

## Directed Writing Commentaries

### Question One

#### Script A

This response demonstrates an awareness of task, purpose and audience from the outset. It sets the evaluation of the Homeshare scheme outlined in Passage 2 in the context of concerns also raised in Passage 1, for example, weaving in convincingly reference to the concerns of family members mentioned in both texts. The focus on the young person outlined in the first bullet of the task is then clear in the next section of the answer. The answer picks up on suggestions that financial concerns and housing costs may well be strong factors influencing a young person's involvement in the scheme, as well as noting that it is not just the homeowner who might feel the need for companionship, indicating careful reading.

Both positives and potential negatives are considered in relation to the young person. More subtle details of information have been noticed, included and evaluated - for example recognising the benefits to a young person of the experience and life skills their older home owner has to offer - using them to persuade their relative of the scheme's benefits. There is an awareness of the need to consider both sides of the argument, though in places ideas might have been more carefully linked and explained, and/ or more fully exploited.

Opportunities are missed towards the end by recapping ideas already covered, rather than retuning to the context of the question established at the start and offering a final convincing overview in relation to the relative's viewpoint. A fairly wide range of evidence however has been synthesised in this response. Some successful evaluation of both implicit and explicit ideas and a fairly consistent focus on both task and texts just take it in to the higher band for Reading. An effective register and some helpful organisation of ideas, alongside occasional errors arising from ambition, evidence Band 5 for Writing.

#### Band 6 Reading

#### Band Writing