: none"> <li>• 5.5% of CO<sub>2</sub> from air fuel</li> <li>• changes in temperature</li> <li>• millions of Britons fly each year</li> </ul>
2–3	E/D	<ul style="list-style-type: none"> <li>• some extended supported comment</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of facts and opinions</li> <li>• attempts to deal with techniques</li> </ul>	<ul style="list-style-type: none"> <li>• TV shows us things</li> <li>• Mediterranean is becoming polluted</li> <li>• cheap to travel abroad</li> <li>• you have to pay for food abroad</li> <li>• no need for sea journey to get to Staithes</li> </ul>
4–5	C/B	<ul style="list-style-type: none"> <li>• clear attempt to deal with question</li> <li>• organised answer</li> <li>• selects and comments on facts and opinions and techniques</li> <li>• a variety of points made</li> </ul>	<u>Opinions</u> <ul style="list-style-type: none"> <li>• most of the remainder of the text</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of how the text is presented</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<u>Techniques</u> use of language like: <ul style="list-style-type: none"> <li>• sentence variety</li> <li>• vocabulary e.g. 'charm' and 'glorious'</li> <li>• rhetorical question ('What more ...')</li> <li>• contrasts and comparisons between abroad and Britain</li> <li>• imagery ('opens its arms ...')</li> </ul> and so on

## Extract from a Grade C response

The writer tries to make us agree with him by using facts like we use a lot of fuel flying and it would be better if we stayed at home. He says that millions of Britons fly and that is a fact, but he thinks Britain is just as good as abroad, and that is an opinion. All the time he keeps comparing Britain with places in other countries. He names lots of places that are good, in his opinion, places like Croyde and Morar ...

... All the time he tries to sound convincing. The last paragraph shows that in his opinion we will have to stop flying but Wales is wonderful. He ends by quoting Hamlet, to make it sound as if he is intelligent enough to know important things.

## Page 28

1 d

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the text</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<ul style="list-style-type: none"> <li>• people who like to travel</li> <li>• lovers of Greece</li> <li>• those who like exceptional hotels</li> <li>• those seeking good views and comfort</li> <li>• and grand rooms</li> <li>• those who might want a spa</li> <li>• those with a love of good food</li> <li>• those who can afford such a visit</li> </ul> <p>Any points will require support from the text.</p>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> </ul>	
3	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of information and comment</li> </ul>	
4	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• material fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	

## Extract from a Grade C response

The text is obviously for people who have enough money to go to places like the hotel being described. They would have to be rich enough to pay for it ('£190 per room per night') and would have to be able to cope with the food. It seems different from what most people might eat, because they give you things like 'oven-baked shrimps' and something else called 'grouper'. Most people won't even know what that is ...

## Page 28

2

Marks	Grade	Skills demonstrated	Possible content
1–2	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the texts</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<u>Language</u> <i>Need a break..?</i> <ul style="list-style-type: none"> <li>• pleasantly warmer/grip of heat waves</li> <li>• lure of the exotic</li> <li>• metaphors (e.g. into our living room)</li> <li>• lists</li> <li>• grim reality</li> <li>• descriptions of places in Britain</li> <li>• green and pleasant land</li> <li>• Hamlet quotation</li> </ul>
3–4	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some identification of main points</li> <li>• attempts to answer question</li> <li>• attempts comparison</li> </ul>	
5–7	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects details and comments on them</li> <li>• a variety of points about language and presentation, and comment</li> <li>• clear comparison</li> </ul>	<i>Ancient art of relaxing</i> <ul style="list-style-type: none"> <li>• descriptions of the ‘classic hotel’</li> <li>• how the sights of Athens are described</li> <li>• the grand and romantic descriptions of the views</li> <li>• peaceful points like ‘sea of tranquillity’</li> <li>• ‘The Nosh’</li> <li>• how adjectives are used throughout</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• language and presentation fully understood and used to answer the question</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> <li>• detailed comparison</li> </ul>	<u>Presentation</u> <ul style="list-style-type: none"> <li>• effect of heading and sub-heads</li> <li>• impression created by Acropolis picture</li> <li>• caption</li> <li>• picture in middle of page and caption</li> <li>• fonts</li> </ul>

## Extract from a Grade C response

The texts are very different so they try to interest the readers in different ways. ‘Need a break’ has rhetorical questions in the title, to try to involve the reader in what is going on, so we read the rest. It talks about Bognor, so it is trying to make us laugh. On the other hand, ‘Ancient art’ sounds as if it is all from back in time because of the word ‘ancient’ and it is about holidays because of the word ‘relaxing’. Obviously it is going to go on about how to have a good rest ...

## Page 29

## Higher Tier

## 1 a

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the texts</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<u>Purpose</u> <ul style="list-style-type: none"> <li>• to inform about effect of travel on the environment</li> <li>• to emphasise the potential problems from global warming</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• identification of purpose and audience</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• to support holidays in Britain</li> <li>• to give an educated review of the current situation</li> </ul>
3–4	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• deals clearly with purpose and audience</li> <li>• a variety of information and comment</li> </ul>	<u>Audience</u> <ul style="list-style-type: none"> <li>• for the British</li> <li>• for those who enjoy holidays</li> <li>• for those who have concern (or don't have concern) for the environment</li> </ul>
5	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• purpose and audience fully understood and ideas well supported</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<ul style="list-style-type: none"> <li>• for those who might respond to a logical argument</li> <li>• for an educated audience (mention of Hamlet)</li> </ul>

## Extract from a Grade A\* response

To understand the full argument, the reader would have to be reasonably intelligent. The text deals with details about potential disaster for the world, with foreign destinations and places in Britain: the audience, presumably, would already be aware of these things. In addition, the audience will be the sort of people who have the funds to travel widely, because this argument would be wasted on those earning low wages who cannot afford holidays to begin with. The text is intended to make the readers think about their behaviour and its possible repercussions – for the world itself, which is faced with a frightening future and even 'catastrophic water shortages' ...

## Page 29

## 1 b

Marks	Grade	Skills demonstrated	Possible content
1–2	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the texts</li> <li>• some appropriate detail</li> <li>• some reference to the question</li> </ul>	<p><u>Argument</u></p> <ul style="list-style-type: none"> <li>• air travel affects our future</li> <li>• better to holiday at home</li> <li>• no need to travel: TV, pollution, same businesses abroad</li> </ul>
3–4	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some clarity on argument and identification of facts, opinions and techniques</li> <li>• attempts to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• no more bargains</li> <li>• Britain is as good</li> <li>• will have to stay home to survive</li> </ul> <p><u>Facts</u></p> <ul style="list-style-type: none"> <li>• 5.5% of CO<sub>2</sub> from air fuel</li> <li>• changes in temperature</li> <li>• millions of Britons fly each year</li> <li>• TV shows us things</li> <li>• Mediterranean is becoming polluted</li> <li>• cheap to travel abroad</li> <li>• you have to pay for food abroad</li> <li>• no need for sea journey to get to Staithes</li> </ul>
5–6	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• deals clearly with argument, facts and opinions and techniques</li> <li>• a variety of information and comment</li> </ul>	
7–9	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• how writer has convinced the reader fully understood and ideas well supported</li> <li>• references to text blended into what is being said</li> <li>• details combined to produce a complete answer to the question</li> </ul>	<p><u>Opinions</u></p> <ul style="list-style-type: none"> <li>• most of the remainder of the text</li> </ul> <p><u>Techniques</u></p> <ul style="list-style-type: none"> <li>• use of language like:</li> <li>• sentence variety</li> <li>• vocabulary e.g. ‘charm’ and ‘glorious’</li> <li>• rhetorical question (‘What more ...’)</li> <li>• contrasts and comparisons between abroad and Britain</li> <li>• imagery (‘opens its arms ...’) and so on</li> </ul>

## Extract from a Grade B response

The writer offers a logical argument. She says that we must stay at home, otherwise the world will become over-polluted. However, that is no hardship, because Britain is as good as the continent and we can see everything we need to on television. It is also as cheap to stay where we are.

The text itself is full of facts and opinions. The facts are things like 5.5% of Britain’s carbon dioxide coming from aircraft fuel. This is bound to make the reader think. She also offers opinions like ‘Air travel is feeding our destruction.’ It sounds like we are feeding an animal that will destroy us ...

## Page 29

2 a

Marks	Grade	Skills demonstrated	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the texts</li> <li>• some appropriate detail</li> <li>• some reference to presentation</li> </ul>	<u>Presentational devices</u> <ul style="list-style-type: none"> <li>• effect of heading and sub-heads</li> <li>• impression created by Acropolis picture</li> <li>• caption</li> <li>• picture in middle of page and caption</li> <li>• fonts</li> </ul>
2	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some clarity on presentation</li> <li>• attempts to engage with appropriateness</li> </ul>	<u>Appropriateness</u> <ul style="list-style-type: none"> <li>• how the devices help to attract the audience to the text</li> <li>• why the devices might be successful</li> <li>• likely to include clear message about purpose and audience</li> </ul>
3–4	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• selects and comments, using some appropriate terminology</li> <li>• a variety of examples given with an explanation of their appropriateness</li> </ul>	
5	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• devices and appropriateness fully understood and ideas well supported</li> <li>• references to text blended into what is being said, and a convincing use of media terms</li> <li>• details combined to show how appropriate the devices are</li> </ul>	

## Extract from a Grade A response

If you are advertising a hotel, it would be foolish not to include pictures. They are the most likely device to attract readers – and, potentially, visitors. In this case, the reader's eye is immediately attracted to the picture of the Acropolis. It is a sight known across the world. And in case the reader did not recognise it, the name is put in bold and in capitals beneath. It looks like one of the wonders of the world, and especially so when directly beside a heading like 'Ancient art of relaxing' – the 'ancient' nature of the place is stressed here and stands out. The caption beneath the picture links the view to the hotel and is again in bold, so as not to be missed ...

## Page 29

## 2 b

Marks	Grade	Skills demonstrated	Possible content
1–2	G/F	<ul style="list-style-type: none"> <li>• some simple supported comment</li> <li>• mainly narrative content – re-telling what is in the texts</li> <li>• some appropriate detail</li> <li>• some reference to presentation</li> </ul>	<i>Need a break..?</i> <ul style="list-style-type: none"> <li>• pleasantly warmer/grip of heat waves</li> <li>• lure of the exotic</li> <li>• metaphors (e.g. into our living room)</li> </ul>
3–4	E/D	<ul style="list-style-type: none"> <li>• some extended comment, supported</li> <li>• unstructured response – tends to re-tell in own words</li> <li>• some clarity on language</li> <li>• attempts to compare</li> </ul>	<ul style="list-style-type: none"> <li>• lists</li> <li>• grim reality</li> <li>• descriptions of places in Britain</li> <li>• green and pleasant land</li> <li>• Hamlet quotation</li> </ul>
5–6	C/B	<ul style="list-style-type: none"> <li>• clear attempt to answer question</li> <li>• organised response</li> <li>• comments clearly on language</li> <li>• a variety of comparisons</li> </ul>	<i>Ancient art of relaxing</i> <ul style="list-style-type: none"> <li>• descriptions of the ‘classic hotel’</li> </ul>
7–8	A/A*	<ul style="list-style-type: none"> <li>• a full understanding of what is required</li> <li>• purposes and audiences fully understood and ideas well supported</li> <li>• references to text blended into what is being said</li> <li>• a full and detailed comparison</li> </ul>	<ul style="list-style-type: none"> <li>• how the sights of Athens are described</li> <li>• the grand and romantic descriptions of the views</li> <li>• peaceful points like ‘sea of tranquillity’</li> <li>• ‘The Nosh’</li> <li>• how adjectives are used throughout</li> </ul>

## Extract from a Grade A\* response

The writer of ‘Need a break’ begins with rhetorical questions; but if they do not challenge us enough, adds a touch of apparent sarcasm; ‘Why not try Bognor..?’ We are, presumably, expected to be amazed or chuckle, then read on. We are hooked.

In contrast, the writer then becomes much more formal and factual. The use of government figures and a statistic is meant to appeal to our logical and practical sensibilities; and the short, punchy sentence hammers home an immediate message: ‘Air travel is feeding our destruction.’ The metaphor is meant to be frightening ...