

Script A

Questions 1(a) – 1(e)

This series of short questions tests both explicit and implicit meanings and attitudes, and understanding of writer's effects. In this response Questions 1(a) – 1(b) have been answered correctly and gain all 4 marks. Question 1(c) is less successful due to misreading of the question: candidates are asked to 'explain the meaning' of the words/phrases, but instead this candidate has tried to explain a more implicit understanding of their use in the passage and what it tells the reader about the feelings of the characters. 1 mark is awarded for 'frozen' explaining the meaning of motionless, but 3 marks have been lost. Question 1(d) is only partially addressed, as rather than explaining and demonstrating understanding of the phrases in italics, the candidate offers quite a general response to the sentence. 1 mark could be awarded for the observation that 'fleshy cut' makes the punishment very personal to Copperfield. A more successful response to this question would need to focus more sharply on the effects of the language used. 1(e) is much more successful and gains all 4 marks as the candidate picks out all the key words in the image explaining them clearly in terms of how the boys are feeling. This section of the paper would have benefited from more careful reading of the questions to ensure that the answers are relevant and focused on the task.

Question 1(f)

This question requires a more extended response and is worth 15 marks. Candidates are expected to pick out words and phrases from the prescribed paragraph and explore the writer's use of language in terms of creating effects. This candidate picks out a wide range of language choices, offering perceptive discussion and tackling imagery with precision. There is clear evidence that the candidate understands how language works in this well-developed response, placing it in **Band 6**

Question 2

This question carries 10 marks for Reading and 15 marks for Writing. Candidates are expected to draw on a range of ideas from Passage B, reorganising and evaluating them, using an appropriate voice and writing in a suitable register. The Writing mark also credits vocabulary and accuracy. This response uses a wide range of ideas from the passage, evaluating them skilfully in a fully convincing formal report. The register used is highly effective and the report is well structured, using a range of sophisticated vocabulary and varied sentence structures. This response is **Band 6 for both Reading and Writing**.

Questions 3(a) – (b)

This response gains all 3 marks for Question 3(a) rightly picking out the short phrase 'the other way' and offering 2 explanations for Neill's belief that conventional schools are wrong: that they place emphasis on what adults think, and that they do not practise child-centred learning. Question 3(b) was awarded 1 mark for establishing the writer's viewpoint through the fervour of the description, but there was no sense of the impact of the paragraph in the context of the whole article.

Question 3(c)

This question requires candidates to compare the writers' views and ideas in Passages B and C. The candidates are given 3 bullet points to scaffold their response and ensure integrated comparison. This response offers clear understanding of the writers' viewpoints and some successful analysis of language. It incorporates some well-selected textual references to illustrate the points made. The quality of analysis should lead to a mark in one of the higher mark bands, however, the weakness of this response is the lack of integrated comparison of the two passages. The bullet points provided offer a framework to ensure that the

passages are compared throughout the response, but in this paper the candidate has discussed them individually; the only comparative statements are very general. As a result the response is in **Band 4**