

GCSE

WJEC Eduqas GCSE in  
**ENGLISH LANGUAGE**

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**SPECIMEN ASSESSMENT  
MATERIALS**

Teaching from 2015





FOR TEACHING FROM 2015  
FOR AWARD FROM 2017

GCSE (9-1) ENGLISH  
LANGUAGE

SPECIMEN ASSESSMENT  
MATERIALS



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**GCSE ENGLISH LANGUAGE**

**COMPONENT 1**

**20<sup>th</sup> Century Literature Reading and  
Creative Prose Writing**

**SPECIMEN PAPER**

**1 hour 45 minutes**



### **ADDITIONAL MATERIALS**

A 12 page answer book.

### **INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Answer **all** questions in Section A.

Select **one** title to use for your writing in Section B.

Write your answers in the separate answer book provided.

You are advised to spend your time as follows:

- |           |  |
|-----------|--|
| Section A | - about 10 minutes reading                 |
|           | - about 50 minutes answering the questions |
| Section B | - about 10 minutes planning                |
|           | - about 35 minutes writing                 |

### **INFORMATION FOR CANDIDATES**

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.

**SECTION A: 40 marks**

*Read carefully the passage below. Then answer all the questions which follow it.*

*The novel from which this passage is taken is set in Botswana, which is a country in southern Africa.*

I am Obed Ramotswe. I love my country and I am proud I was born in Botswana. There's no other country in Africa that can hold its head up as we can. I had no desire to leave my country, but things were bad in the past. Before we built our country we had to go off to South Africa to work. We went to the mines. The mines sucked our men in and left the old men and the children at home. We dug for gold and diamonds and made those white men rich. They built their big houses. And we dug below them and brought out the rock on which they built it all. I was eighteen when I went to the mines. My father said I should go, as his lands were not good enough to support me and a wife. We did not have many cattle, and we grew just enough crops to keep us through the year.

10 So when the recruiting truck came from over the border I went to them and they put me on a scale and listened to my chest and made me run up and down a ladder for ten minutes. Then a man said that I would make a good miner and they made me write my name on a piece of paper. They asked me whether I had ever been in any trouble with the police. That was all. In Johannesburg they spent two weeks training us. We were all quite fit and strong, but nobody could be sent down the mines until he had been made even stronger. So they took us to a building which they had heated with steam and they made us jump up and down on the benches for four hours each day.

20 They told us how we would be taken down into the mines and about the work we would be expected to do. They talked to us about safety, and how the rock could fall and crush us if we were careless. They carried in a man with no legs and put him on a table and made us listen to him as he told us what had happened to him. They taught us Funagalo, which is the language used for giving orders underground. It is a strange language. There are many words for push, shove, carry, load, and no words for love, or happiness, or the sounds which birds make in the morning. Then we went down the shafts. They put us in cages, beneath great wheels, and these cages shot down as fast as hawks falling on their prey. They had small trains down there and they took us to the end of long, dark tunnels, which were filled with green rock and dust. My job was to load rock after it had been blasted and I did this for ten hours every day. I worked for years in those mines, and I saved all my money. Other men spent it on women, and drink and fancy clothes. I bought nothing. I sent the money home and then I bought cattle with it. Slowly my herd got bigger.

35 I would have stayed in the mines, I suppose, had I not witnessed a terrible thing. It happened after I had been there fifteen years. I had been given a much better job, as an assistant to a blaster. They would not give us blasting jobs, as that was a job the white men kept for themselves, but I was given the job of carrying explosives for a blaster. This was a good job and I liked the man I worked for. He had left something in a tunnel once – his tin can in which he carried his sandwiches – and he had asked me to fetch it. So I set off down this tunnel where he had been working. The tunnel was lit by bulbs, but you still had to be careful because here and there were great galleries which had been blasted out of the rock. These could be two hundred feet deep and men fell into them from time to time. I turned a corner in this tunnel and found myself in a round chamber. There was a gallery at the end of this and a warning sign. Four men were standing at the edge of this gallery and they were holding another man by his arms and legs. As I came around the corner, they threw him over the edge and into the dark. The man screamed something about a child. Then he was gone. I stood where I was. The men had not seen me yet, but one turned around and shouted out in Zulu. Then they began to run towards me. I turned and ran back down the tunnel. I knew that if they caught me I would follow their victim

into the gallery. It was not a race I could let myself lose.

Although I got away, I knew that those men had seen me and that I would be killed. I had seen their murder and could be a witness, and so I knew I could not stay in the mines. I spoke to the blaster. He was a good man and he listened to me carefully when I told him I would have to go.

50 There was no other white man I could have spoken to like that, but he understood. Still, he tried to persuade me to go to the police. "Tell them what you saw," he said. "Tell them. They can catch those Zulus and hang them."

"I don't know who those men are. They'll catch me first. I am going home." He looked at me and nodded. Then he took my hand and shook it, which is the first time a white man had done that to me. So I called him my brother, which is the first time I had done that to a white man. "You go back home to your wife," he said. "If a man leaves his wife too long, she starts to make trouble for him. Believe me."

60 So I left the mines, secretly, like a thief, and came back to Botswana in 1960. I cannot tell you how full my heart was when I crossed the border. In the mines I had felt every day that I might die. Danger and sorrow hung over Johannesburg like a cloud. In Botswana it was different. There were no policemen with dogs; you did not wake up every morning to a wailing siren calling you down into the hot earth. There were not great crowds of men, all from some different place, all sickening for home. I had left a prison – a great, groaning prison, under the sunlight.

*Alexander McCall Smith*

**Read lines 1-9.**

**A1.** List **five** reasons why Obed Ramotswe went to South Africa. [5]

**Read lines 10-17.**

**A2.** How does the writer show what Obed went through to become a miner? [5]

*You must refer to the language used in the text to support your answer.*

**Read lines 18-30.**

**A3.** What impressions do you get of the work in the mines from these lines?

*You must refer to the text to support your answer.* [10]

**Read lines 31-46.**

**A4.** How does the writer make these lines tense and dramatic? [10]

You should write about:

- what happens to build tension and drama;
- the writer's use of language to create tension and drama;
- the effects on the reader.

**Read lines 47 to the end.**

**A5.** "In the last twenty or so lines of this passage, the writer encourages the reader to feel sympathy for Obed." [10]

To what extent do you agree with this view?

You should write about:

- your own impressions of Obed as he is presented here and in the passage as a whole;
- how the writer has created these impressions.

*You must refer to the text to support your answer.*

**SECTION B: 40 marks**

*In this section you will be assessed for the quality of your **creative prose writing** skills.*

*24 marks are awarded for communication and organisation; 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.*

*You should aim to write about 450-600 words.*

Choose **one** of the following titles for your writing:

[40]

- Either,**        (a)    Making a Difference.
- Or,**            (b)    The Choice.
- Or,**            (c)    Write about a time when you were at a children's party.
- Or,**            (d)    Write a story which begins:  
I didn't know if I had the courage to do this ...

*The space below can be used to plan your work.*



**GCSE ENGLISH LANGUAGE**

**COMPONENT 2**

**19<sup>th</sup> and 21<sup>st</sup> Century Non-fiction Reading and  
Transactional/Persuasive Writing**

**SPECIMEN PAPER**

**2 hours**



### **ADDITIONAL MATERIALS**

Resource Material for use with Section A.

A 12 page answer book.

### **INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Answer **all** questions in Sections A and B

Write your answers in the separate answer book provided.

You are advised to spend your time as follows:

Section A     - about 10 minutes reading  
                  - about 50 minutes answering the questions

Section B     spend 30 minutes on each question  
                  - about 5 minutes planning  
                  - about 25 minutes writing

### **INFORMATION FOR CANDIDATES**

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.

**SECTION A: 40 MARKS**

*Answer all of the following questions*

*The **separate Resource Material for use with Section A** is a newspaper article, 'Waste not, Want not', by John Humphrys.*

*The extract opposite is from a housekeeping book, 'The American Frugal Housewife', written in 1832 by Lydia M. Child.*

**Read the newspaper article by John Humphrys in the separate Resource Material.**

- A1.** (a) How much food is wasted by the British every year? [1]  
(b) How much does it cost to get rid of wasted food? [1]  
(c) How much food is thrown away by an average supermarket every year? [1]
- A2.** John Humphrys is trying to persuade us to be less wasteful. How does he try to do this? [10]

You should comment on:

- what he says to influence readers;
- his use of language and tone;
- the way he presents his argument.

**To answer the following questions you will need to read the extract opposite by Lydia M. Child.**

- A3.** (a) What does the writer mean by "Time is money" in line 2? [1]  
(b) What does the writer suggest family members should do to help in the house? [2]
- A4.** What do you think and feel about Lydia M. Child's views about running a household? [10]

You should comment on:

- what is said;
- how it is said.

*You must refer to the text to support your comments*

**To answer the following questions you will need to use both texts.**

- A5.** According to these two writers, why should Americans change their attitudes to leftover food? [4]
- A6.** Both of these texts are about waste. Compare the following:  
• the writers' attitudes to waste;  
• how they get across their arguments. [10]

*You must use the text to support your comments and make it clear which text you are referring to.*

## The American Frugal Housewife

The true economy of housekeeping is simply the art of gathering up all the fragments, so that nothing be lost. I mean fragments of time, as well as materials. 'Time is money.' For this reason, cheap as stockings are, it is good economy to knit them. Cotton and woollen yarn are both cheap; stockings that are knit wear twice as long as woven ones; and they can be done at odd minutes of time, which would not be otherwise employed. Where there are children, or aged people, it is sufficient to recommend knitting, that it is an employment. Nothing should be thrown away so long as it is possible to make any use of it, however trifling that use may be; and whatever be the size of a family, every member should be employed either in earning or saving money. Buy merely enough to get along with at first. It is only by experience that you can tell what will be the wants of your family. If you spend all your money, you will find you have purchased many things you do not want, and have no means left to get many things which you do want. Have all the good bits of vegetables and meat collected after dinner, and minced before they are set away; that they may be in readiness to make a little savoury mince meat for supper or breakfast. Take the skins off your potatoes before they grow cold. Economy is generally despised as a low virtue, tending to make people ungenerous and selfish. This is true of avarice; but it is not so of economy. The man who is economical, is laying up for himself the permanent power of being useful and generous. He who thoughtlessly gives away ten dollars, when he owes a hundred more than he can pay, deserves no praise,— he obeys a sudden impulse, more like instinct than reason: it would be real charity to check this feeling; because the good he does maybe doubtful, while the injury he does his family and creditors is certain. It would be better to ensure that no opportunity for economy is overlooked. Use the shopping list for a family for a week to make sure nothing – food nor money – is wasted.

<b>Weekly shopping list</b>	<b>Cost</b>
Meat for Sunday, etc. (3 lbs of salt beef at 2½ cents per lb.)	7½ cents
Tea, sugar and milk	15 cents
Vegetables	6 cents
Oil	6 cents
Coals	2 cents
Bread	22 cents
Meat, vegetables, etc. for a stew (six persons)	9½ cents
Soap, soda, and other sundries	6 cents
Potatoes and lard (a "baked dinner")	4 cents
<i>Total expenditure for the week</i>	78 cents

*The American Frugal Housewife*, by Lydia M. Child 1832

## **'WASTE NOT, WANT NOT'**

### **The Proverb We All Forgot**

In the wilds of Texas I once went to a restaurant called the Big Texan. Its name derives partly from the size of the waiters – you have to be at least 6ft 6in to work there – and partly from the size of the portions. The speciality of the house is a steak that weighs 72oz. That is approximately the size of the average Sunday joint, with enough left over for at least another family meal.

Most people give up and what they leave is, of course, thrown away. The whole place is one great temple dedicated to the worship of waste and if you ever feel the need for a swift dose of British moral superiority, I strongly recommend a visit to the Big Texan. When it comes to waste, the Americans are the unquestioned champions of the world.

But the British are beginning to challenge them. An official report has revealed that we waste 500,000 tons of food every year. Now that is not food that has grown mould in the back of the fridge and lurks there threatening to take over the world; it is edible food that has merely passed its sell by date on the supermarket shelves.



It is worth about £400 million and it costs another £50 million just to get rid of it. Here is what happens to most of it.

When we buy our food in the supermarket we rummage around the shelves to find the product with the latest sell by date. The stuff with the earliest dates is left on the shelf and, because the barmy rules and regulations would have us believe that we shall die in agony if we eat a spoonful of yoghurt 30 seconds after the date on the carton, it ends up in the landfill site. It is shameful nonsense. Every year a typical supermarket chucks out 50 tons of perfectly good food. Still feel so smug about the wasteful Americans?

That food could be used by any number of needy people, but we throw it out. Only a fraction is handed over to charities, who are constantly begging for more. Some of us might cluck a little over the wickedness of a world in which we waste food while Ethiopian children starve, but we get over it. We smile at memories of our mothers telling us it's wrong not to eat all your dinner when children are starving in Africa. The truth is, we only care about waste in the context of money. Our attitude seems to be, if we can afford to waste things, then why the hell shouldn't we?

I know a woman who is reasonably well off and a keen cook, who will not use a recipe calling for egg whites unless she can find use for the yolks at the same time. She would rather slit her wrists than throw out perfectly good egg yolks.



But then, she is 70 and, as she says, she came to hate waste during the war years and rationing. She thinks it is plain wrong to waste. She is right.

I am still smarting from an interview I did last year. I confessed to the interviewer that I turned off lights when I left the room and boiled only a mug-full of water if that was all I needed. Could this really be true? I'm afraid so, I said. Such ridicule was heaped on me in her article that I bought all the papers in my local shop, dumped them in the recycling bin (naturally) and went into hiding. If only I had admitted to being a serial murderer instead.

Now, if you will excuse me, I need to pop outside because a police horse has just deposited a great pile of manure in the road in front of my house. It will do wonders for my vegetables and it would be such a waste to leave it there to be squashed by a passing car. However, I shall cover my head with a balaclava just in case anybody sees me with my shovel. They would think I was crazy.

John Humphrys

*The Sunday Times, 9<sup>th</sup> April 2000*

**SECTION B: 40 marks**

*Answer Question B1 and Question B2.*

*In this section you will be assessed for the quality of your writing skills.*

*For each question, 12 marks are awarded for communication and organisation; 8 marks are awarded for vocabulary, sentence structure, punctuation and spelling.*

*Think about the purpose and audience for your writing.*

*You should aim to write about 300-400 words for each task.*

**B1.** Your school/college is keen to reduce waste.

**Write a report for the Headteacher/Principal suggesting ways this might be done.**

You could include:

- examples of waste at the moment;
- your ideas about how the situation could be improved. [20]

**B2.** A proposal has been made to hold a motorcycle race on the roads in your area.

You have decided to write an article for your community magazine to share your views on this proposal. You could write in favour or against this proposal.

**Write a lively article for the magazine giving your views.** [20]

*The space below can be used to plan your work.*

## Component 1 – Mark Scheme

### Section A (40 marks)

#### General Instructions

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others. Examiners should select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standards is lower or higher 'adequate' but not the highest or lowest mark in the band. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

**Section A (40 marks)**

**Read lines 1-9.**

**A1. List five reasons why Obed Ramotswe went to South Africa? [5]**

(AO1 1a and b)

*This question tests the ability to identify explicit and implicit information and ideas.*

Award **one mark** for each separate point identified by the candidate, **to a maximum of five:**

- things were bad (in Botswana);
- to (find) work;
- his father said he should go / encouraged him;
- the family's lands were not good enough to support Obed and a future wife;
- they did not have many cattle for food/money;
- they grew just enough crops/didn't make any money out of farming;
- he felt a sense of obligation / duty to his family.

No mark should be awarded for unabridged quotation of whole sentences.

Read lines 10-17.

**A2. How does the writer show what Obed went through to become a miner?**

***You must refer to the language used in the text to support your answer.*** [5]

(AO2 1a and 1c)

*This question tests the ability to explain, comment on and analyse how writers use language to achieve effect, using subject terminology to support their views.*

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who identify and begin to comment on what Obed had to do.

Give 2 marks to those who identify and give straightforward comments on what Obed had to do. These responses will simply identify language for effect and some subject terminology.

Give 3 marks to those who explain what Obed had to do and how language is used to achieve effects and influence the reader and begin to show some understanding of language, e.g. There is a list of things that Obed has to do. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 4 marks to those who make accurate comments about what Obed does and begin to analyse how language and tone are used to achieve effects, e.g. Obed was surprised by the lack of rigour in the testing highlighted in the short sentence, "That was all." Subject terminology is used accurately to support comments effectively.

Give 5 marks to those who make accurate and perceptive comments about what Obed does and analyse how language and tone are used to achieve effects, e.g. simple sentences reflect the uncomplicated recruitment process. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively, e.g. Obed and his fellow miners are passive "they took us", "they made us".

In addition to the examples given above, other details candidates may explore or comment on could be:

- the recruiters came to get them
- the recruiters checked Obed was healthy (weighed him and listened to his chest)
- they checked how fit he was ("made me run up and down a ladder")
- he is asked about his police record to check he is not a trouble maker/not asked to prove anything
- he received only two weeks' training
- he was "made even stronger"
- they tested how he dealt with heat.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Read lines 18-30.

**A3. What impressions do you get of the work in the mines from these lines?**

*You must refer to the text to support your answer.*

**[10]**

(AO2 1a, c and d)

*This question tests the ability to explain, comment on and analyse how writers use language to achieve effect and influence readers, using subject terminology to support their views.*

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some aspects of what it was like to work in the mine, e.g. rocks could fall and crush them.

Give 3-4 marks to those who identify and give straightforward comments on what it was like to work in the mine, e.g. “they carried in a man with no legs” to show it was a dangerous job. These responses will simply identify some subject terminology.

Give 5-6 marks to those who explain what it was like to work in the mine and begin to show some understanding of how language is used to achieve effects and influence the reader, e.g. the men were forced to listen to the experience of a man with no legs as a warning about the danger in the mines, “made us listen to him”. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about what it was like to work in the mine and begin to analyse how language and tone are used to achieve effects and influence the reader, e.g. there is an impression of care as “they talked to us about safety” but it is impersonal and suggests possibly dubious motives. Subject terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments on a wide range of examples about what it was like to work in the mine and provide detailed analysis of how language and tone are used to achieve effects and influence the reader, e.g. in the sentence “rock could fall and crush us if we were careless” the miners are made active, implying if they were injured it would be their own fault. Subtleties of the writer’s technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

In addition to the examples given above, other details candidates may explore or comment on could be:

- it was harsh / horrible / grim / bleak
- it was physically demanding
- it was hot
- it was dangerous
- the miners were strictly ordered about / no kindness or respect / functional language
- it was frightening / daunting
- it was dark and dusty
- they worked long hours
- they were well-paid (relatively)
- an impression of care but it was impersonal / dubious motives.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Read lines 31-46.

A4. How does the writer make these lines tense and dramatic?

You should write about:

- what happens to build tension and drama;
- the writer's use of language to create tension and drama;
- the effects on the reader.

You must refer to the text to support your answer.

[10]

(AO2 1a, b, c and d)

*This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.*

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some examples of tension or drama in this part of the text, e.g. a man was thrown off the edge.

Give 3-4 marks to those who identify and give straightforward comments on some examples of tension or drama, e.g. the mines were two hundred feet deep so could be dangerous. These responses will simply identify some subject terminology.

Give 5-6 marks to those who explain how a number of different examples create tension and drama, and begin to show some understanding of how language and the organisation of events are used to achieve effects and influence the reader, e.g. the short sentence, "Then he was gone." emphasises the speed at which the man is killed. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples create tension and drama, and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader, e.g. the writer's language highlights the drama unfolding and the danger Obed will face, "still had to be careful", "men fell into them", "warning sign". Subject terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples create tension and drama, and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader, e.g. the danger Obed will encounter is foreshadowed by the "warning sign" he sees. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

In addition to the examples given above, other details candidates may explore or comment on could be:

- he tells us he witnesses "a terrible thing"
- he is sent alone to retrieve the tin can
- the tunnel is lit but still needs care
- they are holding a man over the edge
- the man 'screams something about a child'
- he then disappears / it is quick, stark, shocking (sentence structure)
- there is a tense moment as Obed has not yet been seen
- but then he is chased
- he knows he will be killed if he is caught
- he says it is a 'race' he could 'not lose'
- structure of events – from the mundane quickly escalating to extreme horror (the murder is gruesome).

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

**Read lines 47 to the end.**

- A5.** “In the last twenty or so lines of this passage, the writer encourages the reader to feel sympathy for Obed.” [10]

To what extent do you agree with this view?

You should write about:

- your own impressions of Obed as he is presented here and in the passage as a whole;
- how the writer has created these impressions.

(AO4)

*This question tests the ability to evaluate texts critically and support this with appropriate textual references.*

0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who express a simple personal opinion with linked basic textual reference, e.g. I am glad Obed left because he could be killed.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with the text e.g. I felt sorry for Obed as the writer shows that he doesn't have a good life in South Africa and that he did not have good relationships with the white men “the first time a white man had done that.”

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text, e.g. even though life in South Africa for a miner is shown by the writer to be difficult I feel sympathy for Obed as he feels forced to leave “I knew I could not stay in the mines” or he would be in danger.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with the text, e.g. the writer presents it as necessary for Obed to leave South Africa as the danger for him is still present as he has to leave the mines “secretly”. Whilst there is undoubted sympathy the reader also feels relief as he is safe and pleased to be back home.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text, e.g. the writer conveys a sense of unfairness in the lack of justice in South Africa, that whilst the Zulus literally ‘get away with murder’, Obed is the one who pays the price by having to leave his relatively well-paid job “secretly”. However, our sympathy is not fully engaged as the writer reveals that Obed feels he “had left a prison”, and we know that he is now free.

Areas for possible evaluation:

- pity for Obed as he is forced to leave South Africa but pleased he is returning home
- the contrast between the challenges and brutality of his training and the contrast with life in Botswana
- the harshness of his life ... yet he still makes a success of his life
- comparison of life in Botswana with South Africa
- outrage at the conditions in South Africa
- sense of injustice

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

## Section B (40 marks)

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for Section B (/40) will be given by awarding two marks:

- communication and organisation (24 marks);
- vocabulary, sentence structure, spelling, punctuation (16 marks)

***It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.***

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

	<b>AO5 Communication and organisation</b> <i>24 marks</i>	<b>AO6 Vocabulary, sentence structure, spelling and punctuation</b> <i>16 marks</i>
<b>Band 5</b>	<p><b>20-24 marks</b></p> <ul style="list-style-type: none"> <li>the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination)</li> <li>the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest)</li> <li>structure and grammatical features are used ambitiously to give the writing cohesion and coherence</li> <li>communication is ambitious and consistently conveys precise meaning</li> </ul>	<p><b>14-16 marks</b></p> <ul style="list-style-type: none"> <li>there is appropriate and effective variation of sentence structures</li> <li>virtually all sentence construction is controlled and accurate</li> <li>a range of punctuation is used confidently and accurately</li> <li>virtually all spelling, including that of complex irregular words, is correct</li> <li>control of tense and agreement is totally secure</li> <li>a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning</li> </ul>
<b>Band 4</b>	<p><b>15-19 marks</b></p> <ul style="list-style-type: none"> <li>the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination)</li> <li>the writing is clearly organised (narrative is purposefully shaped and developed)</li> <li>structure and grammatical features are used accurately to support cohesion and coherence</li> <li>communication shows some ambition and conveys precise meaning</li> </ul>	<p><b>11-13 marks</b></p> <ul style="list-style-type: none"> <li>sentence structure is varied to achieve particular effects</li> <li>control of sentence construction is secure</li> <li>a range of punctuation is used accurately</li> <li>spelling, including that of irregular words, is secure</li> <li>control of tense and agreement is secure</li> <li>vocabulary is ambitious and used with precision</li> </ul>
<b>Band 3</b>	<p><b>10-14 marks</b></p> <ul style="list-style-type: none"> <li>the writing is mostly controlled and coherent (plot and characterisation show some detail and development)</li> <li>the writing is organised (narrative has shape and direction)</li> <li>structure and grammatical features are used with some accuracy to convey meaning</li> <li>communication is clear but limited in ambition</li> </ul>	<p><b>7-10 marks</b></p> <ul style="list-style-type: none"> <li>there is variety in sentence structure</li> <li>control of sentence construction is mostly secure</li> <li>a range of punctuation is used, mostly accurately</li> <li>most spelling, including that of irregular words, is correct</li> <li>control of tense and agreement is mostly secure</li> <li>vocabulary is beginning to develop and is used with some precision</li> </ul>
<b>Band 2</b>	<p><b>5-9 marks</b></p> <ul style="list-style-type: none"> <li>there is some control and coherence (some control of plot and characterisation)</li> <li>there is some organisation (narrative is beginning to have some shape and development)</li> <li>structure and grammatical features are used to convey meaning</li> <li>communication is limited but clear</li> </ul>	<p><b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>some variety of sentence structure</li> <li>there is some control of sentence construction</li> <li>some control of a range of punctuation</li> <li>the spelling is usually accurate</li> <li>control of tense and agreement is generally secure</li> <li>there is some range of vocabulary</li> </ul>
<b>Band 1</b>	<p><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>there is basic control and coherence (a basic sense of plot and characterisation)</li> <li>there is basic organisation (paragraphs may be used to show obvious divisions)</li> <li>there is some use of structure and grammatical features to convey meaning</li> <li>communication is limited but some meaning is conveyed</li> </ul>	<p><b>1-3 marks</b></p> <ul style="list-style-type: none"> <li>limited range of sentence structure</li> <li>control of sentence construction is limited</li> <li>there is some attempt to use punctuation</li> <li>some spelling is accurate</li> <li>control of tense and agreement is limited</li> <li>limited range of vocabulary</li> </ul>
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

## Component 2 – Mark Scheme

### General Instructions

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should select one of the band descriptors that mostly describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omission. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content or a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

Read the newspaper article by John Humphrys in the separate Resource Material.

**Section A (40 marks)**

- A1. (a) How much food is wasted by the British every year? [1]  
(b) How much does it cost to get rid of wasted food? [1]  
(c) How much food is thrown away by an average supermarket every year? [1]

(AO1 1a)

*This question tests the ability to identify explicit information.*

Award **one mark** for **each** correct response.

- (a) 500,000 tons  
(b) £50 million  
(c) 50 tons

**A2. John Humphrys is trying to persuade us to be less wasteful. How does he try to do this?**

**You should comment on:**

- **what he says to influence readers;**
- **his use of language and tone;**
- **the way he presents his argument.**

**[10]**

(AO2 1a, b, c and d)

*This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.*

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some examples of Humphrys' argument, e.g. lots of people waste food, "thrown away", but struggle to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments on some examples of Humphrys' argument, e.g. he uses facts to support his argument "chucks out 50 tons of food". These responses will simply identify some subject terminology.

Give 5-6 marks to those who explain how a number of different examples from Humphrys' argument persuade, and begin to show some understanding of how language and structure are used to achieve effects and influence the reader, e.g. he talks about vast sums of money to emphasise how big the problem is, "worth about £400 million". These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples from Humphrys' argument persuade, and begin to analyse how language and structure are used to achieve effects and influence the reader, e.g. the emotive language makes the reader feel responsible for this "shameful nonsense" and the "Ethiopian children [who] starve". Subject terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from Humphrys' argument persuade, and provide detailed analysis of how language and structure are used to achieve effects and influence the reader, e.g. Humphrys structures his argument to challenge the reader to reflect on their own attitudes to waste with the rhetorical question, "Still feel so smug?". Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

In addition to the examples given above, other details candidates may explore or comment on could be:

- Facts and figures (for example, a range of shocking statistics)
- Emotional blackmail (the reference to starving children)
- Specific examples and anecdotes (the fact that he only boils a mugful of water)
- Personal experience (for example, collecting manure for his vegetables)
- His use of emotive language (for example, 'shameful nonsense' or 'the worship of waste')
- His use of devices (for example, hyperbole, rhetorical question, variety of sentence structures, informal language)
- His use of tone (for example, ridicule, mockery, confrontation)
- His use of structure (for example, the contrast between GB/USA and the way he describes American excess and then 'springs the trap' to show we are as bad).

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to read the extract opposite by Lydia M. Child.

A3. (a) What does the writer mean by “Time is money” in line 2? [1]

(b) What does the writer suggest family members should do to help in the house? [2]

(AO1 1a, b, c and d)

*This question tests the ability to identify and interpret explicit and implicit information and ideas.*

(a) Award **one mark** for a correct response/valid alternative:

If you sit around doing nothing, you're wasting time when you could be making money / Time and money are both precious things and shouldn't be wasted / If we don't use our working time to earn money, we are in effect losing money.

**Do not** reward, “It is a metaphor” without an explanation of what this phrase means.

(b) Award **one mark** for a correct response, **to a maximum of two**:

\*earn money

\*save money

\*knitting

**A4. What do you think and feel about Lydia M. Child's views about running a household?**

**You should comment on:**

- **what is said;**
- **how it is said.**

***You must refer to the text to support your comments***

**[10]**

(AO4)

*This question tests the ability to evaluate texts critically and support this with appropriate textual references.*

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who express a simple personal opinion with linked basic textual reference but struggle to engage with the text and/or the question, e.g. I think she is saying you shouldn't throw things away in case you need them later.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with Child's views, e.g. I don't think it is realistic to expect everyone in a family to earn or save money.

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of Child's views, e.g. I think the writer has some good advice about saving time and money but a lot of things she says aren't practical in the twenty-first century, like "knitting".

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with Child's views, e.g. the writer provides a combination of practical tips and wider views on how to live life to benefit yourself and meet the "wants of your family".

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on Child's views, e.g. Child expounds a philosophy for economy positively affecting individuals by granting them the "permanent power of being useful and generous".

Areas for evaluation:

- budgeting / planning.
- money saving.
- family involvement.
- important to work out what is actually needed.
- it makes one "useful and generous".
- moralising / superior / bossy tone.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to use both texts.

**A5. According to these two writers, why should Americans change their attitudes to leftover food?**

**[4]**

(AO1 2a and b)

*This question tests the ability to select and synthesise evidence from different texts.*

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who make some selection of relevant detail from both texts, e.g. because Americans waste a lot that is thrown away.

Give 2 marks to those who select a range of relevant detail from both texts, e.g. Humphrys says that some food that is thrown away is enough for “another family meal” and Childs says to use leftovers for “supper or breakfast”.

Give 3 marks to those who synthesise with some understanding a range of relevant detail from both texts, e.g. it is in their own interest to stop wasting food as it will save money.

Give 4 marks to those who synthesise with clear understanding and provide an overview drawn from a range of relevant detail from both texts, e.g. both writers take a moral stance on why Americans should change their attitudes to leftover food. It is simply the right thing to do to reduce food waste.

In addition to the examples given above, other details candidates may explore or comment on could be:

- size of portions – large enough to feed a family
- America is a “temple dedicated to the worship of waste”
- Americans are the “unquestioned champions” of waste
- food scraps should be collected after meals
- waste food should be used to make supper or breakfast
- Americans are encouraged to recycle food waste.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

**A6. Both of these texts are about waste. Compare the following:**

- the writers' attitudes to waste;
- how they get across their arguments.

***You must use the text to support your comments and make it clear which text you are referring to*** [10]

(AO3)

*This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.*

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify basic similarities and / or differences, e.g. both of them think that wasting food is wrong.

Give 3-4 marks to those who identify and give a straightforward description of some of the main similarities and differences, e.g. both of them think that wasting food is wrong but Child gives practical advice and Humphrys doesn't.

Give 5-6 marks to those who identify similarities and differences and make some comparisons, commenting on how they are conveyed, e.g. both of the writers talk about specific examples of how to reduce waste; Child claims that "Nothing should be thrown away" and Humphrys half-jokingly says he is going to pick up some "horse manure" for his vegetables as "it would be such a waste to leave it there to be squashed by a car".

Give 7-8 marks to those who make detailed comparisons, with valid comments on how they are conveyed, e.g. Child uses imperatives such as "Buy merely enough to get along with" to instruct the reader whereas Humphrys' style is to emotionally affect the reader into agreeing with his views, "Some of us might cluck a little over the wickedness of a world in which we waste food while Ethiopian children starve".

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed, e.g. Both writers challenge the commonly held view that economy is to be frowned upon. Humphrys is inflammatory in the language he uses in presenting these views: "if we can afford to waste things, then why the hell shouldn't we?", whereas Child is more formal, yet uses powerful language to convey the strength of feeling some have: "economy is despised as a low virtue".

In addition to the examples given above, other details candidates may explore or comment on could be:

- facts and figures (statistics / housekeeping detail)
- differing tone (Humphrys – ironic/racy/rhetorical; Child – earnest / assertive / humourless)
- language content (degrees of formality / informality)
- sense of audience (effect on language choices)
- anecdotal / specifics based on experience (both texts)

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

**Section B (40 marks)**

An understanding of purpose, audience and format is particularly important in this type of writing.

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for each task (/20) will be given by awarding two marks:

- communication and organisation (12 marks)
- vocabulary, sentence structure, spelling, punctuation (8 marks)

***It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.***

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

	<b>Communication and organisation</b> <i>12 marks</i>	<b>Vocabulary, sentence structure, spelling and punctuation</b> <i>8 marks</i>
<b>Band 5</b>	<p><b>11-12 marks</b></p> <ul style="list-style-type: none"> <li>shows sophisticated understanding of the purpose and format of the task</li> <li>shows sustained awareness of the reader / intended audience</li> <li>appropriate register is confidently adapted to purpose / audience</li> <li>content is ambitious, pertinent and sophisticated</li> <li>ideas are convincingly developed and supported by a range of relevant details</li> <li>there is sophistication in the shape and structure of the writing</li> <li>communication has ambition and sophistication</li> </ul>	<p><b>8 marks</b></p> <ul style="list-style-type: none"> <li>there is appropriate and effective variation of sentence structures</li> <li>virtually all sentence construction is controlled and accurate</li> <li>a range of punctuation is used confidently and accurately</li> <li>virtually all spelling, including that of complex irregular words, is correct</li> <li>control of tense and agreement is totally secure</li> <li>a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning</li> </ul>
<b>Band 4</b>	<p><b>8-10 marks</b></p> <ul style="list-style-type: none"> <li>shows consistent understanding of the purpose and format of the task</li> <li>shows secure awareness of the reader/intended audience</li> <li>register is appropriately and consistently adapted to purpose/audience</li> <li>content is well-judged and detailed</li> <li>ideas are organised and coherently developed with supporting detail</li> <li>there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation)</li> <li>communication has clarity, fluency and some ambition</li> </ul>	<p><b>6-7 marks</b></p> <ul style="list-style-type: none"> <li>sentence structure is varied to achieve particular effects</li> <li>control of sentence construction is secure</li> <li>a range of punctuation is used accurately</li> <li>spelling, including that of irregular words, is secure</li> <li>control of tense and agreement is secure</li> <li>vocabulary is ambitious and used with precision</li> </ul>
<b>Band 3</b>	<p><b>5-7 marks</b></p> <ul style="list-style-type: none"> <li>shows clear understanding of the purpose and format of the task</li> <li>shows clear awareness of the reader / intended audience</li> <li>register is appropriately adapted to purpose / audience</li> <li>content is developed and appropriate reasons are given in support of opinions / ideas</li> <li>ideas are organised into coherent arguments</li> <li>there is some shape and structure in the writing (paragraphs are used to give sequence and organisation)</li> <li>communication has clarity and fluency</li> </ul>	<p><b>4-5 marks</b></p> <ul style="list-style-type: none"> <li>there is variety in sentence structure</li> <li>control of sentence construction is mostly secure</li> <li>a range of punctuation is used, mostly accurately</li> <li>most spelling, including that of irregular words, is correct</li> <li>control of tense and agreement is mostly secure</li> <li>vocabulary is beginning to develop and is used with some precision</li> </ul>
<b>Band 2</b>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>shows some awareness of the purpose and format of the task</li> <li>shows awareness of the reader / intended audience</li> <li>a clear attempt to adapt register to purpose / audience</li> <li>some reasons are given in support of opinions and ideas</li> <li>limited development of ideas</li> <li>some sequencing of ideas into paragraphs (structure / direction may be uncertain)</li> <li>communication has some clarity and fluency</li> </ul>	<p><b>2-3 marks</b></p> <ul style="list-style-type: none"> <li>some variety of sentence structure</li> <li>there is some control of sentence construction</li> <li>some control of a range of punctuation</li> <li>the spelling is usually accurate</li> <li>control of tense and agreement is generally secure</li> <li>there is some range of vocabulary</li> </ul>
<b>Band 1</b>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>basic awareness of the purpose and format of the task</li> <li>some basic awareness of the reader / intended audience</li> <li>some attempt to adapt register to purpose / audience (e.g. degree of formality)</li> <li>some relevant content despite uneven coverage of the topic</li> <li>content may be thin and brief</li> <li>simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order)</li> <li>there is some basic clarity but communication of meaning is limited</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>limited range of sentence structure</li> <li>control of sentence construction is limited</li> <li>there is some attempt to use punctuation</li> <li>some spelling is accurate</li> <li>control of tense and agreement is limited</li> <li>limited range of vocabulary</li> </ul>
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

## ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
<b>Component 1</b>	2.5	12.5	0	5	12	8	40
<b>Component 2</b>	7.5	7.5	7.5	7.5	18	12	60
<b>Total</b>	<b>10</b>	<b>20</b>	<b>7.5</b>	<b>12.5</b>	<b>30</b>	<b>20</b>	<b>100</b>

Assessment Objective		Strands	Elements	Coverage
AO1 5-10%	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>	1 – Identify and interpret explicit and implicit information and ideas	1a – Identify explicit information	C.1: A1 C.2: A1 C.2: A3
			1b – Identify explicit ideas	C.1: A1 C.2: A3
			1c – Interpret implicit information	C.2: A3
			1d – Interpret implicit ideas	C.2: A3
		2 – Select and synthesise evidence from different texts	2a – Select evidence from different texts	C.2: A5
			2b – Synthesise evidence from different texts	C.2: A5

Assessment Objective		Strands	Elements	Coverage
AO2 10-20%	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views	C.1: A2 C.1: A3 C.1: A4 C.2: A2
			1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views	C.1: A4 C.2: A2
			1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views	C.1: A2 C.1: A3 C.1: A4 C.2: A2
			1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views	C.1: A3 C.1: A4 C.2: A2

<b>Assessment Objective</b>		<b>Strands</b>	<b>Elements</b>	<b>Coverage</b>
<b>AO3</b> 5-10%	<b>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</b>	<b>N/A</b>	1a – Compare writers' ideas across two or more texts	C.2: A6
			1b – Compare writers' perspectives across two or more texts	C.2: A6
			1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts	C.2: A6
			1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts	C.2: A6

<b>Assessment Objective</b>		<b>Strands</b>	<b>Elements</b>	<b>Coverage</b>
<b>AO4</b> 10-20%	<b>Evaluate texts critically and support this with appropriate textual references</b>	<b>N/A</b>	<i>The AO is a single element</i>	C.1: A5 C.2: A4

Assessment Objective		Strands	Elements	Coverage
AO5 30%	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<b>1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b>	1a – [Write] for different forms, purposes and audiences	C.1: B1 C.2: B1 C.2: B2
			1b – Communicate clearly, effectively and imaginatively	C.1: B1 C.2: B1 C.2: B2
			1c – Select and adapt tone, style and register	C.1: B1 C.2: B1 C.2: B2
		<b>2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b>	2a – Organise information and ideas	C.1: B1 C.2: B1 C.2: B2
			2b – Use structural and grammatical features	C.1: B1 C.2: B1 C.2: B2
			2c – [Write] to support coherence and cohesion of texts	C.1: B1 C.2: B1 C.2: B2

Assessment Objective		Strands	Elements	Coverage
AO6 20%	<p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	N/A	The AO is a single element	C.1: B1 C.2: B1 C.2: B2