

AQA GCSE English Language

Paper 1 50%

Section A:
Reading
1 unseen literature
fiction text

Section B:
Writing
Descriptive or
narrative writing

Total exam time:
1 hour and 45 minutes

Paper 2 50%

Section A:
Reading
1 non-fiction and 1
literary non-fiction
text

Section B:
Writing
Writing to present
a viewpoint

Total exam time:
1 hour and 45 minutes

Paper 2– Section A Reading

Read the extract below from an article written by a nanny, Moica Albelli

Confessions of a Nanny

Being a nanny – whether you're a Mary Poppins, a Nanny McPhee or a Mrs Doubtfire – is a very tricky job. You have to be liked by two opposing "teams" to which a "perfect" nanny means completely different things. "You must be kind, you must be witty, very sweet and fairly pretty ... If you don't scold and dominate us, we will never give you cause to hate us" – this is how the children in Mary Poppins, Michael and Jane, want the newspaper ad for their nanny to read. Their father, Mr Banks, is keener on discipline. Mrs Banks seems to believe perfection lies somewhere in between that and the children's ideal.

I have always loved children and had a natural ability to connect with them with ease, no matter their gender, nationality or character. But when you're a nanny, kids come with parents. And parents come with problems, opinions and expectations of their own, often in conflict between themselves.

Lesley, a successful publisher, and Brian, a dentist, were Scots in their mid-40s. They worked long hours but seemed to love Therese, seven, Tom, nine, and William, 11. Their approach when it came to the kids' upbringing though was completely different from each other. Confident and motivated, Lesley believed her children's time should be spent doing homework, reading books or playing educational games. Brian, cheerful and laid back, wanted us to "just have fun". He asked me not to be strict with the kids, while Lesley kept pressuring me to turn them into responsible and hard-working individuals. I would arrive at their house to find a note from Brian, asking me to take them to the park, and then receive a text from Lesley with a to-do list.

Lesley would often come home late to find the kids already asleep. "I'm not a good mum," she once confessed. "I'm actually a bit jealous. I think they are starting to like you more than they like me."

I reassured her that this was not true and that she was doing her best.

The kids and I had bonded. Once, as I was getting ready to leave, Tom curled around my leg, while Lesley tried to persuade him he had to let me go. They liked having me around so much that they started asking Brian if I could sleep over. Had we bonded too much?

Then things changed. Lesley seemed upset about something, and Brian was more and more absent. One day they told me they wouldn't be needing me any more as they had decided to get an au pair, who could also help with the house. I knew that wasn't the real reason. They had, I realised, been asking me to become everything they weren't and, as soon as I started to achieve that, they felt threatened.

I tried to see it from their point of view. Being a nanny is difficult, but being a parent is even harder. Having a nanny is also hard.

I remembered what a friend used to say whenever I shared my frustrations with her: "You care too much. It's just a job."

Should a nanny be indifferent, see herself as a doctor and treat all family members as her patients, being impartial and never getting emotionally involved? How can Mary Poppins be indifferent? She is cool and funny, strict at times, but always caring – the perfect nanny. But she is a fictional character, and so are Mr and Mrs Banks, and Michael and Jane.

Many dysfunctional families later, I have learned to care at the same time as keeping a distance, and that there is no such thing as the perfect family – or the perfect nanny.

An extract from a letter written by the author Charlotte Bronte to her sister in 1839 when Charlotte was working as a governess, a woman employed to teach and care for the children in a household.

Dearest Lavinia

I am most exceedingly obliged to you for the trouble you have taken in seeking up my things and sending them all right. The box and its contents were most acceptable.

I have striven hard to be pleased with my new situation. The country, the house, and the grounds are, as I have said, divine. But, alack-a-day! there is such a thing as seeing all beautiful around you—pleasant woods, winding white paths, green lawns, and blue sunshiny sky—and not having a free moment or a free thought left to enjoy them in. The children are constantly with me, and more riotous, perverse, unmanageable cubs never grew. As for correcting them, I soon quickly found that was entirely out of the question: they are to do as they like. A complaint to Mrs. Sidgwick brings only black looks upon oneself, and unjust, partial excuses to screen the children. I have tried that plan once. It succeeded so notably that I shall try it no more. I said in my last letter that Mrs. Sidgwick did not know me. I now begin to find that she does not intend to know me, that she cares nothing in the world about me except to contrive how the greatest possible quantity of labour may be squeezed out of me, and to that end she overwhelms me with oceans of needlework, yards of cambric to hem, muslin nightcaps to make, and, above all things, dolls to dress. I do not think she likes me at all, because I can't help being shy in such an entirely novel scene, surrounded as I have hitherto been by strange and constantly faces. I see now more clearly than I have ever done before that a private governess has no existence, is not considered as a living and rational being except as connected with the wearisome duties she has to fulfil. While she is teaching the children, working for them, amusing them, it is all right. If she steals a moment for herself she is a nuisance. Nevertheless, Mrs. Sidgwick is universally considered an amiable woman. Her manners are fussily affable. She talks a great deal, but as it seems to me not much to the purpose. Perhaps I may like her better after a while. At present I have no call to her. Mr. Sidgwick is in my opinion a hundred times better—less profession, less bustling condescension, but a far kinder heart.

As to Mrs. Collins' report that Mrs. Sidgwick intended to keep me permanently, I do not think that such was ever her design. Moreover, I would not stay without some alterations. For instance, this burden of sewing would have to be removed. It is too bad for anything. I never in my whole life had my time so fully taken up.

Don't show this letter to papa or aunt, only to Branwell. They will think I am never satisfied wherever I am. I complain to you because it is a relief, and really I have had some unexpected mortifications to put up with. However, things may mend, but Mrs. Sidgwick expects me to do things that I cannot do—to love her children and be entirely devoted to them. I am really very well. I am so sleepy that I can write no more. I must leave off. Love to all.—Good-bye.

C. Bronte

Question 1

1 Read again **source A** from lines **1 to 19**.

Choose **four** statements below which are TRUE (tick the ones you think are true, choose a maximum of four statements).

- A. Monica Albelli thinks being a nanny is a difficult job.
- B. Parents and children usually look for the same things in a nanny.
- C. Parents almost always agree on the duties of a nanny.
- D. Lesley and Brian are professionals of a similar age.
- E. Lesley and Brian are affectionate parents.
- F. Brian likes his children to play educational games.
- G. Both parents think discipline is important.
- H. Lesley and Brian sometimes give Monica conflicting instructions.

4 marks

Question 1 asks you to pick four true statements

- Question 1 is looking for the ability to find information and ideas in the source of the text.
- Only four statements are true. Answers need to select the correct four—one mark is awarded for each correct answer.

Time to be the examiner:

Mark the answers below out of 4 (the first one has been done for you), for each answer write a brief paragraph explaining your mark.

Answer 1

01

A , B, E, G

This answer gets 2 marks out of 4 because *A and E are facts that can be found in the text but the student has also picked B and G which contradict the text - the answer loses two marks because of this.*

Question 1

1 Read again the first part of the source, **lines 1 to 8**.

List **four** things from this part of the text about the child

4 marks

Answer 2

01

A, C, D, H

This answer gets marks out of 4 because _____

Answer 3

01

A, E, G, H

This answer gets marks out of 4 because _____

Question 2

2 You need to refer to **source A** and **source B** for this question.

Use details from both sources. Write a summary of the differences between Lesley and Mrs Sidgwick.

8 marks

Question 2 is about comparing two things.

- Question 2 tests the ability to find information in texts, then summarise the information clearly.
- There are a maximum of eight marks available.
- Points and examples can come from anywhere in either text, but they need to be focused on the characters in the question, Lesley and Mrs Sidgwick.
- Answers need to summarise the differences between Lesley and Mrs Sidgwick, this means making a point about the two characters, backing it up with evidence, then explaining how the quote shows that the two characters are different.
- To get the best marks answers need to interpret information from both texts. This might include thinking about them in a bit more depth, and picking out information that isn't immediately obvious to the reader.

Mark scheme for question 2

Number of marks	What's written	How it's written
7-8 marks Level 4	An in-depth understanding of the differences between the characters.	Links the two texts in a perceptive way, including interpreting some implicit details. Chooses quotes and examples that fully support points.
5-6 marks Level 3	A good understanding of the differences between the characters.	Makes connections between the two texts and starts to analyse them. Uses a range of relevant quotes to support points.
3-4 marks Level 2	Some differences between the characters are pointed out.	Some attempts to make inferences and link the two texts together. Some points are supported by relevant quotations.
1-2 marks Level 1	Mentions simple differences between the characters.	Paraphrases the texts and makes simple links between them. A few simple quotes or references are included.

Time to be the examiner:

Use the mark scheme above to give each of these answers a mark out of 8. Explain how you have decided on the marks in the lines below the answers.

Answer 1

02

Mrs Sidgwick and Lesley have different approaches to raising children. Mrs Sidgwick thinks that her children should be allowed to 'do as they like' but Lesley wants her children to become 'responsible and hard-working individuals', so she sends Monica 'a to-do list' of things they should do each day.

Also, Lesley and Mrs Sidgwick have different opinions on childcare. Mrs Sidwick 'expects' Charlotte to 'love her children and be entirely devoted to them'. Monica, on the other hand, becomes too close to Lesley's children and then Lesley sacks her.

This answer gets marks out of 8 because _____

Answer 2

02

Mrs Sidgwick and Lesley are very different people, particularly in their attitude towards the people they employ. Mrs Sidgwick does not treat her governess as if she's a person. It is thanks to Mrs Sidgwick that Charlotte feels as if she is 'not considered as a living and rational being'. In contrast Monica hints that to an extent, Lesley treated her as a friend for example she 'confessed' to Monica about her insecurities regarding her children.

Lesley seems to care more about other people's feelings than Mrs Sidwick. Lesley doesn't tell Monica the 'real reason' that she was fired, suggesting that she might be trying to save Monica's feelings. In contrast, Charlotte writes as if Mrs Sidgwick does not consider Charlotte's wellbeing; Charlotte has 'never' been so 'fully' occupied before, which makes her so tired that she 'can write no more'.

This answer gets marks out of 8 because _____

Question 3

03 You now need to refer **only** to **source B**.

How does Charlotte Bronte use language to try to influence her sister?

12 marks

Question 3 is about how one of the texts uses language

- In question 3, answers need to explain how the writer has used language to achieve an effect on the reader (Charlotte Bronte's sister).
- Points and examples must come from source B, and they need to relate specifically to what the question is asking for, i.e.. how language is used to influence Bronte's sister.
- Answers could mention specific words and phrases, language techniques and sentence structures..
- There are 12 marks available for this question.

Mark scheme for question 3

Number of marks	What's written	How it's written
10-12 marks Level 4	Sophisticated, in-depth analysis of the effect of a variety of language features.	A good variety of relevant technical terminology is used. Uses a range of interesting quotes that support points well.
7-9marks Level 3	The effects of the writer's choice of language features are explained clearly.	Technical terms are used accurately throughout. Includes a range of quotes that are appropriate to the points made.
4-6 marks Level 2	Some comments on the effects of the writer's language choices	Some technical terms are used, but not always correctly. Includes some suitable quotes, but may use some that aren't relevant.
1-3marks Level 1	Simple comments that show a basic awareness of the effects of language.	Some technical terminology is referred to in a simple way. Makes some simple references to the text.

Time to be the examiner:

Use the mark scheme above to give each of these answers a mark out of 12. Explain how you have decided on the marks in the lines below the answers. **The following are extracts from answers. Your answers will need to be a little longer for 12 marks however mark these answers out of 12 based on quality not quantity.**

Answer 1

03

Charlotte Bronte uses a metaphor: she says that Mrs Sidgwick gives her “oceans of needlework”. She is comparing the jobs she is given to an ocean, which would help her sister understand that they’re enormous.

Charlotte’s work seems very overwhelming. She tells her sister that she has “no existence” apart from her “duties”, and “can’t help being shy”. This descriptive language makes it seem like her job has taken over her life, so her sister might have felt sympathy for her when she read that.

This answer gets marks out of 12 because

Answer 2

03

Bronte uses a combination of formal and informal language in order to influence her sister. She uses polite formal language in places, such as the phrase “I am most exceedingly obliged”, this is a courtesy that would make her sister feel pleased. This formal language is then combined with familiar terms like “papa” and informal phrases such as “Love to all” to appeal to the relationship between Bronte and her sister, which has the overall effect of making Bronte more likeable. This in turn would make her sister more inclined to agree with Bronte’s viewpoint.

Bronte’s language is also used to influence her sister into sympathising with her difficulties. For example she uses a list of adjectives, describing the children she takes care of as “riotous, perverse, unmanageable”. This cumulative effect of these negative adjectives helps to emphasise Bronte’s displeasure with her current situation which encourages her sister to sympathise with her difficulties.

This answer gets marks out of 12 because

Question 4

04 For this question you need to refer to the whole of **source A** together with **source B**.

Compare how the two writers convey their different attitudes to looking after other people's children.

In your answer you should:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with quotations from both texts.

16 marks

Question 4 is about comparing the writer's attitudes

- Question 4 tests the ability to compare how the writers express their viewpoints.
- Answers need to identify the writers' viewpoints, support these observations with examples from the text, and then explain how these examples convey the writers' points of view.
- Answers also need to fully develop each point by making links between the texts and comparing the attitudes of both writers.
- A good answer needs to include responses to all three bullet points at the end of the question.
- There are a maximum of **16 marks** for this question.

Mark scheme for question 4

Num-ber of marks	What's written	How it's written
13-16 Level 4	A detailed, insightful comparison of the writers' attitudes, which demonstrates a perceptive understanding of the differences between the two viewpoints. In-depth analysis of the methods each writer uses to convey their points of view.	Points are consistently supported by precise quotations from both texts.
9-12 Level 3	The writers' attitudes are clearly compared, showing a clear understanding of the differences between the two viewpoints. Answer includes relevant discussion of the methods used to convey both writers' ideas.	A good range of appropriate quotations are used to support points.
5-8 Level 2	Some attempt to compare writers' attitudes, identifying some differences between their viewpoints and sometimes commenting on techniques used to convey them.	Includes a range of quotes not always relevant.
1-4 Level 1	Basic identification of the two writers' attitudes and the differences between them, with only a limited awareness of the different ideas expressed in each text. Makes a few very simple references to methods used.	Some basic textual details or references but many points are unsupported.

Time to be the examiner:

Use the mark scheme above to give each of these answers a mark out of 16. Explain how you have decided on the marks in the lines below the answers. **Remember these answers are just extracts. You will need to write much longer answers in the exam. Mark these answers out of 16 based on the quality not quantity.**

Answer 1

04

Both writers think that looking after children is hard—Bronte describes her job as a “burden” which suggests that it is hard. Monica Albelli calls being a nanny “tricky” and “difficult”. However the two writers are different about why they think its hard. Bronte doesn’t like being asked to “love” somebody else’s children and she says she “cannot” do it. Albelli finds it hard not to bond “too much” with her children.

The writers are also different because Albelli likes looking after other people’s children, but Bronte doesn’t. She says it’s “riotous”. Albelli’s friend says “you care too much”, showing that Albelli does care about her work.

This answer gets marks out of 16 because _____

Answer 2

04

Bronte’s letter suggests that she feels limited and confined by the duties involved in looking after other people’s children. She refers to her wards as being “constantly” with her. Bronte’s choice of adverb suggests that she gets no respite from the children; it also indicates that she resents this constant imposition and does not think its fair that she’s expected to be so involve din the children’s lives.

Albelli indicates a similarly close proximity to her wards: the image of the young boy “curled” around her leg is a symbol of the closeness between them. However, she uses rhetorical questions to suggest this closeness is desirable which challenges negative attitudes such as Bronte’s. She questions “How can Mary Poppins be indifferent?”, to suggest that nannies should aim to be close to children in their care, even whilst maintaining some degree of professional detachment.

Paper 2– Section A Reading

Last week you looked at answers to section A written by other people. This week you are going to have a go at writing your own answers. Be very strict on giving yourself just 1 hour for this homework as that is how long you will have in the exam. Try to stick to the timings given but most importantly stop after 1 hour (if you are entitled to extra time you can add that on).

Write your answers in this booklet or if you use a word processor in the exam type your answers in a word document.

Read the two sources (10 mins)

Source A: What are friends for? An article by Jenni Russell 2005

Earlier this year, I rang my friend Jo and found her in a state of stunned misery.

Jo is a witty, sexy, single, childless woman in her 40s. She's a talented artist, but earns very little. Without a career, money, husband or family to bolster her confidence, a small group of friends have been a key part of her identity. Genevieve, an ambitious, glamorous woman whom she met at university, has been her constant confidante for almost a quarter of a century. But in the past three or four years, Genevieve has become increasingly unreliable: making dates she later cancels; slow to return calls or emails.

Last winter, Jo arranged for them to go to a film together, only for Genevieve to ring at 6pm to say she was awfully sorry, but she had to spend the evening with some dreary Burmese refugees, friends of her father's. Fortunately for Jo, 20 minutes later she was rung and asked to make up the numbers for a formal dinner party. When she walked into the room, she felt as if she had been punched in the stomach. Genevieve was sitting on the sofa, flirting with the men on either side of her. There were no refugees.

"The next day I sent her an email saying: 'Why did you lie to me? Why not just say: I want to go to a dinner party? I can take that. I can't take being lied to. This is a friendship. We're supposed to trust one another.' She emailed back immediately saying she didn't have to explain herself to me. And then a month later she said our friendship had run its course, and she wouldn't be seeing me any more. It's one of the worst things that's ever happened to me. And I haven't just lost her; I've lost all our history, all that shared experience.

Often, we don't know where we fit into friends' lives. We may like them enormously, but not know whether they'd like us to get any closer. Are we in the first dozen, or the remotest 90 in their circle? If they ask us to dinner once a year, is that an honour because they only entertain twice, or a sign of our unimportance, because they hold dinners every week?

Talking to a wide range of people, it was clear that few of them are really happy with the friendships they have. People with consuming jobs are sad that they haven't had the time to build stronger bonds, and wonder whether it's too late to develop them; mothers with time to spare want to find new friends but don't know how. Many people would like to have more friends, or deeper, warmer, more reliable relationships than the ones they have now, but don't know how to go about it.

There are powerful reasons why we should create these bonds, even if we only start when we are older. The phenomenon of later births means families take up a smaller percentage of our lives. We wait years to have children, and we could be 70 before we become grandparents for the first time. We have more time available, and fewer familial responsibilities, than the generations before us. We all want to feel needed and valued by others. It is possible for friends to fill that need, but only if we work at it.

It isn't easy, because friendship is a subtle dance, and no one wants to be explicitly pursued when it's unwelcome, or explicitly dropped when they are not wanted. Nor does it come with any guarantees. People are unpredictable. But we need to play the game of friendship. Evidence shows that people with close friends live longer and are happier than those without. And friendship defines what it means to be human.

public streets? Work, honest work, is all I ask for; and I cannot get it. Why?—I ask, most respectfully, why? Good Christian people, I think it is because I have no friends. Alas! indeed I have no friends. I assure you I am right in saying, because we have no friends. Why am I and my wife and my seven babes starving in a land of plenty? Why am I injured by being deprived of work when I ask for it? Why have I no share in the wholesome necessities of life, which I see, with my hungry eyes, in butchers' and bakers' shops on each side of me? Must I perish in a land of plenty because I have no work and because I have no friends? "

"No friends!" I repeated to myself, as I walked away. But can the marvellous assertion be true? Can this enviable man really go home and touch up his speech for to-morrow, with the certainty of not being interrupted? I am going home to finish an article, without knowing whether I shall have a clear five minutes to myself, all the time I am at work. Can he take his money back to his drawer, in broad daylight, and meet nobody by the way who will say to him, 'Remember our old friendship, and lend me a trifle'? I have money waiting for me at my publisher's, and I dare not go to fetch it, except under cover of the night. No wonder that he looks prosperous and healthy, though he lives in a dingy slum, and that I look peevish and pale, though I reside on gravel, in an airy neighbourhood.

It is a dreadful thing to say (even anonymously); but it is the sad truth that I could positively dispense with a great many of my dearest friends.

There is my Boisterous Friend, for instance. I always know when he calls, though my study is at the top of the house. I hear him in the passage, the moment the door is opened. I have told my servant to say that I am engaged, which means simply that I am hard at work. "Dear old boy!" I hear my Boisterous Friend exclaim, with a genial roar, "writing away, the jolly, hard-working, clever old chap, just as usual—eh, Susan? Lord bless you! he knows me—he knows I don't want to interrupt him. My door is burst open, as if with a battering-ram (no boisterous man ever knocks), and my friend rushes in like a mad bull. "Ha, ha, ha! I've caught you," says the associate of my childhood. "Don't stop for me, dear old boy; I'm not going to interrupt you (Lord bless my soul, what a lot of writing!)—and you're all right, eh? No! I won't sit down; I won't stop another instant. So glad to have seen you dear fellow—good-by." By this time, his affectionate voice has made the room ring again; he has squeezed my hand, in his brotherly way, till my fingers are too sore to hold the pen; and he has put to flight, for the rest of the day, every idea that I had when I sat down to work. Could I really dispense with him? I don't deny that he has known me from the time when I was in short frocks, and that he loves me like a brother. Nevertheless, I could dispense—yes, I could dispense—oh, yes, I could dispense—with my Boisterous Friend.

have not by any means done yet with the number of my dear friends whom I could dispense with. To say nothing of my friend who borrows money of me (an obvious nuisance), there is my self-satisfied friend, who can talk of nothing but himself, and his successes in life; there is my inattentive friend, who is perpetually asking me irrelevant questions, and who has no power of listening to my answers; there is my accidental friend, whom I always meet when I go out; there is my hospitable friend, who is continually telling me that he wants so much to ask me to dinner, and who never does really ask me by any chance.

A double knock at the street door stops my pen suddenly. A well-known voice in the passage smites my ear, inquiring for me, on very particular business, and asking the servant to take in the name. No necessity, Susan, to mention the name; I have recognized the voice. This is my friend who does not at all like the state of my health. Well, well, I have made my confession, and eased my mind. Let my friend who doesn't like the state of my health end the list, for the present, of the dear friends whom I could dispense with. Show him in, Susan—show him in.

Section A—Reading

(5 Minutes)

1 Read again **Source A, lines 1 to 19**

Choose **four** statements below which are TRUE (tick the ones you think are true, choose a maximum of four statements).

- A. Jo is more hurt by Genevieve’s lies than by her cancelling their plans.
- B. Genevieve tells Jo that she is going to a formal dinner party.
- C. Jo relies on her long-term friendships.
- D. Jo calls Jenni to tell her about her friendship troubles.
- E. Jo is upset to see Genevieve when she arrives at the dinner party.
- F. Jo thinks honesty is a minor part of a friendship.
- G. Jo doesn’t like to talk about her feelings with her friends.
- H. Losing Genevieve as a friend is a significant moment in Jo’s life.

(4 Marks)

(10 Minutes)

2 You need to refer to **Source A** and **Source B** for this question.

Use details from both sources. Write a summary of the differences between Genevieve and the Boisterous Friend.

(8 marks)

(15 Minutes)

3 You now need to refer only to **source B, lines 1 to 8**.

How does the beggar use language to try to influence his listeners?

(12 Marks)

(20 minutes)

4 For this question you need to refer to **source A** and **source B**.

Compare how Jenni Russell and Wilkie Collins convey their different attitudes to friendship.

In your answer you should:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with quotations from both texts.

(16 Marks)

AQA GCSE English Language

Paper 1 50%

Section A:
Reading
1 unseen literature
fiction text

Section B:
Writing
Descriptive or
narrative writing

Total exam time:
1 hour and 45 minutes

Paper 2 50%

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Question 5

5 “In order to prepare young adults for the challenges of raising a family, it should be made compulsory for them to spend time volunteering with young children.”

Write a speech, to be given to your local council, in which you argue your point of view on this statement.

40 marks

Question 5 tests your writing abilities

- Question 5 tests two things. There are 24 marks for having an interesting and well-organised answer, and 16 marks for good technical accuracy, including spelling, punctuation and grammar.
- The best answers also need to be really well-matched to the format, purpose and audience that are set out in the question. In this question it should be clear that it is a speech, it needs to successfully argue a point of view and it needs to be appropriate for an audience of local council members.

Mark scheme for question 5

Number of marks	Content & Organisation	Number of marks	Technical Accuracy
19-24 marks Level 4	Imaginative use of structure and language techniques, thoroughly matched to form, purpose and audience.	13-16 marks Level 4	Ambitious use of vocabulary; confidently uses a wide range of grammar and punctuation.
13-18 marks Level 3	Effective writing, using a clear structure and language techniques. Matched to form, purpose and audience.	9-12 marks Level 3	Largely suitable, varied vocabulary; a range of mostly correct grammar and punctuation.
7-12 marks Level 2	Mostly matched to form, purpose and audience. Some language techniques and structural features.	5-8 marks Level 2	Attempts a variety of vocabulary, punctuation and grammar, sometimes successfully.
1-6 marks Level 1	Some sense of purpose, a few relevant ideas linked together, a mostly disorganised structure.	1-4 marks Level 1	Simple vocabulary, grammar and punctuation are used with inaccuracies throughout.

Time to be the examiner: use the mark scheme above to give each of these extracts from answers a mark out of 40. Explain how you have decided on the marks in the lines below the answers. **Remember these are extracts. You will need to write much longer answers in the exam. Give a mark out of 40 based on quality not quantity.**

Answer 1

05

In a nutshell, the idea of a Young People's Volunteer Programme is a deeply flawed concept. Whilst volunteering with children is undoubtedly an effective way for young people to experience the trials of parenthood, the Programme has a number of practical and logistical difficulties, which shed serious doubts on its advisability.

Young people simply do not have time to volunteer. They are already ground to the bone juggling home life and academics in the hope of getting that important first job. Moreover, the assumption that all young people will one day have children is outdated; up to 10% of young people say that they do not wish to become a parent. Thirdly, and perhaps most importantly, humans have raised children since time began. Why waste time when we are evolutionarily primed to be good parents?

Content & Organisation = /24 because _____

Technical Accuracy = /16 because _____

Total= /40

Answer 2

05

Hello, I think it's a good idea to make young people volunteer with children. Not just because they need to be prepared if they become parents one day—it's just generally really good for you to hang around with children sometimes.

The positive side of the argument is that when you work with children, you start to develop important skills like selflessness, good communication and imaginative thinking. These are all really important, to being a parent, but also in the workplace and in other areas of life. Some people would probably disagree with me. It's tough to find the time to volunteer and I suppose the programme will probably turn out to be quite expensive. But it's worth it in my opinion—if I'm right, then the future will be full of happy children, raised by experienced parents.

Content & Organisation = /24 because _____

Technical Accuracy = /16 because _____

Total= /40

Both answers would need to be much longer in order to gain the full 24 marks for content and organisation (answer number two would also need to be more formal). Choose one side of the argument (for or against the programme) and make a list of the arguments that the candidate could include in the remainder of their answer.

Paper 2– Section B Writing

Last week you looked at answers to section B written by other people. This week you are going to have a go at writing your own answer. Be very strict on giving yourself just 45 minutes for this homework as that is how long you will have in the exam.

Write your answers in this booklet or if you use a word processor in the exam type your answers in a word document.

You should spend 45 minutes answering the question in this section.

You are advised to split your time into:

10 mins—Planning

25 mins—Writing

10 mins—Checking/correcting

- 5 “It is worrying that many people today place so much importance on their ‘friends’ from social media platforms. Real friendships can only be made face to face.”

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation, 16 marks for technical accuracy = total 40 marks)

