

# Example Candidate Responses

Cambridge  
International  
AS & A Level

## Cambridge International AS & A Level English Language

9093

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## Introduction

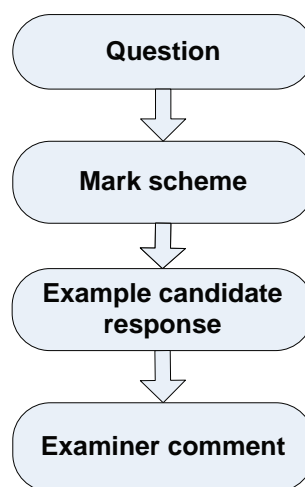
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The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS and A Level English Language (9093), and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

A range of candidate responses has been chosen as far as possible to exemplify grades A, C and E. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

In this booklet a grade is given to each question but in the examination, each question paper (whole candidate script) is graded on the overall mark awarded, not on each question or part question. It is therefore possible that, on some questions, lower grade candidate scripts are awarded the same, similar or sometimes higher marks than higher grade candidate scripts.

For ease of reference the following format for each component has been adopted:



Each question is followed by an extract of the mark scheme used by examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at <http://teachers.cie.org.uk>

## Assessment at a glance

Candidates following a linear two year course, with all examinations at the end of their course, will be able to take Papers 1, 2, 3 and 4 of syllabus 9093 in 2014.

**Advanced Subsidiary (AS)** candidates take:

Paper 1	Duration	Weighting
Passages	2 hours 15 minutes	50%

and

Paper 2	Duration	Weighting
Writing	2 hours	50%

**Advanced Level** candidates take:

Paper 1	Duration	Weighting
Passages	2 hours 15 minutes	25%

and

Paper 2	Duration	Weighting
Writing	2 hours	25%

and

Paper 3	Duration	Weighting
Text Analysis	2 hours 15 minutes	25%

and

Paper 4	Duration	Weighting
Language Topics	2 hours 15 minutes	25%

All teachers are reminded that a full syllabus is available at [www.cie.org.uk](http://www.cie.org.uk)

## Paper 1 – Passages

### Question 1

- 1 The following text is taken from an account of the writer's experience of extreme weather in Vietnam, in South East Asia.
- (a) Comment on the ways in which language and style are used to convey the impact of the weather and people's reactions to it. [15]
- (b) The writer produces another account of extreme weather (real or imaginary) in a different part of the world.

Write a section of this account (between 120–150 words). Base your answer closely on the style and features of the original extract. [10]

Mornings in Vietnam in the rainy season: I must remember to push the mattress up on its side when I get up, before doing anything else. If not, it becomes heavier and heavier with moisture, the pungent stink of mildew<sup>1</sup> pinching my nose at night.

In the rainy season, everything I do is a strategy for coping with the damp chill and the water. I didn't grow up here. The water infiltrates my consciousness. I learn to accept it, like the others around me, to see it as a minor disruption. 5

In the rainy season, I must remember to keep my showers to a few minutes, no matter how good it feels to have the water pounding my back, soothing away the chill. The water slowly seeps through the cement between the shower stall and bedroom, impregnates the wall, a sheen of tiny droplets over my bed. Another thing to remember: never leave the pillows propped up against the wall. 10

In the rainy season, I mustn't boil water for tea or cook anything that produces too much steam, adding to the weight of moisture hanging in the air. The excess humidity settles: a visible mist upon the clothes hanging in my closet, turning them into a new life form, furry and spotted. Every surface a wick for moisture. 15

In the rainy season, I am thankful that my home is in this neighbourhood, this alley, so much higher than the main road. While the rich sleep in their attics, or on their roofs, the swirling, muddy water laps at my door sill, but doesn't enter.

I grab my umbrella and head out for breakfast. I push open the waterlogged left panel of my carved wooden door. My umbrella mushrooms out with a snap and a dull whomp, displacing water-filled air. Rain sheets down from our red tiled roof. 20

My nephew, radiant in his purple rain poncho, a canary yellow motorcycle helmet pushed down over the hood, stands under the eaves, rain rat-a-tat-tatting down from the roof onto the helmet. A duet with the drumming rain on my umbrella. Pausing a moment in the ankle-deep water, we listen to the call-and-response rhythm we make together. He laughs a great belly-laugh and roars off on his motorbike, the water a tall rooster-tail behind him. 25

Looking at the world from under my rose-coloured umbrella, I wade down the alley with its gold walls, under grey skies and green leaves. The lane falls to meet the road. The water rises to my knees, threatens my jeans, rolled up thigh-high. Each step an eternity, pushing against the flow, my toes seeking the edge of the sidewalk. Stepping out into the main road triggers a memory from the year before: this corner

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is where the pavement dips into a pothole, where I twisted an ankle under the murky water.

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I can't see my feet, or even my knees. The Perfume River, not knowing its boundaries, or refusing to have any, overflows the banks, invades the road and climbs the steps of shops and homes.

In the rainy season, instead of my usual coffee and soup on the bank of the river, I head for the very back of a restaurant I never set foot in during good weather. The tables near the front are prone to the fine mist that kicks up from the water-skimmed entrance, pummelled by the onslaught of rain. I'm lucky to find an empty seat. Waiting for breakfast, I watch the river swelling over the road, up the three steps and into the crowded restaurant.

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Inhaling the aroma of bitter coffee, I watch boys swimming and casting their fishing lines, shouting and laughing in the river that used to be the road. A group of teens cycles past, four abreast, wearing purple and pink ponchos. Laughing, pushing at the pedals, they move in slow motion, tires submerged. One of them struggles but cannot avoid a branch drifting into his path.

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Across from the restaurant, several tourists raise their cameras to snap souvenirs of a small girl hugging her wiry dog on the roof of her home. Down the road the water is higher; another dog stands on the hood of a taxi, barking at the water as it rises, lapping over the hood.

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Awaiting my food, I peer through the breakfast bustle to watch the tourists point their cameras at the rising river and the falling rain. They laugh and curse and squeal as the water soaks their pant legs, rolled up to their crotches, giving them a bowlegged gait<sup>2</sup> as they enter the restaurant in squelching shoes.

55

After breakfast, I venture out of the shelter of the restaurant and back into the flood, the chill soaking into my bones. Bits of flotsam—a plastic water bottle, a piece of someone's front door—bob against me as I struggle against the current until I reach my alley. I wonder if this is the year the water will rise up my walls.

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<sup>1</sup>*mildew*: damp mould

<sup>2</sup>*gait*: way of walking

## Mark scheme

## Part (a) – Commentary (maximum 15 marks)

	Mark	Knowledge & Understanding	Analysis of language effects	Organisation
<b>Band 1</b>	<b>13–15</b>	Perceptive appreciation of content and ideas. Fluidly relates content to structure, audience, purpose, genre, style; shows keen awareness of intentions of passage.	Analyses text with sensitive and discriminating awareness of how language creates effects. Moves with ease between part and whole in discussing specific examples of language use and the effect of the whole passage.	Strong structure; may be concise; quotation is used fluently, ‘embedded’ in the argument.
<b>Band 2</b>	<b>10–12</b>	Shows consistent appreciation of content and ideas. Able to relate content to structure, audience, purpose, genre, style, main aims of passage.	Analyses text, with awareness of the effects created. Able to relate part to whole in discussing specific examples of language use and the effect of the whole passage.	Strong structure used to convey clear argument.
<b>Band 3</b>	<b>8–9</b>	Shows steady engagement with content/ideas of piece. Shows general understanding of structure, audience, purpose, genre, style of passage.	Thorough analysis of passage is made, correctly identifying a range of features of language, giving examples, and showing ability to explain how they create effects with some relation of part to whole.	Clear structure, sustained focus.
<b>Band 4</b>	<b>6–7</b>	Shows some engagement with content/ideas of piece. Shows general, overall understanding of structure, audience, purpose, genre, style of passage.	Appropriate points are made, correctly identifying some features of language use, giving examples, and showing some ability to explain how they create effects. May be a fragmented approach.	Clear structure; may be line-by-line; essay may drift in and out of focus.
<b>Band 5</b>	<b>3–5</b>	Makes some relevant points about content. Shows some understanding of some aspects of the structure, audience, purpose, genre, style of passage; with some failures to identify key features and or misunderstanding.	Some relevant points made, identifying a restricted range of examples of language use. Some examples are not related to the effects created. Some examples may be listed without development; much generalisation.	Little structure; points may be rather disconnected.
<b>Band 6</b>	<b>0–2</b>	Comments on content of passage; may be confused.	One or two points made about language of passage. May be unclear.	Expression breaks down at times. Very short work. Unstructured.



**Part (b): Directed writing task (maximum 10 marks)****Marks**

<b>8–10</b>	<p>A perceptive recognition of context, audience and purpose supported by a good range of appropriate vocabulary and expression suitable for the task.</p> <p>Responses at the top of this band will be persuasive and confident, supported by a consistent, and at best personal, engagement with context and purpose, using fluent and accurate expression accompanied by a strong sense of audience.</p>
<b>6–7</b>	<p>A clear and informed sense of purpose, context and relevance supported by a reasonable attempt to use language appropriate for the task.</p>
<b>4–5</b>	<p>An adequate attempt but marked by an inconsistent and uneven sense of purpose, context and style.</p> <p>Generally sound expression and accuracy.</p>
<b>2–3</b>	<p>The beginnings of an answer, but limited by an inappropriate sense of style, purpose and language.</p> <p>Expression and accuracy may be limited.</p>
<b>0–1</b>	<p>Confused and unfocused sense of purpose, context and audience. Wholly inappropriate language and style.</p> <p>Work may be brief or fragmented and expression very limited.</p>

## Example candidate response – grade A

1.	a)	<p>The purpose of the text is for the writer to express what has become a routine for him in dealing with the extreme weather in Vietnam as well as the way other people are affected by it. This is shown by the repetition of the phrase "in the rainy season" at the beginning of several paragraphs before expressing all the chores and responsibilities the writer "must" do. This creates the effect of a list of chores to be followed precisely, due to the use of the verb "must", suggesting in order to cope with the weather suggesting a sense of routine.</p> <p>First of all, the writer uses several personifications for water "muddy water lops at my door sill, but doesn't enter". This <del>was</del> suggests the negative perspective of the water as it is kept out of the house. The writer also uses the personification "The Perfume River ... invades the road and climbs the steps of shops and homes". The use of the strong verb "invades" creates the sense of an enemy approaching slowly. This expresses the writer's contempt with the water, making it seem as the negative character of a story. It shows the way the others, the rest of the citizens of Vietnam, are <del>badly</del> badly affected by the weather and cannot stop the water from entering their homes the way the writer does.</p> <p>Secondly, the writer shows the different perspectives on the way other people cope with the rain suggesting a more positive light. His nephew seem is described as being unaffected by the extreme weather. He is "radiant" standing out in the dull weather with his "purple rain poncho" and "yellow motorcycle helmet". The use of the colours contrasting rest with the rest of the monotonous mood created due to the effect of the routine. Not only that, but in the same paragraph the writer focuses on the sounds by using the use of onomatopoeias "rat-a-tat-tatting" "drumming rain". The excess use of sound effects standing out from the rest of the text as well making</p>
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## Example candidate response – grade A continued

	<p>this specific paragraph more lively and providing a more positive approach. <del>This</del> This proves that his nephew's reaction to the rain is different than his seeming unaffected by the what would be a depressing weather as he "laughs a great belly-laugh".</p> <p>As the writer leaves his home he mood changes as he is no longer in control, leave his routine, and is now an observer of the way the world is affected by the water. The water is now an enemy "threatens my jeans". However, not everyone sees it that way. Children are described as "swimming", "shouting", "laughing" suggesting their innocence and the way they don't see the water as threatening as the writer does. Tourists are suggested to be unaware of the <del>is</del> dangers of the weather and as they "laugh and curse and squeal", <del>is</del> the sound effects creating a false sense of cheery mood as they do not have to experience this weather every year like the writer does. Not only that but they "snap souvenirs" the <del>essence</del> <sup>alliteration</sup> and the verb "snap" creating a negative view of the tourists as they seem to enjoy a helpless, little girl's misfortune.</p> <p>The writer concludes the account with a personal thought "I wonder if this is the year the water will rise up my walls creating a sense of fear and uncertainty for the future leaving the <del>so</del> audience on edge, not knowing what will happen." F</p>
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## Example candidate response – grade A continued

b)	<p>Mornings in Romania during the winter. I must remember to put more than one alarm clock in order to wake up for I cannot rely on the sun to enlighten <sup>if</sup> my days anymore. I wake up in complete darkness hearing nothing but the screaming wind threatening to <sup>tear</sup> <del>tear</del> my house apart.</p> <p>During the winter, the warmth of the blankets lulls me back to sleep trying to <sup>protect</sup> <del>prevent</del> me from the snow's ice claws.</p> <p>During the winter, I must remember to put on layers upon layers of clothes to shield me before leaving the house to shield me from the wind's deathly strikes. Another thing to remember: never leave without gloves.</p> <p>During the winter, I must drink at least one cup of hot beverage to keep the blood in my veins flowing and under <sup>any</sup> <del>any</del> circumstances at all I mustn't open the windows and invite the blizzard in.</p>
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## Examiner comment – grade A

(a) The candidate immediately demonstrates an understanding of the purpose of the passage and highlights the repetitive use of the phrase 'In the rainy season'. They also understand the effect of the writer's language choices in creating the sense of a necessary routine in the struggle against the encroaching water. This might also have been a good point to consider the writer's almost fatalistic tone when discussing these counter measures, who is plainly not convinced that they'll make much difference. The response then moves to a more detailed focus upon the various personifications of the surrounding waters; the effectiveness of the word 'invades' in giving a malign and determined character to the river is well understood. The candidate's informed grasp of the structure of the passage is also shown by their recognition of the change of tone signalled by the arrival of the 'radiant' nephew, who ushers in an acceptance, even an enjoyment, of the conditions. The writer's use of onomatopoeic language might have been more fully examined but its general effect is well noted. The change in the writer's status from flood victim to an observer of others is a very good point and is well developed in the observation of the children, who actually enjoy the flood. A strong understanding of tonal changes is a feature of the answer and this is maintained in the final paragraph, which has a clear recognition of the writer's returning anxiety about what next year's rainy season will bring.

**Mark awarded = 13 out of 15**

(b) The candidate clearly understands the usefulness of a repetitive phrase to define both the setting and the season for the reader. This is quite neatly done with the opening 'Mornings in Romania during the winter'. The need to devise a routine to combat the weather is understood and the original's yearning for comfort in the face of the elements is replicated; the 'snow's ice claws' is a clever echo of the personified flood. There is some rather awkward phrasing in places; nevertheless, this response has caught the tone and style of the original and transposed it effectively to a fresh setting.

**Mark awarded = 9 out of 10**

**Total mark awarded = 22 out of 25**

## Example candidate response – grade C

1.	a.	<p>The piece is written in first person and is the narrator's account of the torrential rain and way of life in Vietnam in rainy season. The purpose of the piece is to bring to the attention of the reader the situation faced by <del>into</del> inhabitants during this time but also to entertain the reader.</p>
50.		<p>The writer uses a structure of writing which uses concise, short &amp; medium length sentences mostly. The use of short sentences throughout the piece allows for a faster pace which alludes to the frantic nature of life during the rainy season here. The piece comprises of 14 short paragraphs, which causes the reader to make pauses inbetween them <del>to</del> as the writer cycles through ideas, giving the piece the feel of a procedure or a manifesto with multiple short, precise 'instructions', allowing the reader to understand that the inhabitants here face this environmental attack year-on-year and that the way in which they deal with the saturated moisture and flood water is second-nature to them. When the writer leaves the house in line 20, the sentence length increases, <del>to</del> allowing the read to become slower. Coinciding with this change is the shift in emphasis from "the moisture hanging in the air" to "on the deep water" on the streets, with the writer describing the toil and effort required to wade through the stream of water on the road; the change in sentence length mirrors this change, further allowing the reader to appreciate the nature of movement required in such conditions.</p> <p>The writer begins the piece with a statement and elaborates thereafter, the use of punctuation aids in creating a feeling of unease and stop-start motion in her surroundings by the use of many commas to separate short sentences (lines 15-20).</p>

## Example candidate response – grade C continued

	<p>The coupling effect of the short sentences and punctuation allow for the piece to feel like an extract from a survival diary or documentary book, with the reader had to feel the hostile environment being dealt with by the narrator.</p>
	<p>The writer uses many linguistic techniques in the piece; the use of specific adjectives such as 'pungent, stink, damp, sootling, sheen' etc constantly <del>en</del> enforce the writer's feeling that the air is <del>st</del> saturated with moisture and makes life unpleasant, as the reader constantly comes across words relating to water in a negative connotation such as 'chill, seeps, water-logged, threatened, murky, rimelled'. The writer also used a number of onomatopoeic words throughout the piece; 'snap' and 'dull whomp' in line 21; 'rat-a-tatting' in line 24, 'squeel' in line 56, 'squelching' in line 57, all further enrich the reader's immersion into the story as the writer attempts the reader to be immersed and involved in understanding the situation.</p>
	<p>The piece is contrasted between the imminent danger faced by the writer as she 'wonders if the water will rise up her walls' and is grateful that she lives in a place where the water won't flood her house (which alerts the reader to the dangerous side of his weather) and the flashes of colour and joyful activities still present during the rainy season; the use of colour-imagery in 'rose-coloured umbrella, purple poncho, purple and pink ponchos, canary yellow helmet, red tiled roof, gold walls, green leaves, grey skies' all add to vivid imagery and allows the reader to feel that the situation isn't all doom-and-gloom; there is still life that goes on here.</p>

## Example candidate response – grade C continued

	<p>The contrast is also present in the nature of activities described; 'wading, coping, infiltrates' etc are contrasted by more lively, pleasant images later on in the piece such as fishing, swimming, laughing and hugging, further allowing for a situation of mixed emotion and feeling to develop for the reader.</p> <p>The audience of this piece would be likely well educated and interested in travel. The tone of the piece is informal but professional, there is an absence of slang or colloquial language but the diction choices are familiar and relatable as not to distance the reader and writer in order to create an atmosphere of intrigue, sympathy and understanding of the actions necessary and the situation faced by the people of Vietnam during rainy season. (740 words).</p>
50.	<p>b. Zimbabwean summer; the heat of midday scorches the ground as the sun spotlights down. I remember to wear my wide sun-hat and bask myself in sunblock. If not, I will burn fast and blister like a ripe tomato over an open flame.</p>
90.	<p>The reprieve expected with the setting of the sun comes as a disappointment, it sets late, the day is long, and the heat penetrates the night. Mosquitoes in their millions, hungry for blood, make sure that sleep is only a luxury on the plains of tharare.</p>
140.	<p>Cloudless skies give no hope of cooling rain; aquamarine blue usually connotative of cool, ironically, looks barren and well-baked. Clouds appear, the sky is black, rumbling like a starving belly, and then, with sheer cruelty, disappear without lending the dry, dry earth without a single drop. ...</p>

## Examiner comment – grade C

**(a)** This response has a weak opening paragraph which simply states what is obvious to the reader and adds no extra insight concerning language or content. However, the second paragraph quickly establishes a consistent focus upon the structure of the passage and the language features employed. The reference to the use of short sentences might have been clearer but the choice of the word ‘manifesto’ gives perfect definition to the author’s catalogue of preparation. The candidate recognises the use of punctuation to create a sense of ‘stop-start’ motion and the writer’s inability to ever feel at ease in his surroundings. The response would have gained from attention to the repetitive phrase ‘In the rainy season’, which acts as a mournful chorus in the opening paragraphs. There is some confusion over nouns and adjectives but there are also effective word lists to demonstrate the insistent water related language. The use of onomatopoeic language is understood and the choice of the word ‘immersion’ to describe the effect on the reader is exactly right. More might have been made of the arrival of the ‘radiant’ nephew, but the transforming effect of the colour references is well conveyed. There is good understanding too, of the aspects of contrast employed by the writer and of his ambivalent attitude towards his surroundings. The concluding paragraph of the response has some of the weaknesses of the opening: identifying the target audience as ‘well educated’ and ‘interested in travel’ does not usefully examine the style and tone of the passage. Although there are some omissions from this response, there is also a secure understanding of the purpose and key features of the passage.

**Mark awarded = 9 out of 15**

**(b)** This response takes the question at its word and writes about genuinely extreme weather conditions. The opening words set the scene immediately and make a decisive reference to the original. There is also evidence of precise and effective word selection in the opening paragraph: the sun ‘spotlights’ down and the candidate ‘bastes’ himself in sunblock. There are also clever echoes of the original’s tone in the second paragraph, particularly in the weather’s active hostility to the writer. The candidate also picks up on the colour imagery in the original: ‘the black sky’ which fails to produce the longed for rain, is particularly effective. There are mistakes, but this a purposeful response with some well-chosen vocabulary.

**Mark awarded = 6 out of 10**

**Total mark awarded = 15 out of 25**



## Example candidate response – grade E

1	a	<p>The purpose of the text is to share information about the rainy season in Vietnam, the text is written in a general way, as so, it is able to attract a wide range of audience. The text is written in first person point of view throughout so that it is more personal and <del>informal</del> unique to the author only, the audience will find the text more relatable.</p> <p>The first few paragraphs <sup>after first paragraph</sup> started with 'In the rainy season' to show that rainy season had play a significant role in the author's life. <del>'I must remember'</del> <del>at</del> The phrase 'before doing anything else' also suggest that rainy season had affected him in a way that he has to prioritize preventing his mattress getting soiled by the rain. In the second paragraphs 'everything I do is a strategy' <del>and</del>, 'infiltrates' <sup>and</sup> 'disruption' suggest that he/she has <del>a str</del> dislikes the rainy season. 'Infiltrates' was used to describe water as unwelcomed by the writer.</p> <p>'I must' and 'I mustn't' are used repetitively, it <sup>shows</sup> <del>gives a sense</del> that the writer has to remind him/herself of a lot of things while coping with rainy days, for example he/she must remember to 'push the mattress', 'keep his/her showers to a few minute' and 'not to boil water', however <del>he separate</del> they are separated to a paragraph for each 'must' or 'mustn't' so that readers could see his/her reason <del>for not doing</del> why he has to do or not do certain thing.</p> <p>The mood of the journal is quite gloomy, <sup>as</sup> almost everything that happens during rainy was <del>negative</del> described negatively by the <del>author</del> writer. In paragraph four, 'a new life form' is used to exaggerate what happened <sup>excessive</sup> if moisture enters his (her) house, it is used to describe how his/ <sup>her</sup> clothes will look totally different and unrecognizable</p>
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## Example candidate response – grade E continued

	<p><sup>excess</sup> If moisture enters. In paragraph 5, the writer is 'thankful' even though muddy water leaks at the door sill, which give reader an idea that <del>something</del> it could be worse than just mud <sup>water</sup> in front of <del>the</del> his house.</p> <p>While the first five paragraphs are more descriptive and explanatory, the paragraphs afterwards (six to the end) is written in a narrative. The writer starts to recall a morning he <sup>the</sup> spent on a <del>rainy</del> rainy season. He described <del>many</del> colours of many items, which suggest that he <sup>the</sup> still vividly remember the event ('red tiled', 'canary yellow', 'rose coloured', <del>the</del> 'purple')</p> <p>The writer also uses several figure of speech such as onomatopoeia in 'rat-a-tat-tatting' <del>and</del> to describe sound of the rain, which <del>brings his reader</del> makes him/her more relatable and closer to the audience, he also uses hyperbole in 'each step an eternity' to suggest that it takes a very long time to wade in the muddy water, and he <sup>the</sup> did not enjoy it. <del>After meeting his/her cousin, the author</del> <del>moed</del> when meeting his/her cousin, the writer's create a slightly more positive and happy mood compared to a passage, using words such as 'radiant' and 'belly-laugh'.</p> <p>In line 36, Postume River <del>was</del> described as 'not knowing its boundary', suggesting that the river overflow and had invaded pedestrian's roads. The word 'refusing' has a negative connotation as it means that the overflowing of river is unwanted by people. The author also loses <del>many</del> enjoyments in his/her life thanks to the rainy season as he/she could no longer <del>see</del> sit in his usual restaurant, which he does not like as he 'never set foot' in it during <del>and</del> other seasons, which can also suggest that the restaurants <del>and</del> <del>was</del> <sup>was</sup> not as good as the ones by river bank. However 'I'm lucky to find an empty seat' suggest <del>that</del> otherwise, as the restaurant <del>is</del> is full of</p>
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## Example candidate response – grade E continued

		<p>people. It could also mean that people are desperate for restaurants as the one by the river can no longer operate.</p> <p><del>lastly, the</del></p> <p>The phrase 'chill soaking in my bones' suggest that he/she was terrified by the things bobbing against him/her. Commas are used to list down those things 'plastic water bottle, a piece of someone's front door' which give a sense of inventory. The rainy season was described in an extreme way as it causes a bad flood and people were still trying to have activity outside such as eating in restaurant, and even to having tourism activity as 'tourists raise their camera' suggested. <del>lastly,</del></p> <p>The last sentence 'I wonder if this is the year the water will rise up my walls' <del>give</del> creates an effect of uncertainty of the flood will get worse. <del>The</del> After reading <del>at</del> the text, <del>at</del> <sup>readers</sup> might sympathize the writer and situation in Vietnam during rainy <del>at</del> season.</p>
1	b	<p>Winter nights in <del>the</del> Toronto can be really unbearable sometimes, I must wear layers and layers of clothes which greatly hinder my movement, I might still feel the cold chilling my spine and crushing my bones, but, my body will also have natural reaction of sweating, which will cause <del>me</del> me to think in embarrassment.</p> <p>In winter nights, sun will set really late, sometimes, <del>the</del> <sup>sky</sup> will still be bright as lamp at 10 pm. At nights like these, it tend to be harder for me to fall asleep, insomnia strike. <del>when I</del></p> <p>In winter nights, my hair will be damp when I arrived home and transportation is inaccessible.</p> <p>I doiled myself, checking mirror if I had put on my eyeliners properly for the last time before I head out. All my effort will be a waste though, as I have to <del>cover myself</del> <sup>cover myself</sup></p>
105		<p><del>Just thick winter clothes with winter clothes and caps and muffer</del></p> <p>in thick winter clothes and muffer, I hate winter.</p>

## Examiner comment – grade E

**(a)** The opening paragraph of this response attempts to give some definition to the passage but needed to be far more specific in its reference. To say that a text is written ‘in a general way’ isn’t very helpful and a ‘personal’ style isn’t necessarily more appealing to the reader. The candidate does comment on the repetitive use of ‘In the rainy season’ but might have said more about its effect. There is also attention to the word ‘infiltrates’ but without specifying the precise effects of language choice. The repetitive use of the injunctions ‘I must’ and ‘I mustn’t’ is recognised as a linguistic device but again, might have been more fully developed. This is also the case with the use of onomatopoeic language which needed a more developed explanation. The candidate recognises the change of tone created by the arrival of the writer’s nephew and also comments on the implication of the river ‘invading’ the roads. There is some broad understanding of the passage but only a relatively limited range of examples that are related to specific effects. Style and tone are also quite generally discussed but would have benefited from more precisely chosen language.

**Mark awarded = 8 out of 15**

**(b)** The candidate is quite successful in building up the sense of accumulated misery that the weather creates: ‘chilling my spine and crushing my bones’. There is also an effective use of the repeated phrase ‘In winter nights’ to establish setting and season. However, the response is weakened by a series of mistakes and omissions which prevent it from being fully effective. There is a tendency to omit both the definite and indefinite article and there are mistakes with word endings. There is also a change of tense in the final paragraph which spoils what might have been an effective conclusion. The emphatic final sentence ‘I hate winter’ shows some purpose in the response but this needed to be assisted by more accurate expression.

**Mark awarded = 4 out of 10**

**Total mark awarded = 12 out of 25**

### Question 3

- 3 The following text is taken from an article which describes the writer's experience of returning to her home country of Liberia, West Africa.
- (a) Comment on the ways in which language and style are used to convey the writer's thoughts and feelings. [15]
- (b) Basing your answer closely on the style and features of the original extract, continue the account (between 120–150 words). You do not need to bring the account to a close. [10]

Every day of those two weeks in Ghana, my soul ached to be home in Liberia. The ocean behind my room at the Afia Beach Hotel in Accra teased me with its flapping and rolling all day and night. But, this was not yet home, I told myself. I wanted to see Liberia again, where not only the ocean waves had survived a bloody war, where the sunshine also reigned, a home of lost ghosts and falling rockets, of runaways like us who had already been forgotten by the stay-at-home survivors, a home of lost youths, wandering the streets after their survival of one of the world's bloodiest wars, a home of tears and unimaginable stories of cruelty. 5

I wanted to hug my father again, to see him in his old age, his gray hair that had defied death and time, to see my brothers again after the lost years of their youth, the war having sapped opportunities away from them. They were the younger ones, the ones that had not yet died in all of the after-war diseases and calamities. I wanted to cry and laugh with them, survivors who still needed answers. 10

Today, I was on a Kenyan airliner. The plane was filled with others who had been away too long; they'd also been forgotten. Sitting next to me was a young woman looking younger than a teenager. Her light brown skin sparkled with beauty. She seemed a 'been to',<sup>1</sup> with a soft face made up to the letter, her smile, prepared. On her fingers were gold and diamond rings. Bracelets and fine linens draped around her arms as if she were some queen from a past world. She had ordered a huge perfume case from the airline's Duty Free catalogue, so the stewardess came looking for her. She pushed her hands from under the *hajib*<sup>2</sup> to receive the package from the beautiful Kenyan stewardess. She quickly opened the package to show it off to me. Pride took over her features as she examined the perfume, smiling at me. We were not yet introduced. 15  
20  
25

She was only twenty-two, I would learn; and her English, simple and rough, very much in contrast to her appearance. She had not gone to school all these years, I thought to myself, yet, she looked schooled and well-kept. She quickly excused her attire: she was flying in from a far away country in the Middle East. 'I'm a real Liberian girl,' she smiled. She was coming in from Saudi Arabia where she had stationed herself comfortably with an Italian man. Her conversation was not brief. She pulled her hands out of her chiffon-laced *hajib* and other wraps every few minutes to speak with her hands even though I could understand Liberian English perfectly. She lived an *arrangement*, she said softly. The man was old, much older, but he took good care of her and her family. He was old enough to be her grandfather, she smiled. But that was okay. There was room, she said, for him to do what he wanted and room for her too, to move around in their arrangement. 30  
35

Here she was, she told me, flying back and forth whenever she wanted. She'd been everywhere, she said, everywhere in the Middle East and Africa. She was on her way to see her mother in Liberia, to give them gifts, to take care of those who had survived the years. With his money lavished on her, she could come twice a month if she wanted. She smiled, looking into my eyes as if for approval. 40

I turned away to the window. I was in the window seat. I love window seats. Because of invitations to read and present my poetry, I am a frequent flyer around the US, and now, though less frequently, outside the US. I had taken to window seats over the last few years. They are my solace when I end up next to an annoying passenger — or a sweet little Liberian girl who had chosen the soft road through the rocky desert the war had set her on. I wanted to jump through that window today. I was angry — not at the girl, her mother, or her man. I was angry at the world, at the war, and at those who had brought this sort of calamity upon us. I was angry that such a beautiful, soft-skinned girl looking like my own daughter had given herself away to an old man because of the times, had sold herself into slavery. 45 50

I kept looking through the window. I could not look at her now, I told myself.

I turned away from the window and took her in my arms. She could have been my daughter, I thought. She held on tightly to me, tears rolling down her cheeks as I too, wept. 55

<sup>1</sup> *'been to'*: a well-travelled person

<sup>2</sup> *hajib*: veil or body covering

## Mark scheme

## Part (a) – Commentary (maximum 15 marks)

	Mark	Knowledge & Understanding	Analysis of language effects	Organisation
<b>Band 1</b>	<b>13–15</b>	Perceptive appreciation of content and ideas. Fluidly relates content to structure, audience, purpose, genre, style; shows keen awareness of intentions of passage.	Analyses text with sensitive and discriminating awareness of how language creates effects. Moves with ease between part and whole in discussing specific examples of language use and the effect of the whole passage.	Strong structure; may be concise; quotation is used fluently, ‘embedded’ in the argument.
<b>Band 2</b>	<b>10–12</b>	Shows consistent appreciation of content and ideas. Able to relate content to structure, audience, purpose, genre, style, main aims of passage.	Analyses text, with awareness of the effects created. Able to relate part to whole in discussing specific examples of language use and the effect of the whole passage.	Strong structure used to convey clear argument.
<b>Band 3</b>	<b>8–9</b>	Shows steady engagement with content/ideas of piece. Shows general understanding of structure, audience, purpose, genre, style of passage.	Thorough analysis of passage is made, correctly identifying a range of features of language, giving examples, and showing ability to explain how they create effects with some relation of part to whole.	Clear structure, sustained focus.
<b>Band 4</b>	<b>6–7</b>	Shows some engagement with content/ideas of piece. Shows general, overall understanding of structure, audience, purpose, genre, style of passage.	Appropriate points are made, correctly identifying some features of language use, giving examples, and showing some ability to explain how they create effects. May be a fragmented approach.	Clear structure; may be line-by-line; essay may drift in and out of focus.
<b>Band 5</b>	<b>3–5</b>	Makes some relevant points about content. Shows some understanding of some aspects of the structure, audience, purpose, genre, style of passage; with some failures to identify key features and or misunderstanding.	Some relevant points made, identifying a restricted range of examples of language use. Some examples are not related to the effects created. Some examples may be listed without development; much generalisation.	Little structure; points may be rather disconnected.
<b>Band 6</b>	<b>0–2</b>	Comments on content of passage; may be confused.	One or two points made about language of passage. May be unclear.	Expression breaks down at times. Very short work. Unstructured.

**Part (b): Directed writing task (maximum 10 marks)****Marks**

<b>8–10</b>	<p>A perceptive recognition of context, audience and purpose supported by a good range of appropriate vocabulary and expression suitable for the task.</p> <p>Responses at the top of this band will be persuasive and confident, supported by a consistent, and at best personal, engagement with context and purpose, using fluent and accurate expression accompanied by a strong sense of audience.</p>
<b>6–7</b>	<p>A clear and informed sense of purpose, context and relevance supported by a reasonable attempt to use language appropriate for the task.</p>
<b>4–5</b>	<p>An adequate attempt but marked by an inconsistent and uneven sense of purpose, context and style.</p> <p>Generally sound expression and accuracy.</p>
<b>2–3</b>	<p>The beginnings of an answer, but limited by an inappropriate sense of style, purpose and language.</p> <p>Expression and accuracy may be limited.</p>
<b>0–1</b>	<p>Confused and unfocused sense of purpose, context and audience. Wholly inappropriate language and style.</p> <p>Work may be brief or fragmented and expression very limited.</p>



## Example candidate response – grade A

3.	a.	<p>In this passage, the writer writes to inform her readers and to convey her emotions. The tone is confidential and somewhat subdued. She confides her secret emotions, such as her anger and her sadness in <del>her audience</del> <sup>the reader</sup>, showing that she confides in the reader. The reference to war, disease and the sad story of the young girl add to the suppressed tone of the passage.</p>
		<p>In paragraph one, the expressive verb "ached" shows the writer's desire to be back home. The ocean is personified as "tearing her" tearing her with its "flapping and rolling". This gives the idea that she is restless and will not feel peace until she has returned home. The reference to "all day and night" suggests that the writer's discomfort is ongoing which helps to convey to the reader her desire to return home.</p>
		<p>Siberia is compared with a home "of lost ghosts," "falling rockets," "runaways," "lost youths" and "tear". This is effective in emphasizing the hardships of the country and helps the reader to sympathize with the writer in her pity for the country. The negative aspects, such as ghosts and rockets which are used to describe the "home" provide a contrast. A home should be a safe place, but the prepositional phrases describing the "home" show that it is anything but. This contrast further enables the writer to convey her pity and anguish for the country.</p>
		<p>In paragraph two, the war is <sup>said to have</sup> personified as having "ripped opportunities." The verb "ripped" emphasizes the destructive power of the war, which, along with the</p>

## Example candidate response – grade A continued

	<p>reference to "lost years" shows the writer's sadness at the effect of the war. The antithesis used in "cry and laugh" conveys the idea of joy at reunion but sadness for that which was lost.</p>
	<p>Paragraph three contains the independent clause "They'd also been forgotten." This clause is separated by the rest of the sentence by a semicolon, which, along with the word "also" is effective in conveying a feeling of rejection in the writer. The description of the girl contrasts sharply with the previous reference to war. Smile is used to describe describe her as a "queen," showing an admiration in the writer for her physical beauty. However, the fact that she shows her perfume off suggests that she is rather childish and that the writer is not completely impressed.</p>
	<p>Paragraph four mentions that the girl is "only twenty-two", suggesting a tenderness. The reference to "only" conveys a feeling of sympathy in the writer.</p>
	<p>The writer's disapproval for the girl and her actions is seen by the fact that she turns away. The antithesis of "safe road" and "rocky desert" help in expressing her feeling that the girl has taken the easiest possible way. The repetition of "angry" (line 49) is effective in conveying this emotion, as well as a feeling of frustration.</p>
	<p>The single short paragraph in line 53 suggests a change changing of emotion of the writer, which is fulfilled in the weeping of the poet. This conveys an emotion of sympathy and great heartbreakers in loss of the people.</p>

## Example candidate response – grade A continued

3.	b.	<p>The plane I landed, and we parted ways. I never saw that girl again, but I had seen myself in her actions. These were hard times; I should not have judged her for taking the soft road – I had myself, to some extent.</p>
		<p>I boarded a train which would take me to my family. Life had begun to spring out of death in the land I crossed. In every town we crossed, I felt that no one recognized me. To make issues worse, my lack of practice with the language made me feel as if I was a foreigner – or that I had been forgotten.</p>
		<p>I hoped my family would remember, yet, for some reason I had doubts. Maybe they would treat me like I had treated that girl. Soon, however, the waves reach the railwayline washed me with their rhythmic motion. They had not forgotten me, even if I had.</p>

## Examiner comment – grade A

**(a)** There is some awkwardness in the opening of this response but it consistently demonstrates a clear understanding of the writer's intentions and of the prevailing tone of the passage. There is strong recognition of the personification of the ocean with its tantalising suggestions of the writer's home and of the effect created by the addition of 'all day and night'. The impassioned references to the 'lost youth', 'lost ghosts' and 'runaways' are clearly related to the very sombre picture of 'home' which develops throughout the paragraph. There is some accurate attention to the writer's language choice: the antithetical effect of the writer wishing to 'cry and laugh' with her family describes the situation well. The fluctuations of the writer's feelings towards her travelling companion are recognised and concisely conveyed. When the candidate says that the writer is not 'completely impressed' by the girl's behaviour, the disapproving tone of the passage is exactly caught. The eventual softening of the writer's attitude is also economically and accurately conveyed. Not all of the available language features are fully examined but this response shows a consistent appreciation of the passage.

**Mark awarded = 13 out of 15**

**(b)** This response achieves an almost seamless continuation of the original passage. The material of the passage is subtly used to create a sense of doubt and possible alienation in the writing. Interestingly, the candidate chooses to ignore the relatively optimistic final section of the passage, concentrating instead on the forebodings and uncertainties expressed in the opening paragraphs. The introspective and self-accusing tone of the original is exactly caught in sentences such as 'I shouldn't have judged her for taking the soft road – I had myself to some extent'. The candidate also achieves a moment of real fluency in describing how 'Life had begun to spring out of death in the land I crossed'. The conclusion of the response, in which the narrator has only the mocking ocean as a companion is a clever and poignant extension of the original.

**Mark awarded = 10 out of 10**

**Total mark awarded = 23 out of 25**

## Example candidate response – grade C

3	a	<p>The following account is about a writer's experience of returning to her home country of Liberia, West Africa. The writing is very personal and full of longing. It is written in such a way that it is directed towards a wide variety of diverse people. Its purpose to share an experience of being home-sick through a nostalgic <del>and</del>, sad yet brave tone that creates a sad atmosphere.</p>
		<p>The passage starts by describing the writer's home sickness. The phrase "soul ached" is very powerful as it shows that she really longs to be in Liberia. This longing is made worse by the Ghana sea that "teases" her, this is a good use of personification and it is effective, because it makes the audience understand that she is so close to home that she can almost touch it, but she cannot and that adds to a sad atmosphere.</p>
		<p>The audience then goes on to learn that she left Liberia, because of war. The writer uses many language devices to describe this war, such as "bloody" which tells us the war was violent and many people did die, this sad <del>is</del> and violent imagery of the war is highlighted by <del>the</del> other phrases such as "a home of lost ghosts and rockets" this image is very sad and creates a picture of innocents not realizing they have died, bodies that are lying down lost and unclaimed and weapons and bombs everywhere which adds to a sad tone and depressing atmosphere. The last phrase of the introduction, "a home of tears and unimaginable stories of cruelty" tell us that the country went through an indescribable, but painfully horrible war that tore all that was involved apart and really highlights the depressing atmosphere of the passage.</p>
		<p>The next paragraph is very nostalgic and involves the</p>

## Example candidate response – grade C continued

	<p>writer wishing to see her family again. The fact that she simply wants to "hug" her father again is very sweet and creates sympathy in the reader. As she describes her brother's she again describes the awful war. The phrase "lost years of their youth, the war having rapped opportunities away from them" is very effective in creating a sad atmosphere and again creates sympathy in the reader, because it makes you wonder and realize all the opportunities the boys would have had if the war had not stolen their childhood, we also encounter repetition in the writer's use of "lost", suggesting that the war has left the country's people without direction, which again adds to the sad atmosphere. The <del>contrast</del> contrast "cry and laugh" is a very strong image again as it represents how it will be happy and sad at the same time to go home and see them.</p>
	<p>The following paragraph appears in contrast to the previous, forgetting about the horrible war and focusing instead on a beautiful girl. The writer describes the girl with many adjectives <del>adjectives</del> and phrases, such as "Her light brown skin sparkled with beauty." which compares the girl to the beauty of a gem such as diamond, giving the girl a sense of importance. Her importance is highlighted by her "gold and diamond rings". She looked rich and important, because of an Italian man she had "stationed herself comfortably" with an Italian man, which makes her appear shallow. A euphemism is used to describe the girl's relationship with the man, the writer calls it an "arrangement" to seem less horrible than it actually is.</p>
	<p>The writer does not approve of this arrangement and when the girl looks to her for approval she turns away from the girl in rejection, undecided on whether she</p>

## Example candidate response – grade C continued

	<p>"an annoying passenger" or "sweet Liberran girl" this contrast lets her to think back on the war again and she become so angry, the whole atmosphere is very sad. The <del>final</del> phrase "had sold herself into slavery" tells us just how sad the war was.</p>
	<p>The writer uses many language devices and tones to create a sad atmosphere, that explains her longing to go home as well as the horrible war of Liberra.</p>
b)	<p>The girl, <del>shook</del> old enough to be my child, quickly shrugs me off, her tears coming to a quick halt as <del>the</del> her face locates its proud expression &amp; once <del>and</del> more and rightfully so, she had been lost just as the rest of had been and she too had survived the bloody war of our country. <del>I turned aw</del></p>
	<p>I turned away again, as she returned to smelling her perfume. I closed my eyes and pictured my father and brother's smiling faces. Tears began to pour down my cheeks. I was going home. <del>to</del> We were all going home. The war was finally over.</p>

## Examiner comment – grade C

- (a) The response opens with a broad but quite accurate summary of the passage and its tone, ‘very personal and full of longing’. There is also an attempt to give definition to the target audience, and this is less helpful. The personification of the ocean and of the phrase ‘soul ached’ are identified as the writer’s frustration in being separated from her home.

The candidate’s allusion to the ‘lost ghosts’, not realising that they are dead, shows real sympathy for the passage and understanding of the style. The candidate recognises the pathos and painful nostalgia of the following paragraph but might have been more detailed when examining the language. The writer’s use of the word ‘lost’ is explained but the effect of ‘sapped’, in creating a sense of exhaustion and futility is not considered.

The paragraph dealing with the Liberian girl is described as a contrast to the bleak preceding paragraphs. The sense of opulence and self-importance which the girl introduces are excellently conveyed. There is also a perceptive realisation that the travelling companion is both a ‘sweet Liberian girl’ and an ‘annoying passenger’. At this point, the response is concluded, leaving the ending of the passage and the writer’s change of heart, largely unconsidered. This candidate shows intelligent understanding of the passage and an awareness of language choices and effects but omits to consider the entirety of the passage.

This is especially important as the ending is the resolution of the writer’s feelings towards the girl and her homeland.

**Mark awarded = 7 out of 15**

- (b) Interestingly, the candidate chooses to adopt the present tense for the opening paragraph of the response and this certainly conveys some immediacy to the situation. There is also a refusal on the part of the candidate to continue and develop the emotional tableau which concludes the passage. The Liberian girl recovers her sense of importance and the writer returns to her thoughts about her family. Both the style and tone of the original are quite well understood and there is a pleasing realism and matter of factness in the approach. However, the candidate might have usefully expanded the situation, before coming even close to the lower end of the word boundary.

**Mark awarded 6 out of 10**

**Total mark awarded = 13 out of 25**



## Example candidate response – grade E

3 a)	<p>In this personal account, the writer conveys her thoughts and feelings while returning to her home country of Liberia. She does this by opening this passage with list. The writer also changes the tone from longing into frustration. She uses repetition and imagery in order to accomplish her goal: purpose.</p>
	<p>The writer opens this passage with list. "a home ... a home of peace and unimagined stability" - these list shows that the writer is missing her home country of Liberia as she cannot stop thinking about her place. The repetition of "a home" in the opening paragraph also give a lot of importance to the word home which tells the reader that she longs to be home.</p>
	<p>In the following paragraphs the writer changes the tone of the passage. From a longing tone, the writer suddenly gets a frustrated tone. From "a home..." the tone changes to "I was angry." This quote tells the reader that while she was longing for home, she felt pity for her country and proud of it to survive. But later on when she meets a lady, she starts to get "angry" with the country world and the war that has changed her people. This not only shows her strong attachment towards her family, but it also shows her attachment towards the country she lives in and the people of that country.</p>
	<p>The writer uses a lot of repetition in order to convey her thoughts and feelings towards the readers. The repetition of the phrase "I wanted" tells the reader in the second paragraph tells the reader how much she longed to be home.</p>

## Example candidate response – grade E continued

In addition to that the repetition of the word "lost" in the passage emphasised the things that were lost and the people that were lost during the time of war. The writer feels proud of because of the war that her country survived.

A lot of imagery is used in the following paragraphs. "Man was older, old, much older" = "old enough to be her grand father". This imagery shows the effect of the war amongst the people living in Liberia. A sense of people being helpless is created in the readers as in order to survive, people who survived the war had to do things they didn't want. This makes the writer frustrated at the world and the war because she finds later that her people were not living happily. In addition to this, the writer also uses with an imagery. This passage with an imagery, "tears rolling down her cheeks as I too, wept" is an imagery that shows the reader clearly shows the readers of what the writer is going through. "I too wept" again emphasises the helpless people that who cannot do anything about changing themselves.

With the usage of repetition, imagery and changing the tone from conspiracy to frustration, the writer could clearly convey her thoughts and feelings in the passage.

## Example candidate response – grade E continued

3b)		<p>She looked at me with a helpless look and told me about how she missed the old Liberia. The times when she had freedom to do whatever she wanted, the times when her dad would tell her stories, the times when her brothers would fool around with her.</p> <p>I again looked towards the window as the tears of anger kept rolling. I started hating the world for choosing Liberia, out of all the countries, to go through these events.</p> <p>All I could say was that it was going to be alright. Looking out of the window I imagined going back to the past and seeing all the smiles on people's faces. I imagined the freedom they had. I imagined the family being complete and I imagined her, the girl next to me, smiling.</p>
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## Examiner comment – grade E

- (a) The response opens with a general summary of the passage but then adds three quite disconnected points, none of which usefully develops the opening statement. The change of tone that occurs after the first paragraph is generally understood, as is the mixture of pride and sorrow with which the writer regards her native country. A reasonable point is made when the repetition of 'I wanted' is used to demonstrate the author's longing to be home. The repetition of the word 'lost' is also noted but its effect is not examined in any detail. The author goes into considerable detail in her description of her fellow passenger and the sense of inappropriate luxury and spoiling that the girl presents. This might have been examined as a contrast to the 'lost youths' and 'lost ghosts' of the opening paragraph. The candidate picks up some of the unsuitability of the 'arrangement' which the girl has made and states, in broad terms, the writer's frustration with the world and the war. However, there is no examination of the relationship that develops between the two passengers and no explanation of why the tears are rolling down their cheeks. Similarly, the candidate gives no attention to the writer's use of the window seat to divert her possible anger with the girl, or the sudden access of sympathy that brings them together. The final paragraph re-states, without development, part of the opening but should have been used to examine the author's apparent change of mind in the last two paragraphs. This response shows some understanding of aspects of the passage but key features are omitted and language features needed more precise explanation.

**Mark awarded = 4 out of 15**

- (b) The directed writing response makes a confident venture into the subject matter of the original. In addition, the candidate picks up aspects of the original style and tone and makes a reasonable continuation. The window gazing of the writer is neatly used to represent a gateway to the imagination in which all the conflicts of the passage are resolved. The candidate has made quite an assured version of the style and tone of the original and this is a more confident and effective answer than the commentary response.

**Mark awarded = 5 out of 10**

**Total mark awarded = 9 out of 25**

## Paper 2 – Written

### Mark scheme

#### Section A: Imaginative Writing

<b>Band 1</b>	<b>22–25</b>	<ul style="list-style-type: none"> <li>Imaginative, possibly original, appropriate approach to task, engaging audience, a very strong voice;</li> <li>Tightly controlled, appropriate structure;</li> <li>Language used imaginatively to create specific effects on the reader;</li> <li>Fluent, mature expression, achieves complex effects, with a high level of technical accuracy.</li> </ul>
<b>Band 2</b>	<b>18–21</b>	<ul style="list-style-type: none"> <li>Imaginative approach to task, appropriate to audience and engaging interest, a strong sense of voice;</li> <li>Effective, appropriate structure;</li> <li>Language used to create specific effects on the reader, narrative or descriptive as appropriate;</li> <li>Fluent expression achieves effects; occasional technical errors will not impede expression.</li> </ul>
<b>Band 3</b>	<b>14–17</b>	<ul style="list-style-type: none"> <li>Consistent focus on a relevant form and content, with an appropriate sense of audience, a consistent sense of voice;</li> <li>Clear structure that fits the task;</li> <li>Some effects of language are attempted and achieved, narrative or descriptive as appropriate;</li> <li>Clear expression with some variety, a few technical inaccuracies.</li> </ul>
<b>Band 4</b>	<b>10–13</b>	<ul style="list-style-type: none"> <li>Clear focus on relevant form and content, with some imaginative touches, an appropriate sense of audience, some sense of voice;</li> <li>Structure is in place though may not be fully consistent – may drift in and out of focus at times or be uneven;</li> <li>Appropriate effects of language are attempted, narrative or descriptive as appropriate;</li> <li>Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) which limit the ability to achieve effects.</li> </ul>
<b>Band 5</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>Relevant form and content with some sense of audience, an occasional sense of voice;</li> <li>Structure may not be fully apparent – may go on without clear narrative control or descriptive contrast;</li> <li>Some effects of language are attempted, narrative or descriptive as appropriate;</li> <li>Expression is clear but may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).</li> </ul>
<b>Band 6</b>	<b>2–5</b>	<ul style="list-style-type: none"> <li>Evidence of attempted focus on some appropriate ideas for content, or a reasonable piece but not fully appropriate to the task; form may be less sure, e.g. a wholly narrative response to a descriptive task; a limited sense of voice;</li> <li>Lacks structure, may be diffuse, may ramble;</li> <li>Occasional effects of language are created, narrative or descriptive as appropriate;</li> <li>Expression is unclear at times; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole.</li> </ul>
<b>Band 7</b>	<b>0–1</b>	<ul style="list-style-type: none"> <li>Work will be inappropriate to the task, confused or incoherent, with little grasp of suitable form or content;</li> <li>Weakness of organisation and technical inaccuracy (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) will seriously impede the candidate's ability to create an overall impression.</li> </ul>

## Section B: Writing for an Audience

<b>Band 1</b>	<b>22–25</b>	<ul style="list-style-type: none"> <li>• Interesting, lively, approach to task, possibly original, in appropriate form, and engaging audience, a very strong voice;</li> <li>• Tightly controlled structure develops ideas in logical effective manner;</li> <li>• Wide range of language and rhetorical devices used effectively to explain, argue or persuade;</li> <li>• Fluent, mature expression, capable of complex argument, with a high level of technical accuracy.</li> </ul>
<b>Band 2</b>	<b>18–21</b>	<ul style="list-style-type: none"> <li>• Thoughtful approach to task, appropriate in form, and engaging interest, a strong sense of voice;</li> <li>• Effective, appropriate structure, with clear exposition of ideas/argument;</li> <li>• Language and rhetorical devices used effectively to explain, argue or persuade;</li> <li>• Fluent expression capable of complex argument; occasional technical errors will not impede expression.</li> </ul>
<b>Band 3</b>	<b>14–17</b>	<ul style="list-style-type: none"> <li>• Consistent focus on relevant content and form, with an appropriate sense of audience, a consistent sense of voice;</li> <li>• Clear appropriate structure with some development;</li> <li>• Some language and rhetorical devices used to explain, argue or persuade;</li> <li>• Clear expression with some variety, a few technical inaccuracies.</li> </ul>
<b>Band 4</b>	<b>10–13</b>	<ul style="list-style-type: none"> <li>• Clear focus on relevant form and content, and some appropriate sense of audience, some sense of voice;</li> <li>• Appropriate structure is in place though may not be fully consistent – may drift in and out of focus or be uneven;</li> <li>• Effects of language to explain, argue or persuade are attempted to some purpose, not always fully achieved;</li> <li>• Clear expression, a little unvaried or with a number of technical errors (confusion of tenses, wrong subject/verb agreement, a range of spelling errors, absent punctuation) which limit the ability to achieve effects.</li> </ul>
<b>Band 5</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Relevant form and content with some sense of audience; an occasional sense of voice;</li> <li>• Structure may not be fully apparent – may be lacking in development or argument;</li> <li>• Some effects of language to explain argue or persuade are created;</li> <li>• Expression is clear but may not flow easily, with frequent technical errors (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation).</li> </ul>
<b>Band 6</b>	<b>2–5</b>	<ul style="list-style-type: none"> <li>• Work will attempt to be relevant, or a reasonable piece but not fully appropriate to the task, and will show some grasp of the topic under consideration, a limited sense of voice;</li> <li>• Lacks structure, may leap from point to unconnected point, digress and ramble;</li> <li>• Occasional effects of language to explain, argue or persuade are attempted;</li> <li>• Expression is unclear at times; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole.</li> </ul>
<b>Band 7</b>	<b>0–1</b>	<ul style="list-style-type: none"> <li>• Work will be inappropriate to the task, confused or incoherent, with little grasp of the topic chosen;</li> <li>• Weakness of organisation and technical inaccuracy (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) will seriously impede the candidate’s ability to create an overall impression.</li> </ul>

## Question 1

- 1 Write the opening to a story called *Robot World*. In your writing, create a detailed sense of a futuristic and mysterious environment.

## Example candidate response – grade A

A	1.	<p>The tracks were far easier to cover the surface at this point, an even and slippery. I adopted them by pressing the menu button on my left arm, I could then scroll through hundreds of options, this was a built in feature of the new software given to me as the X9 model. My eyes are cameras that send information to the server, this is the largest of the family and sits amongst the purple and green water in the centre of this city. The yellow gasses that are ever present like humans refer to clouds, or mist, sometimes above us but often around us, this is the source of energy we use, so no matter how far we go we have full power and never run out or die! I have selected my tracks as this allows me to grip our surface on our planet, smooth and seamless motion as the moving parts all <sup>transform</sup> <del>transform</del> allowing simple access to my feet. Like soldiers in a line all of the X9's move together a rolling thunder at the same time a block of six is how we patrol the streets, beaming information back to the mother ship. Nothing is left untouched as we sweep, systematically, top to bottom, left and right, our software programme update is just right. We are searching for the code breaker, a programmer or even a killer, the human who started this all, the one who near it all. It was fine to start with robot help, the software that broke made us fight, the X3 robot is a joke. The future has changed and we will win, the straight lines and technology that help us out, surely this will all be alright. Law and order is how we came about, corrective measures by robots, they could, out run, out drive, out fly all other life forms, then we fought an electronic battle, wires and lights fading as we fought, my weapon</p>
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## Example candidate response – grade A continued

System is the highest quality, machine guns, lasers bombs and guns, all at the touch of the ~~button~~<sup>button</sup> on my arm I scroll through the options. Now I roll across this land trying to find normality and a friend. It was such a lovely place, green fields and charging points and humans too. We were a minority but useful too. Now with the war we had, survival is what I do. Amidst the purple and green water, yellow gasses too. A land that has no start or finish to the day. I scan the horizon it's dark and grey, looking at buildings that burn all day, over there robots burn in a pile, a junkyard of electrical hay, wires and rods and lights all stacked up into the sky. The noises that are transmitted are loud and high pitched like a cry, whoosh and zip as robots pass me by. A ringing like a phone, I have to watch out as that is a drone, the server sends them out on a hunt to find electrical impulses or stores of parts anything to help them win the fight. The only humans I have seen all wear masks, no real life for them, it's a robot or machine that lives now; remove the gasses then we might see normal life return for me. Red lights flashing in the distance, flashes of ultra bright white across the sky other robots go. I have no smell, but I can tell as I scan the ground and building in front, I connect to the internet to see what it was that burns and dies in front of me. The whole planet is under arrest, robots that once were very few have taken over the world for all to see, they say we have no feelings, this is ~~untrue~~ untrue, futuristic land for this is to far even I as a robot think it's gone to far. Images are projected onto the floor, this made the humans think they were in a beautiful land, green slabs for fields, black for roads, blue for sky. A false sense of belief that

## Example candidate response – grade A continued

		<p>We gave; now when you see through my camera feed everything is uneven with no dimension, when the power is switched off nothing can be seen black and white dots, like a million on a screen, objects stand like buildings or trees but its imagery we send for all to see, the server decides what is new, a colour or scene, this is sent and all as programmed <del>the world</del> is move around amongst this futuristic land. You decide what we see as your the operator of me, a 'Robot' land you wanted to create, destruction was part of this plight to create your perfect delight, the input by you can always change and your mood gives the world a different shape or tone or colour, when it gives no pleasure you just switch off the power, the thing is when you do, you think that's all down to you! Stop thinking you are real, &amp; you are a robot just like me and our world changes everyday, we never switch off and never die, our planet and world is whatever we want, futuristic or not. or just very bland we are robots and we have taken over this land.</p>
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## Examiner comment – grade A

The candidate's opening to a story entitled *Robot World* shows a pleasing sense of voice and fluency. The answer draws effectively on the conventions of the science fiction genre to establish a narrative that is presented with confidence and precision. The candidate combines the demands for a detailed description of a setting that is 'futuristic and mysterious' and the need to establish the beginnings of a story. It offers the unusual perspective of a robot which seems very lifelike and human in feeling and thought, yet retaining the robotic features of having menu buttons on arms, cameras in place of eyes and needing to 'roll across' land. The candidate establishes the robot's mission – to find the code breaker – thereby satisfying the requirement for the opening to a story. A range of imaginative and 'scientific' vocabulary and sentence variation is in evidence, showing a tight sense of control. The semantic field is appropriately science fiction: 'X9s', 'beaming information', 'lasers' and 'charging points'. There are some uses of comparison: 'a junkyard of electrical hay'; 'all of the X9s move together a rolling thunder'. An engaging range of linguistic devices – alliteration; the juxtaposition of the abstract and the concrete; and the use of parallel structures – create a strong sense of voice and purpose. Overall, this is an imaginative and sustained response blending conventions, description and narrative into a cohesive whole. While there are a few lapses, they do not detract from the quality of the answer in its entirety.

**Mark awarded = 20 out of 25**



## Question 5

- 5 Write the script for a podcast called *Secret Places*, aimed at both local residents and new visitors to the area where you live. The script describes unusual and less well-known locations. In your writing, create a sense of interest and enjoyment.

## Example candidate response – grade A

5	<p>Have you just booked your ticket to the Seychelles Islands? Or are you just searching for new places to explore extend your exploration of our majestic islands? Either way, this podcast will enrich your minds with knowledge about places you never knew existed in the Seychelles!</p> <p>Have you heard of the rock pool at Chez Batista? What about the mystical trail leading to <del>Cher</del> Major beach? Well, by the end of this programme, you will know all about them!</p>
	<p>The <del>hes</del> Sodyer rock pool awaits you at Chez Batista, located in the Southern region of the island of Mahé. The trail explorers must take to reach the rock pool may thrill you more than the actual pool! Exotic plants on either side will make you feel as if you are in an Indiana Jones movie, whereas the little explorers may find themselves impersonating Tarzan. Given that the journey from the main entrance to the water hole is approximately half an hour long, and entails areas of strenuity, the more active members of the group are guaranteed to cherish the hike. Once you <del>have</del> reach the rock pool, you will be intrigued by the perfectly circular shape of the hole, carved by the waves of the nearby ocean. The water occupying the pool will serve to cool you down following your strenuous hike, whereas the <sup>ladders</sup> naturally-carved in the granite rock <del>with</del> presents a unique opportunity to capture a few photos, which you may later boast about to your friends. <sup>When</sup> you finally convince yourselves that it is time to</p>

## Example candidate response – grade A continued

head back, you may enjoy a lovely butter lunch at Chez Batista Hotel, <sup>which</sup> encapsulates Kreole cuisine.

If you are in search of further hiking opportunities, the trail to dense Major beach awaits your footsteps! Although it is an hour long, you become immersed in the rainforest which encompasses the natural environment of the Seychelles Islands. If you are lucky, you may see Seychelles' indigenous plant species, which you won't be able to find anywhere else in the world. This hike will undoubtedly make you appreciate the natural treasures which the local population strives to preserve. As with her sodyer, ~~best~~ backpackers will be left satisfied by the scenery and the strenuity of this hike. Once you complete the hike, you will find your toes buried in the sand and the ocean water spraying your face.

Dense Major beach is known for its mesmerising snorkelling opportunities, ~~and~~ as the bed of corals creates a perfect home for some of the world's most beautiful aquatic species.

If you happen to enjoy paddle-boarding, the calm waters of the dense Major are an ideal environment for you! Although, admittedly, the board itself may be difficult to carry to the beach, unless you have it transported by boat. For those of you who ~~don't~~ do not want to enter the water, don't worry, the smooth ivory sand of dense Major beach is perfect for sunbathing. Just make sure you don't fall asleep under the blazing sun!

## Example candidate response – grade A continued

		<p>Lastly, if you are <del>in</del> looking for something more relaxing, <del>at</del>se Intendance is tailored to your recreational needs! <del>at</del>se Intendance, although not widely known, is one of Seychelles' most beautiful beaches and the clarity of the water is incomparable. The beach is largely visited by sorters, although it can be a great place to escape to for both couples and families. If you are an adult, you may treat yourself to an alcoholic drink from the nearby 'Rum Shack', which will give you a taste of the alcoholic beverages popular in the Seychelles.</p> <p>Despite their lack of popularity, these places <del>won't</del><sup>will</sup> leave you wanting more. Just don't forget your sunscreen and your water.</p>
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## Examiner comment – grade A

This response to the task of writing a script for a podcast called *Secret Places* takes a thoughtful approach: it is, at every point, appropriate in form and deliberately refers to itself as a 'podcast', a 'programme' – firmly setting out the terms of the question ('*Secret Places*') from the beginning, 'places you never knew existed in the Seychelles!' It engages interest right from the outset by employing questions directed at the audience's desire to explore the unknown, with Seychelles as a point of reference. The candidate uses linguistic devices and exemplification with a degree of confidence and authority in a fluent and concise manner. Direct address immediately arrests the audience's attention. A range of sentence types are used: in addition to the interrogatives mentioned, declarative and exclamatory sentences have been used to excite the audience to the beauties and pleasures that 'await (them) at Chez Batista'. Imperatives are used to create a sense of convivial authority. Allusions are made using shared cultural stock to further intimacy with the audience, with references made to Indiana Jones for the mature listeners, and to Tarzan, to advertise the fact that even their *children* will be interested. At every point, a range of ideas is presented, with options for different activities – whether 'strenuous' or 'relaxing'. Lively descriptive sections set out to persuade the audience of the beauty of the places covered and vocabulary is used deliberately to entice. The candidate links paragraphs together through discourse markers and there is clearly an effective, appropriate structure, with clear exposition of ideas/argument, creating a strong sense of voice. Occasional technical errors do not impede expression.

**Mark awarded = 21 out of 25**

## Question 3

- 3 Write the opening to a short story in which some of the people and events from a well-known book or film are seen from the perspective of one of the less significant characters in the original piece.

## Example candidate response – grade C

A	3	Section A
		<p>Its one month again, more supplies, more food and another boy. What's new this time? Everytime <sup>month</sup> we come and stand around the box waiting for a new person to be apart of the glade, nothing ever changes. Although this time I feel it in my gut. There's something different. Its at the <del>corner</del> edge of my mind but I can't get reach of it somehow. This Thomas boy, the new guy, theres something about him that sends shivers down my back, I don't think we should trust him, but Alby seems to think he is okay. Why should I worry myself if our leader doesn't feel anything strange than its okay, <sup>because</sup> he's never wrong.</p>
		<p>Today is my day off from running around the maze trying to <del>save</del> find a way out of this place. Funny thing is we all don't know how we got here but I feel sorry for Alby he was the first person to get stuck in this wretched glade. Although each time I look around I feel that we have managed to make it a bit easier than what it was in the beginning. Alby managed to coordinate people to get them to do different things. There's people in charge of growing food, building new homes, <del>and</del> cooking, taking care of the sick and people like me, runners. Runners basically leave early in the morning and try solve the pattern of this maze. It changes every angle evening, which gives me the feeling that sometimes out there, trying controlling and keeping us in here, but then again I could be wrong.</p>

## Example candidate response – grade C continued

The day goes by fast and Thomas seems to have settled in properly. I feel as though I have to keep my eyes ~~on~~ <sup>on</sup> him. Minho and the rest of the runners ran in just in time for the ~~gate~~ <sup>doors</sup> of the glade to close. They all look tired and drained ~~out~~. It seems as though all the energy in them has been sucked out and from the looks on their faces they ~~haven't~~ <sup>hadn't</sup> found anything new clearly.

Days go by and all is well, nothing seems different. "Help me!! Help me!" I turn around to find the newbie, Thomas getting chased by Jason. He got stung by a griver a few days ago, he shouldn't be up like that. We ran to go relieve Thomas from his wrath of fury but Jason seemed so riled up. He won't stop, he keeps on going at him muttering strange things. He must have seen something in the changing, why else ~~was~~ would he react like this?

Minho and I get ahead of Jason and ~~take~~ <sup>take</sup> Alby and the rest trying to help a confused and startled Thomas. Why would Jason do something like that, it's not normal quite a few people have gone through the changing and none of them have ever done that. The ~~next~~ <sup>following</sup> morning the oddest thing ever happens, Chris come across a griver in broad daylight whilst running through the maze is that even acceptable, I mean everything is changing, has everything we've been learning all this past years been a lie?

Alby come with us the ~~next~~ <sup>following</sup> morning in order to cover for Chris who <sup>was</sup> still not speaking from shock.

## Example candidate response – grade C continued

	<p>Whatever he saw surely scared him to death. I ran in as usual just in time before the gate closed. But <del>later</del> <sup>surprisingly</sup> enough everyone is standing by the entrance. That's unusual, I asked around and heard people say that Minho and Alby weren't back yet. What happened to them, they know that no-one ever makes a night out in the maze! As the doors were creaking shut I saw Minho carrying a limping Alby by the side, they weren't moving fast enough, they wouldn't make it at that rate.</p>
	<p>A blur of clothes <del>passed</del> <sup>zoomed</sup> past me just out the glade just before the doors were permanently shut. I saw brown hair through the tiny peak and realized it was Thomas, the new guy. He went out to try and help those two but what help would he be? They were <del>all</del> already as good as dead. I admired his courage and all but playing hero wasn't going to help their situation.</p>
	<p><sup>and chaos</sup> Panic took over the glade, no-one was calm, we didn't know what to do anymore. There was also something new going around the camp out of a sudden hope, people actually thought they might come back. At the break of dawn everyone ran to the stone doors and gapped at the sight of 3 three figures staggering through. The <del>glade</del> <sup>maze</sup> was clearly a mystery we hadn't started solving, how had they survived a night out in the maze? <del>Is this</del> <sup>Was this</sup> was all too much to take in, Did the griever's not come out at night?</p>

## Examiner comment – grade C

The candidate's response is a straightforward focus on the conventions of a story with events and characters viewed from the perspective of a minor character. Yet, such focus is carried out in a clear and effective manner with some solid use of linguistic effects. The story is based on the film, 'Maze Runner', and through free direct thought, the narrator relates events, and explains thoughts and feelings about these. These feelings build up a sense of a follower – appropriate for the question's requirements of a 'less significant character'. This helps to give the character some substance – and the explanation of the various jobs in the 'glade' establishes the narrative situation regarding the 'runners' in the maze. Tension is built by the uncertainty of the narrator to various events: the new boy, Thomas; the uneasy feeling that there is a 'controller...out there' who manipulates them and changes the pattern of the maze – and it mounts when there is trouble as Thomas is chased by another boy who wants to fight him. Language effects like imagery set the scene more clearly. Appropriate vocabulary establishes the despondent mood further, 'three figures staggering through' and the effective use of interrogatives to increase tension, suspense and uncertainty. There are some slips that detract from the fluency of the composition and place it at the lower end of the grade. A bit more variety in sentence structures would have served this essay better. Overall though, this is a clear and sustained piece of writing, aware of conventions and playing to them effectively.

**Mark awarded = 12 out of 25**

## Question 6

- 6 A company director and a factory worker have been invited to contribute to a debate on the theme *The Rights Workers Should Have*. Write the text of their speeches (between 300–450 words each). In your writing, create a sense of opposing attitudes and viewpoints.

### Example candidate response – grade C

46		Section B	PLAN
		<p><u>Factory Worker.</u></p> <p>Good morning Ladies and Gentlemen and of course, to our Company Director, Mr. Blanken. Thank for the invitation to be hear here.</p> <p>Rights. These are often described as necessities that people have the right to. For example, at the factory we have the right to a minimum wage. As a factory worker, I believe rights are very important for me and my fellow workers and I.</p> <p>I believe workers should have a right to speak freely to people above them as communication is a very important thing. Workers should also have a right to know from these people how the company is going according to its <del>its</del> success or failure and according to this, the right to discuss their wages according to the successfulness of the company. I believe the right to a break or a leave is also necessary as working too much can cause problems for people. This right should also depend on how well a worker is working of course.</p> <p>If a worker was given such rights, I believe that it will vastly improve efficiency rates of a company</p>	



Example candidate response – grade C continued

	<p>because personally, if I am treated well, then I know I would gain respect for a company. Respect would then make me want to work as I feel I am obliged to make sure I give of my best.</p>
	<p>However, if I wasn't treated with such rates and I was treated like a slave I would not give one hundred percent of my efforts. I would work just enough to know that my job is secure and trust me when I say that your efficiency could be halved if I was not treated as a worker, and if I was treated like a slave.</p>
	<p>In conclusion I would like to emphasize that work rate comes from respect: Respect is also what comes from being treated well and being heard, and these come from the rights we get as workers.</p>
	<p>Thank you.</p>
	<p style="text-align: center;"><u>PLAN</u></p>

## Example candidate response – grade C continued

		<u>Company Director</u>
		Thank you for that Mr. Jumani and Good Evening to you all.
		Rights. Yes they are necessities, but Mr. Jumani I don't you know the difference between rights and privileges. Privileges are what are given to you after things such as your minimum wage. Which we as a company do provide you with. I agree one hundred percent with the point you raised about communication; <del>except for the part where you said "freely"</del> . Because after all, freedom of speech is a right everyone possesses.
		Wages though are a issue that all workers are going to complain, yes you have a right to a wage, but when you are hired you are told what this wage will be and by accepting your job you have accepted this wage. This therefore makes raising your wage if the company is doing really well a privilege, and one that is very unlikely.
		Now you spoke about respect. To me respect is huge, I've had to deal with it everywhere I have ever been and I would say I am experienced with it. To me it is very important and one thing that is you should know about it is that <del>is</del> it is earned. It is earned by being respectful, and working at a slow rate, to <del>me</del> , is very disrespectful. You cannot walk into a company at the bottom of the food chain and demand respect from everyone, it does not work like that. So thank you for giving away your secrets! I am joking.

## Example candidate response – grade C continued

		However if you do work hard, you will be respected
		and you will be recognised and therefore, you shall
		get more of the rights you have mentioned.
		Although I have said all this, I can agree with you.
		I also believe in a employer-employee relationship,
		that definitely to me is a right of a worker. It is
		a right that can make a business a success or a
		failure.
		In conclusion I would thank you for being completely
		honesty.
		Thank you.

## Examiner comment – grade C

The candidate has written a clear response to the two sides of the argument – one from the managerial side and the other from a worker's point of view – on the rights workers should have. There is evidence in the first speech of the changes to the company which may have caused this debate to arise: of 'industrialisation' which has meant the dismissal of three workers: 'fellow employees'. The speaker's voice as a manager is noticeably different to the other speaker – here, it has a slightly arrogant and pompous edge – seen in the 'quotations' from famous people, meant to exhort the workers; as well as in the half-veiled threats to either adjust to the situation or be dismissed. The second speech offers a clear juxtaposition and structure to the first with some effective lines of argument: there is a nice contrast in tone where the indignation of the worker is explained in the anecdote of his father's long service 'rewarded' with dismissal – when the management are challenged about the mechanisation in the workplace. Cohesive devices are brought into play when the second speaker answers the first speaker's facetious exhortation to 'breathe (sic) in the crisp new taste of (the machinery)' with a defiant refusal to do so. The second speech brings up the idea of workers' rights – health benefits and pensions – as not being 'answered' by the first speaker. It would have been a better response if these issues were dealt with within the answer and not simply alluded to, even as cleverly as the candidate does here. As such, the candidate's response to the question is clear, but not fully consistent. The lapses in technical accuracy and consistency caused the response to be placed in the lower range of its mark band.

**Mark awarded = 14 out of 25**

## Question 2

- 2 'The buildings seemed to waken as daylight dawned. Light glinted from windows and gradually the noise of traffic could be heard rumbling in the distance.'

Continue this descriptive piece of writing (although you do not have to bring it to a conclusion). In your writing, focus in detail on colours and sounds to help your reader imagine the scene.

## Example candidate response – grade E

	Section A
# 2)	<p>The buildings seemed to waken as daylight dawned. Light glinted from windows and gradually the noise of traffic could be heard rumbling in the distance. It was a <del>being</del> bright new glorious morning. The sun welcomed everyone, shining <del>as bright as</del> wonderfully as ever. The birds chirping added life and glory to the day.</p> <p>At the far sight, there was a lovely garden. Flowers, of all different shapes and sizes. As I walked pass the garden, Oh! the fantastic smell <del>was it</del> I exclaimed. It was like the best scent on the planet.</p> <p>To my right I noticed an old man. He had a white beard and wore a black hat. He also had a long nose and wore spectacles, a kind that resembled the olden ages. He perfectly reminded me of my granddad. But.... there was something peculiar that I noticed. He <del>had</del> a <del>was</del> He couldn't walk. It was such a sad scene. I silently lifted my hands and prayed to God for his well being.</p> <p><del>To add on,</del> Suddenly the gushing forth of the water caught my view. It was <del>am</del> truly amazing. The waves smashed the shore, the blue sky added on to the serenity and calmness.</p> <p>But to distract me and my enjoyment was the sound of the dogs barking. How unpleasant it sounded! Surely though, I couldn't do anything as dogs <del>freaked</del> freak me out.</p>

## Example candidate response – grade E continued

It soon began to rain, it was raining like cats and dogs. People were running around ~~but~~ helter skelter, searching for shade here and there. It didn't end here, the roaring of the thunder and flicker of lightning changed the day completely, it was all mucky and wet now.

I started heading back home when I heard a ghostly voice which said 'why are you here?' It was indeed indeed petrifying, and as I turned ~~back~~ behind to see who it was, ~~I~~ ~~a black~~ saw no one, but a black, old, rusted barn <sup>that</sup> stood there in front of me. My blood froze. But deep down my heart I knew I had to make it home. It started to become darker and darker. The entire beautiful environment which supported me, it felt like, 'it betrayed me.

Soon I began to run as fast as lightning, my own shadows horrified me. Panting, I reached the safe and well-known locality. The noises of children playing could be heard. I tore into my house compound building as fast as I could.

It felt like God saved me. He saved me from the terrors. The sound ~~o~~ ~~ghas~~ ghostly sound kept on ringing in my head. To add to the further mystery was the annoying sounds of the vehicles that passed by. Everyone wanting to hurry and reach the destination as soon as

## Example candidate response – grade E continued

		<p>possible. And to completely take away my attention was the sound of a <del>loud</del> loud 'BANG'!. Two cars collided, one was a white colour BMW while the <del>second</del> second other to one was a blue colour accord. I could faintly see the people inside, but for surely the people involved in the accident were badly wounded. As I looked down, there was a pool of blood streaming out of one of the cars. I quickly called the police and the ambulance.</p>
		<p>The night surely did not present anything wonderful, except the twinkling of the stars of different colours which too did not <del>be</del> appear to be eye-catching because of the terrible collision accident that I had seen that evening.</p>
		<p>Sitting on the sofa, I started to wonder as to why the glorious <del>morning</del> day in no time turned into a devastating and <del>to</del> gloomy day. There was surely something to it, which my <del>inner feeling</del> told me intuition told me and that would be discovered soon tomorrow. I sighed and told myself 'Let's wait for tomorrow then.'</p>

## Examiner comment – grade E

The candidate continues a piece of writing that is meant to be descriptive. The composition has relevance and in the first section focuses on the colours and sounds. The response then singles out an old man with a white beard and a black hat. However, the weather suddenly changes to rainy and while weather in general does sometimes turn, it would have been better to have kept to the task set out in the opening lines. What undermines the composition further is that it starts to move into narrative mode with the introduction of a 'ghost-like' voice – which then leads on to the narrator witnessing an accident. The outcome is that the structure of the piece is not fully apparent. The lack of development of the description means that the writing is not convincing and compelling. The description itself lacks variety and specificity of interesting details, and the vocabulary used is unadventurous. The tone and style remain rather flat and unvaried. The shift in focus to a narrative signifies an uncertainty about the relevant form to use. Opportunities for descriptive elements are not really developed in this composition – and, added to that the frequency of technical inaccuracies, put this piece of writing at the lower end of the grade E. This composition is a good example of the common misinterpretation of form where the descriptive task is called for – instead of focusing on descriptive elements consistently throughout the length of the composition, the candidate attempts to add a story, thinking that it will make the writing more exciting. Unfortunately this approach does not fulfil the requirements of the question closely enough.

**Mark awarded = 8 out of 25**

## Question 4

- 4 A magazine aimed at an older audience publishes an article called *Keeping in Touch*. The article is a guide on the use and the benefits of social networking sites. Write the text for the article. In your writing, create a sense of practical advice and enthusiasm.

## Example candidate response – grade E

4	Five days a week for 52 weeks a year, this some routine plays over, yet it will never get old. The sun has completely risen and is now nipping at the plant <del>or</del> flora and existing on this Earth. Even the moon envies the sun as she is a more beloved and precious mistress. The world's <del>beauty</del> beauty can be witnessed by all & during the light of <del>day</del> day.
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## Example candidate response – grade E continued

4.	<p>In the <del>or</del> this day and age we are situated <del>in</del>, keeping in touch is of much importance. Now <del>the</del> with technology and social media right at our fingertips, this is possible with just the click of a button.</p>
	<p>Today's generation is a vividly social group involved with all sorts of things <del>like</del> like Twitter, Facebook, and many more. They must not be scolded for such things, instead praised for this is generation Z which is known to be a social generation and it cannot be helped. Now, if you cannot beat 'em, join 'em. Therefore it is imperative to go with the social flow and join into the world of social networking.</p>
	<p>To start off, create a <del>a</del> Facebook account. This is the easiest of sites to use and has the simplest setup that even a child as young as <del>is</del> eight years old could do. Besides, a benefit of joining Facebook is that if you have friends who <del>at</del> have Facebook too then you can easily reunite with them. Who knows what they have been up to? Well, this way you can easily find out and it's all for free.</p>
	<p><del>A</del> Yet another benefit in an endless amount, you can share long lost family photos and create beautiful memory timelines <del>with</del> that could never perish, all on your Facebook account. If this isn't enough to thrill your bones <del>they</del> take a look at the masses of online games which are both simple and fun to play. These games, such as Farmville or Dragon City will keep you occupied for hours on end.</p>



## Example candidate response – grade E continued

		<p>Now taking a look into the wonders of other social networking sites, there are also blog-type sites such as Instagram and <del>the</del> Twitter. On these sites you can wish to view <del>any</del> any profiles you want by 'following' the person's page. Post funny or interesting things and people might follow you back, making you more popular. If you're not in up for people seeing what you post then feel free to make your account private and gain the privacy you want.</p>
		<p>There are however a few catches, which people mostly like to think of as benefits. When it comes to Twitter, you get to post anything as long as it contains 140 characters or less. This can be frustrating but it also saves your timeline from being bombarded with absolute nonsense. When it comes to <del>the</del> Instagram, you may only post images or videos. However, a small description is allowed. This could allow you to start a small baking blog of which you can post photos of the finished <del>or</del> products. You could even make a gardening blog where you can <del>post</del> post photos of 'the flower of the day'. <del>There are endless amounts</del></p>
		<p>There are endless amounts of possibilities when it comes to social networking. You can only benefit from being an avid user of them. There's the <del>possibility</del> possibility of tracking down people in your family tree, contacting siblings or family members from across the globe or even just making new friends just like you would with a penpal. It's a social and technologically advanced world that we live in today. You might as well take the bull by the horns.</p>

## Examiner comment – grade E

The response is to the question asking candidates to write an article for a magazine which is intended as a guide on the use and the benefits of social networking sites for an older audience. In this candidate's answer, there is a focus on the relevant content and form, but it does not address the specified audience. There are general references to gardening and baking – but these are by no means activities limited to just the older generation. Exemplification and detailed guidance are both rather lacking, as several questions arise from undeveloped ideas. For instance, how might playing a game like 'Farmville' on Facebook be an opportunity for social interaction? What does it mean to 'follow a profile'? What kinds of 'interesting' or 'funny' things do other people post, as an example? Why are 'catches' seen as 'benefits' in social networking? Answers to these questions may not be obvious to an older audience, so they need to be carefully explained. More successful answers address the older audience explicitly, for example by making reference to their children's (or indeed grandchildren's) varied and exciting activities on social networking sites; or by suggesting the 'older' reader ask their younger family members to help them with privacy settings on social networking sites. This composition has lost marks also through its slightly unvaried approach in terms of vocabulary and expression, besides lapses in accuracy. Patterns of repeated phrases and constructions are evident in the answer: for example, the employment of the phrase 'endless amount(s)' creates a rather disjointed feel to the fluency of the piece. Overall, the composition is focused but rather pedestrian in its style and approach to the topic: it needs more imaginative input and more in the way of linguistic effects to raise its level. The article is also short and this signifies that there is a lack of overall development to the piece. Structure is not made fully apparent in an under-developed composition.

**Mark awarded = 9 out of 25**

## Paper 3 – Text Analysis

### Question 1

- 1 The following text is a transcription of an item from a television news programme.

In this extract, the presenter and various experts talk about a company that is planning to organise trips to the moon.

- (a) Imagine that you dislike the idea of a private company offering trips to the moon. Write a formal letter to the private company, Golden Spike, to express your concerns about the trips that they are proposing. Write your response in 120–150 words. [10]
- (b) Compare the style and language of your response with the style and language of the original news item. [15]

**Key** **P** = news presenter in the studio; **V** = voice over; **T** = Tom Clarke, science editor; **G** = Gerry Griffins, Chairman of Golden Spike; **A** = Professor Andrew Coates, Head of Planetary Science, University College London.

(.) = brief pause; (1) = pause of approximately one second; *italics* = denotes additional information given about what is on screen.

- P:** it was forty years ago today that the last manned mission to the moon took off (.) the early space race was between the united states and russia but now china japan and india have all launched their own space programmes and have ambitions to again land humans on the moon (.) now theyre being joined by a private american company (.) it says it will fly to the moon by the end of the decade (.) and is offering tickets for around four hundred million pounds apiece (.) heres our science editor tom clark 5
- V:** (*pictures of the first moon landing are shown*) its one small step for man (.) one giant leap for mankind
- T:** neil armstrong took that step for all of us (.) but it was the wealth of a global superpower that put him on the moon (.) now forty years after the last moon landing (.) its a private company thats promising to return with paying passengers 10
- G:** our vision is to create a reliable and affordable united states based commercial human lunar transportation system (.) that enables the exploration of moon (.) of the moon by humans from virtually any nation 15
- T:** the new start up (.) golden spike (.) boasts ex NASA<sup>1</sup> bosses and astronauts on its board (.) the latest player in the commercialisation of space
- V:** (*more pictures of the first moon landing are shown*) one (.) zero (.) and launch off
- T:** in may paypal founder elon musks<sup>2</sup> spacex<sup>3</sup> blasted into orbit (.) it was the first private contractor to resupply the international space station and already has military contracts on its books (.) but the moon is a thousand times further (1) so for a cool billion you and a companion can head to the moon with golden spike (1) the company says NASA expertise and existing hardware like the stuff that took apollo astronauts to the moon gives them the edge but their first mission could cost seven billion dollars and raising that extra cash could require an astronomical amount of sponsorship 20 25

**A:** there are (.) NASA people involved in this particular company and in other companies as well which a (.) see the opportunities perhaps of of of developing this type of thing but the amounts of money involved are huge and so whether any of these turns up to being a real commercial venture which will actually fly is something which will be interesting to see in next few years 30

**T:** the company claims its target customer is other governments keen to plant their flag on the moon without having to develop technology of their own (1) the united states government backs a self financing space industry (.) but the apollo programme landed just twelve men and cost one hundred billion pounds in todays money (.) the moon remains a long shot 35

<sup>1</sup>*NASA*: National Aeronautics and Space Administration.

<sup>2</sup>*Elon Musk*: the man who founded Paypal, an internet based company.

<sup>3</sup>*SpaceX*: a space transportation company, based in California.

## Mark scheme

## 1 (a) Directed Writing

<b>Band 1</b>	<b>9–10</b>	Discriminating sense and understanding of audience, form, purpose conventions and effects, underpinned by a fluent, highly accurate reworking of the material in a highly appropriate style.
<b>Band 2</b>	<b>7–8</b>	Proficient grasp and appreciation of audience, form, purpose and conventions and effects supported by an informed and engaged reworking of the material in a consistent, appropriate and generally fluent style.
<b>Band 3</b>	<b>5–6</b>	Competent understanding of audience, form, purpose conventions and effects, supported by an adequate reworking of the material in a measured style, perhaps containing a few lapses in accuracy and expression.
<b>Band 4</b>	<b>3–4</b>	Essentially sound but uneven sense and understanding of audience, form, purpose conventions and effects, supported by some engagement in reworking the material but marked by several lapses in accuracy and expression.
<b>Band 5</b>	<b>1–2</b>	Basic and limited sense and understanding of audience, form, purpose conventions and effects; limited engagement with reworking the material and marked by frequent lapses in accuracy and expression and/or an inappropriate grasp of intent and style.
<b>Band 6</b>	<b>0–1</b>	Wholly inappropriate sense of audience, form, purpose conventions and effects; brief or confused work and/or marked by highly limited accuracy and expression.

## (b) Commentary on language and style

<b>Band 1</b>	<b>13–15</b>	Discriminating, detailed, very comparative and highly informed appreciation and awareness spoken and/or written language; highly focused on effects created by conventions, form and style, purpose; very selective and close references to texts.
<b>Band 2</b>	<b>10–12</b>	Proficient, consistent appreciation awareness of spoken and/or written language; analyses texts with good degree of awareness of conventions, form and style, purpose; selective and relevant use of and reference to texts.
<b>Band 3</b>	<b>8–9</b>	Steady and mainly focused appreciation and awareness of spoken and/or written language; comments on texts are measured if not fully developed at times and show understanding of conventions, form and style, purpose; some relevant use of and reference to texts.
<b>Band 4</b>	<b>6–7</b>	Some engagement and partial appreciation and awareness of spoken and/or written language; occasional but undeveloped comments on some aspects of conventions, form and style, purpose; partial use of and reference to texts.
<b>Band 5</b>	<b>3–5</b>	Basic appreciation and awareness of spoken and/or written language; generalised and limited analysis of conventions, form and style, purpose; listing of features without further comment; limited textual reference.
<b>Band 6</b>	<b>0–2</b>	Very limited appreciation and awareness of spoken and/or written language; tendency to focus on content or engage in unfocused, fragmented ideas; brief or confused work.

## Example candidate response – grade A

1	a.	<p>To Garry Griffins, Chairman of Golden Spike</p>
		<p>I recently watched an item from a television news programme where you and your colleagues brought forth the idea of your company offering private trips to the moon. While the prospect is almost unimaginable to me, I have some concerns regarding your venture.</p>
		<p>Firstly, each mission will be needed to be funded with a lot of money and resources; the same money and resources could easily be spent <del>on</del> for a more productive venture. There are, after all, professionally guided space expeditions in progress <del>even</del> at this <sup>very</sup> moment and it baffles me to know that commercialisation has struck even space travel.</p>
		<p>Not only is the idea to go "above and beyond" quite ludicrous to my layman mind but also it seems to me a way to minimize scientific progress by <sup>other</sup> countries by making them complacently <u>reliable</u> on an American company.</p>
		<p>Finally, even if all these pragmatics are overlooked, what are the chances that these billion-dollar trips would even yield any valuable information? Besides, I think that a broadcast such as yours should <u>at least</u> provide some data <u>and</u> statistics on the actual procedure of each trip and why it is worth investing</p>

## Example candidate response – grade A continued

in.

I hope you can find a way to address my issues and prove <sup>that</sup> my incredulity <sup>is</sup> unjustified.

Yours sincerely,

Proficient appreciation of form, purpose, conventions + effects; informed R. 8

- 1 b. While the original news item is intended to inform the general public about the venture being taken up by Golden Spike, the letter to the company is an attempt to bring up a personal agenda 'I' have about the proposed trips.

The transcription follows a semi-formal approach where the lexical field used has space-~~and~~ related jargon; words like 'manned mission', 'lunar', 'orbit' etc. ~~are~~ give evidence of the expert views and authority of the speakers. On the other hand, my letter addresses the chairman of Golden Spike in a formal manner where low-frequency words like 'complacent' or 'pragmatic' are indicative of an educated opinion. This is in contrast to the transcription which <sup>deliberately</sup> uses high-frequency words and (almost) informal speech to appeal to a mass audience and <sup>so it is</sup> understood by the general public instead of a reputed expert as in my letter.

The transcription follows is of a televised programme and has a co-operative

## Example candidate response – grade A continued

dynamic between each speaker. As there is clear turn-taking where the ~~consequent~~ speakers interact following cues from previous speakers, the conversation is probably <sup>and tone</sup> scripted and there are deliberate choices in the vocabulary employed. <sup>-tc</sup> The lack of overlaps between the speakers, along with the infrequent pauses, despite long dialogues are also indicative of there ~~have~~ having been preparation of prior to the actual recording as the lack of disfluency features are not typical of spontaneous speech.

In comparison, my letter is obviously prepared with careful consideration of the point 'I' am attempting to get <sup>make</sup> ~~across~~ <sup>to</sup> express my disapproval of the trips to space. ~~There~~ So the letter is edited and vindictive whereas the news item simply uses informative sentences like 'it was the first private contractor... books' or 'fly to the moon by the end of the decade' or 'tickets for around four hundred million pounds a piece' etc.

Also, there may be paralinguistic features such as a nod of the head from the 'P' to 'T' to indicate his turn. ~~Although my letter has only~~ <sup>Additionally,</sup> ~~also~~ greater effect may be created by the voice-over and the audio-visuals in the news item to make the programme more attractive while appealing to the public's sense of nostalgia and adventure.



## Example candidate response – grade A continued

Also, there ~~is no~~ <sup>are</sup> ~~interruptances~~ disturbances and there seems to be an established rapport between T, G and A in spite of ~~not~~ as there are no disagreements or repetition of the points put forth by each of them. ~~and~~ They all add to each other's ~~spe~~ dialogues. It may be said that T is the dominant speaker as indicated by the longer dialogues and greater frequency of his speech as compared to the others. G and A only get one set of dialogues each; G only gets to establish his company's main ~~vision~~ vision and mission, in an ~~ad~~ almost in ad-speak because of the promise offered 'exploration of moon... by humans from virtually any nation'; and A only adds to the interaction by offering a slightly more relatable point of view for the audience.

There are, however, ~~unintended~~ unintended repetitions and reformulations such as 'of moon' - 'of the moon' in lines 14-15 and 'well which a' - 'see the opportunities' in lines 28 and 'of of of' in the same line. These features are typical of spontaneous speech and imply that the speaker is thinking about the points he wants to present. Hedges <sup>and discourse markers</sup> are also commonly used - 'so...', 'now', 'see the...' to introduce other points into the conversation. My letter, however, lacks all of these features and instead uses a list-like approach to ~~set~~ <sup>convey</sup>

## Example candidate response – grade A continued

		<p>each point. Also, while the letter uses strong, authoritative language to appear <del>to</del> of the same <del>standing</del> as the chairman so it is <sup>not dismissed</sup> <del>looked at properly</del> <del>is</del> instead of dismissively as an opinion of someone who is doesn't have a justifiable standpoint. On the other hand, the news item is a persuasive and informative piece where the experts, while adhering to Grice's maxims of quantity, quality, relevance &amp; manner, are probably somewhat biased because their goal is to highlight all the merits while diminishing the value of the demerits. Also, there is no scene-setting for the letter <del>as</del> knowledge about the subject is assumed unlike in the transcription.</p> <p>Discriminating, highly informed appreciation 15/23 w/ close reference to texts. Very comparative.</p>
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## Examiner comment – grade A

- (a) A strong, purposeful opening featuring a salutation identifying the addressee. It also establishes a clear sense of purpose by stating the situation prompting the letter and the objective of presenting 'some concerns'. There follow three main paragraphs with a specific topic presented and explored in each preceding a short summary paragraph amplifying the negative tone of the entire letter prior to an appropriate and formal signing off. This letter has a consistently informed sense of form, purpose and audience.

Informed reworking of the material presented in the news programme transcription is undertaken in each of the three main paragraphs in a suitably sceptical tone: first, the considerable expense of the programme, one which the candidate finds to be of a dubious scientific value; second, the argument a successful commercial space venture would impair the viability of national programmes of a scientific nature; and third, the lack of information about the proposed trips to the moon makes it difficult to judge whether or not it is worthwhile to invest in the venture.

The style is fluent with many instances of low frequency lexis ('prospect', 'ludicrous', 'pragmatics', 'incredulity') and although there are a few lapses in expression (for example, in the final line of the third paragraph 'reliant' is presumably meant rather than 'reliable') and a tendency to employ highly complex syntax with little variation, a proficient grasp and appreciation of form, audience, purpose and effects is consistently demonstrated.

**Mark awarded = 8 out of 10**

- (b)** This is a detailed, comparative and very well informed examination of both texts. A brief introductory paragraph summarises well the texts' different purposes.

The candidate examines carefully selected lexical aspects of each text to explore how different styles are used and how they appeal differently to their different audiences. Linguistic terminology is used correctly. The ensuing exploration of the transcription indicates that knowledgeable participants are engaged in consistent and cooperative turn taking and that the exchange has possibly been scripted in advance. Complementary observations of the formal letter follow in the next paragraph where evidence is presented to successfully argue it is an edited text presenting a strong personal opinion. The candidate recognises the informative properties of the news programme might have been addressed in the preceding paragraph and immediately remedies this oversight. A brief, speculative discussion of the possible paralinguistic aspects of the participants' discussion follows before the candidate engages in a more astute recognition of how the voice-over and audio-visual features appeal to a news programme's general audience.

In the next section the candidate demonstrates solid discrimination by exploring the transcription to analyse the relationships between the participants, finding Tom Clarke to be the 'dominant speaker', Griffins is engaging in 'ad-speak' and Andrew Coates is most successful in appealing to the general television audience. It is at this juncture that the candidate recognises that there exist features of spontaneous speech in the transcription (repetitions, reformulations and discourse markers). It would be beneficial to here qualify the earlier observation about the news programme being scripted by showing an appreciation of how elements of spontaneous speech can and do occur regardless of how well prepared and rehearsed the speakers may be. The candidate briefly considers the formal letter's structure and accurately describes its language as 'strong, authoritative' before returning to the transcription to observe how it adheres to Grice's four Maxims.

The candidate's line of argument breaks down slightly in the final section of the response. However, a knowledgeable appreciation of both spoken and written texts with a very strong focus on specific effects is described. How their form, style and purpose reflect their very different audiences is successfully demonstrated. A highly comparative approach is sustained very well and appropriate close textual references are made in support of almost all the points presented.

**Mark awarded = 15 out of 15**

**Total mark awarded = 23 out of 25**

## Example candidate response – grade C

Question 1a

Dear Golden spike,

I am writing to inform you that I dislike your idea that you have to offer trips to the moon. There are many concerns I have that I would like you to know of. What if something happens on their journey? If there is a system problem or something what will happen? Some people want to have this opportunity but don't have very much money, will they be given a chance to fulfill their dreams? I don't think it is a good idea as astronauts spend their whole lives doing this as a profession, not for people to just be able to go into space whenever they ~~want~~ would like to.

Thank you for taking the time to read my concerns. I hope they change your point of view.

Yours sincerely,

Competent w/ adequate k. in  
a measured style.

5

## Example candidate response – grade C continued

## Question 1b

In the ~~original~~ original news item, it is appealing to a general audience or those who are interested in space travel. It is an informative transcript that is informing people of the plans of future space travel. It ~~uses~~ uses a succinct, learned and informal style to present these plans to their news programme audience and the tone is promotional, straightforward and informed. In my piece I mimicked the succinct style and informed tone but had to create different style and tones, including formal and candid because of the nature of the letter being formal.

In the original transcript, there is lots of different alliteration. One example is "thousand times" which is rather harsh alliteration as it is portraying the point of view that it's very hard to get people to the moon. This harsh alliteration shows the straightforward tone and also the succinct style as the people included in the transcript are answering all the questions and looking at all the perspectives. Also "paying passengers" is harsh alliteration. It brings attention to the fact that the passengers have to pay for this opportunity. This again influences the straightforward tone and also brings in an aspect of a candid tone. In my piece I've ~~used~~ used this straightforward and candid tone through <sup>the</sup> alliteration of "much money". It is softer alliteration to keep the formal style but still keeps the candid tone.

The original transcript has a repair present. Genny Griffins says 'of moon (.) of the moon'. This repair shows the informal setting that the news television programme is in and also refers back and implies the informal style. In my piece, however, I have not included any repairs as it is a letter and not a

## Example candidate response – grade C continued

Question 1b.

transcript so the repair wouldn't be written. And also it is a formal letter so contrasts to the informality of the transcript.

The transcript includes a litote that is said by Tom Clarke. He says "cool billion". He is trying to lessen the force of the amount it's going to cost for them to go on the trip by putting "cool" in front of it. In other words, a litote is a kind of hedge term. He wants to soften the force in which it's said and try not to put too much focus on it. But by saying the price, it does show that he is informed with what is happening and knows all about the trip. In my piece, I have questioned this as a concern by saying "want to have this opportunity but don't have very much money". It shows that by addressing this, it's continuing the succinct style and candid tone, by wanting to know what will happen with those people.

~~Personal and~~ Inclusive pronouns are used throughout the transcript. "our", ~~we~~ and "us" are used numerous amounts of times. ~~throughout~~ They include the audience into what is being said and to keep their attention into all that is being said. For example, "took that step for all of us", so it is including them all and keeps the succinct and learned style as they know why and say why Neil Armstrong did that. In my piece, I ~~also~~ used personal pronouns such as "I" and "they" to express my feelings as it's a personal letter. By saying "my concerns" and "I am writing" it reinforces the candid and straightforward tone but does keep the succinct style throughout.

## Example candidate response – grade C continued

Question 1b.

The purposes differ between the pieces as in the transcript, it is to inform the public of the space travel plans, whereas in my piece, it is informing the company, Golden Spike, of my concerns with their proposal of space travel. This is shown through the differing amount in the ~~the~~ use of semantic field. In this case, the amount of specific space knowledge. In the original, there is numerous amounts of specific knowledge about the space trip such as "require an astronomical amount of sponsorship" and "it was forty years ago". ~~the~~ This keeps the informed tone and learned style of the piece. Whereas in my piece, there is noticeably less use of the space knowledge and is more vague in the way things are said. Such as "what if there is a system problem or something?". This shows that my piece was more to express opinion than to share facts.

The original transcript is stating what will happen with future space travel, in contrast to my piece that formally writes to the company expressing concerns. They do however have similar styles, such as succinct, and tones, such as candid and straightforward. They both show these through their language techniques. ~~the~~ ✓

Consistent awareness of language; analyses texts; selective use of T.

11  
16

## Examiner comment – grade C

- (a) The response is immediately recognisable as a formal letter with a salutation (although addressing the Chairman or Mr Griffins would be more appropriate than the company itself, Golden Spike), two separate paragraphs and an appropriate signing off.

The purpose is identified in the opening sentence of the first, main paragraph (although the syntax is a bit strained already: ‘...I dislike your idea *that you have* to offer trips...’) and simply reiterated in the second. There is an undertaking to present ‘many concerns’. Three concerns are very briefly addressed, usually through the use of rhetorical questions. The requirement to rework material selected from the original transcription is addressed through consideration of the idea presented by Griffins that many people would now be able to avail themselves of an opportunity to travel to the moon and Tom Clarke’s observations concerning the vast expenditure of money and time that led to NASA’s successful Apollo programme placing professional astronauts on the moon. There is a successful balance struck in the candidate’s exaggerated phrasing of the oppositional notions that ‘astronauts spend *their whole lives*’ preparing for their moon missions whereas in the future Golden Spike will offer a similar experience so that ‘people ... go into space *whenever they would like to*’.

The final paragraph is a polite expression of thanks for taking the time to read the letter that also amplifies and fundamentally changes the letter’s stated purpose of expressing concerns: ‘I hope they [the writer’s concerns] change your point of view’. The candidate’s revised conception of the task is not entirely appropriate to a piece of writing of 120–150 words in length that is intended to be an explanation of the writer’s concerns regarding Golden Spike offering trips to the moon rather than an argument aiming for a reconsideration of the programme proposed.

For the most part the candidate demonstrates a competent understanding of form, conventions and effects in a measured style whilst engaging in adequate reworking of the original transcription. There might have been clearer accommodation of audience and purpose (the latter perhaps better facilitated through the use of two or three topical paragraphs rather than the sole substantive one produced here) and sharper turns of phrase produced.

### Mark awarded = 5 out of 10

- (b) The candidate’s response is somewhat circuitous, commencing with a general consideration of the texts’ styles before considering their different purposes in a substantive manner in the penultimate paragraph. Nevertheless the introduction begins to show the candidate’s awareness of fundamental stylistic differences between the texts even though the ‘informative’ purpose of the news programme is not adequately balanced by consideration of the requirement to present concerns in the letter and a sharper focus on different audiences is postponed until much later in the response.

It is unusual to begin to compare texts with consideration of their alliterative qualities however in the second paragraph the candidate successfully analyses two examples from the transcription (‘thousand times’, ‘paying passengers’) with good attention to the specific effects created (although lacking the recognition that the latter example is a plosive). The softer quality of ‘much money’ from the letter is a correct attribution yet it might be more appropriate to consider how similarly harsh alliteration would better suit ‘the candid tone’ of the formal letter (even if the candidate did not perhaps consider such an approach when composing the formal letter).

The primary focus on the transcription continues in the next three paragraphs with the formal letter considered in a more substantive fashion than earlier in the response. There is successful recognition of a spoken language convention (the repair ‘of moon (.) of the moon’) and general knowledge of how it is not appropriate to a written text followed by some comparative analysis of language use that indicates secure appreciation of the texts’ different styles and, implicitly, audiences which is developed in the next paragraph focusing on the use of inclusive pronouns. It is important to note how there is selective and relevant reference to aspects of both texts that is sustained through most of the rest of the response.



In the penultimate paragraph the candidate maintains the focus on a comparison of language use by attempting to explore aspects of the texts' semantic fields. There could be a sharper focus on the specific effects created although the observations that the transcription's language contributes to a 'learned style' and the letter's language is 'more vague' (on the basis opinions rather than facts are imparted) are sound.

The conclusion successfully unifies the texts' purposes with a reiteration of the initial observations about differing styles made in the opening paragraph. On balance the response would benefit from more sustained analysis of a wider range of features selected from both texts and more overt recognition of the unique effects produced. The candidate uses mostly relevant and relatable textual references and consistently demonstrates an awareness of the transcription and letter as examples of spoken and written texts accordingly.

**Mark awarded = 11 out of 15**

**Total mark awarded = 16 out of 25**

## Example candidate response – grade E

A former Environmental lawyer, would like to express my concerns towards the case at which your reputed company is offering trips to the moon.

It has come to my concern because this is not only a brilliant illumination of billions but also a threat to the

I would like to address my letter to the chairman of Golden Spike Jerry Griffins, expressing my concerns towards the private company offering trips to the moon. ✓

Dear chairman of Golden Spikes,

A former <sup>student</sup> Environmental lawyer, would like to express my concerns towards the case at which your reputed company is offering trips to the moon.

It has come to my immediate concern because this is not only a brilliant illuse of environment resources with billions of dollars being wasted but is also posing a threat to the environment and adding to contributing to the high rised pollution levels. The global warming and greenhouse

## Example candidate response – grade E continued

effects are increasing everyday.

Travelling to the moon, was something of high prestige. The famous Neil Armstrong took the step first which is now leading to the increased chances. The increase demand <sup>from</sup> of nations as said by the news presenter "United States and Russia but now China and Japan and India have all launched their own space programmes." This will have an undue effect on environment because the fuel, that you know very well, is twice as hazardous as the fuel used in automobiles.

I feel this is an exploitation of resources, respected gentleman. The amounts of money involved are too high and it is still a huge venture commercial venture which may or <sup>it</sup> may not fly. This has been genuinely spoken by Professor Andrew Coates in the television news programme. The idea original idea of having kids <sup>like myself</sup> to view the NASA as a learning knowledgeable excursion was advisable but beyond that it is now just a gone too far. My ~~step on~~ My deep respect is for you, please don't let the environment fall to pieces.

Yours sincerely,

Uneven sense of effects; some R,  
several lapses in expression.

3

## Example candidate response – grade E continued

(b) The original text has been written in third person, this can be clearly visualised as the use of 'it' 'they' have been used extensively. The (.) micro pauses or nano pauses are intended to portray the person thinking, this however doesn't occur in a scripted text or spontaneous speaking. The letter I have written is written in first person protagonist, this can be seen by the usage of 'my' which has also been extensively used. ~~It~~ As mine is a scripted text in a formal letter format there can be seen an absence of nano pauses or brief pauses, italics. ~~It~~ Mine is a structured script.

The original text displays a conversation or a civilised discussion between the reputed gentleman raising the pros of the troops being offered by Golden Spire. It is a civilised discussion because each one is waiting for the other to end before yielding the floor. The absence of overlaps can be seen.

Both the original and my letter have varying lengths of sentences, structures, so the syntax is a mixture of varying lengths of sentences. ~~It~~

## Example candidate response – grade E continued

The ~~basis~~ complex low frequency? <sup>verb 'fly'</sup>  
 basis used ~~so~~ here are the verb 'fly'  
 is followed by an adverb of time 'next few  
 years'. ~~The~~ ~~del~~ this is used to show that  
 that ~~whether~~ the commercial venture  
 may take off or not in a few years.

There has been a number of jargons used  
 here, "is offering tickets for around four  
 hundred million pounds a piece" or even  
 better example, "for a cool billion you and  
 your companion can head to the moon  
 with golden spike" jargons are used  
 mostly in advertisements to reduce the  
 harsh image by portraying it like something  
 good. A clear advertising strategy.

The use of the word 'governments' is  
 a semantic ~~amelioration~~ <sup>amelioration</sup> just  
 like 'politician' which may or may not  
 have pejorative connotations to it. I have  
 used a ~~an~~ euphemism 'brilliant ill use'  
 which otherwise means exploitation by  
 doing this I am reducing the blow of  
 the comment on the reader or in this case  
 a gentleman, who I had to show my respect because of differences  
 in age. There is also another use of lexis by  
 me, 'everyday' is an adverb of frequency.

Partial awareness of L.; undeveloped  
 re-style; partial T.

7  
 10

## Examiner comment – grade E

- (a)** The candidate begins by writing phrases that are later used in the letter itself and appear to construct the point of view to be adopted (the persona of a ‘former Environmental lawyer’) as well as specifying the letter’s specific audience and its purpose. Although it would be more efficient to limit such preliminary exercises to the production of notes only, the candidate is here engaged in a useful examination technique to help ensure the ensuing directed writing is focused on the specified task.

The letter opens with an appropriate salutation, contains four distinct paragraphs of varying complexity and concludes with a suitable signing off. The adoption of an appropriate persona is a sound tactic, certainly in the first half of the letter where a focus on the detrimental environmental effects of the Golden Spike programme are presented.

There are three distinct attempts to rework the information contained in the original news item: the candidate’s view that the considerable cost of Golden Spike’s enterprise will contribute to higher pollution levels and hence increased global warming via a stronger greenhouse effect; the belief that Neil Armstrong’s original accomplishment is encouraging more nations to develop space programmes which the candidate argues will in turn cause a further negative environmental effect as the fuel to be used is ‘twice as hazardous as the fuel used in automobiles’; and, in the final paragraph the tentative identification of another issue – whether the Golden Spike programme will be financially viable (as mooted by one of the participants whom the candidate correctly identifies) – obliquely linked to further ‘exploitation of [natural] resources’. The penultimate sentence struggles to make a clear point. There is an emotive plea directed towards the addressee in the final sentence – ‘...please don’t let the environment fall to pieces’ – which is a bit too alarmist in the circumstances.

The candidate has produced essentially sound directed writing in terms of content and engages in some apt reworking of the original material albeit based on a narrow selection and interpretation of the transcription’s content. There are, however, several lapses in expression and there is an uneven sense of the need to create specific effects.

### Mark awarded = 3 out of 10

- (b)** There is no introductory overview of the texts although it appears the candidate intends to initially consider aspects of style before language use.

The section of the response considering style (the first three paragraphs) is loosely arranged around a series of observations concerning the different textual forms at issue (transcription of a news programme, a formal letter expressing concerns). Some knowledge of spoken language conventions is exhibited: micro pauses may denote thinking on the speaker’s part, an ‘absence of overlaps’ indicates that the speakers are respectful of each other’s contributions (from which it may be inferred the candidate is indicating turn-taking). A broad statement is made to suggest a comparison: there is a range of syntactical structures present in each text (although there is no attempt to select interesting examples nor any inclination to analyse them for the effects produced).

Some consideration of language follows. There is an attempt to classify one word (‘fly’) as low frequency lexis however no analytical point is developed. No direct comparison (nor contrast) with the letter is offered. The candidate also attempts to consider instances of jargon in the transcription (where the examples cited would more clearly be understood as instances of ameliorative euphemism) and what the candidate judges to be corresponding language use in the formal letter (for which there is a simple undertaking to identify similar types of language with examples only). A couple of disparate comments concerning language used in the formal letter then follow. There is no attempt to produce a summative conclusion.

The candidate has left comments on aspects of the texts' forms and conventions undeveloped and in isolation from aspects of purpose and audience and has demonstrated only a partial appreciation of the language employed in each. The response is a bit too brief given the complexity of both texts and does not fully satisfy the requirement to compare the texts.

**Mark awarded = 7 out of 15**

**Total mark awarded = 10 out of 25**

## Question 2

- 2 Texts A and B both relate to Nemanja Vidic, who is a football player with English football club Manchester United.

Text A contains extracts from a biography of Nemanja Vidic which was published in 2013. Text B contains a player profile of Nemanja Vidic. This profile is part of the Manchester United official website.

### Compare the language and style of Text A and Text B.

#### Text A

‘That’s the way he is,’ said a friend. ‘He doesn’t like being in the limelight or showing off. He is a man who likes peace and quiet and stability – he is the opposite of what he becomes when he steps onto a football field. Off it, he is a gentle giant – on it, he is a warrior, a true footballing hard man.’

Indeed he is: at 6ft 4 in and weighing 14 stone, Vidic cuts an imposing figure. But by the end of 2005, he would no longer be able to stay out of the limelight. Sir Alex Ferguson had already decided that Vidic was the man to steady his rocking defensive ship ... 5

He was the rock on whom Ferguson could rely to repel all invaders, who could perform so consistently well that the boss no longer had to worry about saving his own skin. No, with Vidic on board, Ferguson could work on developing a team that would eventually bring him his second Champions League trophy. Within 30 months of Vidic joining what appeared to be a sinking ship, United were once again champions of Europe. 10

A coincidence? Hardly.

The importance of Vidic to Ferguson’s own planned revival could be seen by the fact that the very day when the Serbian finally put pen to paper with United, the manager had him straight outside at Carrington<sup>1</sup>, training with his new team mates, just hours after he had received his work permit. No gentle settling in period – Ferguson knew that he needed this giant of a man to fit in quickly if he was to maintain control indefinitely. 15

Vidic was, after all, a member of the renowned backline of the Serbian national side – the so called ‘famous four’ defence – that would concede just one goal while qualifying for the 2006 world cup finals. 20

Ferguson was like the man who had won the lottery as he showed off his new signing to the press and public. He almost purred as he said, ‘Good defenders win you things. Nemanja is a quick, aggressive centre-half and will be a terrific addition to the squad. This lad is a natural athlete.’ 25

Vidic also expressed delight at moving from Moscow to Manchester. He remarked, ‘To be playing for United, the biggest club in England and probably the world, is an absolute honour. Manchester United have a huge amount of great supporters and the club represents something absolutely fantastic to me. I really hope my time in Manchester will be one of the best periods in my life.’ 30

<sup>1</sup>Carrington] is the name of Manchester United Football Club’s training ground.



**Text B****Tall, uncompromising and solid as a rock: Nemanja Vidic is the epitome of what a Manchester United captain should aspire to.**

Relentless in the tackle and formidable in the air, the Serbian powerhouse has become one of the Premier League's most-feared defenders and a key factor in United's recent silverware haul.

5

Vida, as he's affectionately known, began his career with boyhood club Red Star Belgrade, joining their youth programme at 14. His first-team debut didn't arrive until 2001 but he went on to make 22 appearances in his first season.

His stay with Red Star ended with a domestic league and cup double before switching to Russian outfit Spartak Moscow in August 2004. Just 39 games and four goals later, United came calling and the Reds announced his signing on Christmas Day, 2005.

10

Without a game in two months, due to the Russian season's early climax, Nemanja took some time to shine but after finding his feet, began to show his unquestionable class.

Unfortunately, a collarbone injury sustained at the end of March 2007 kept him out of the title run-in, but his performances had already inspired a rousing song from the fans.

15

Thankfully, the Serbian soon returned to full fitness and his impressive performances earned him a contract extension in 2007. He said of the improved deal: "Playing in this team is a great privilege. I hope I can do my bit to bring the club even more trophies in the years ahead."

True to his word, Vidic helped United claim the Premier League title and UEFA Champions League crown during the 2007/08 season, before helping retain that top-flight crown the following season while lifting the League Cup and FIFA Club World Cup. Notably, he also took home both the player and fan-voted Player of the Year awards that term.

20

The 2011/12 season was one to forget as a cruciate knee injury suffered in December ruled the Serbian out for around eight months. By 2014 he announced that he would leave Old Trafford for pastures new. He said: "It's the last year of my contract and I have had eight wonderful years here."

25

## Mark scheme

## 1 (a) Directed Writing

<b>Band 1</b>	<b>9–10</b>	Discriminating sense and understanding of audience, form, purpose conventions and effects, underpinned by a fluent, highly accurate reworking of the material in a highly appropriate style.
<b>Band 2</b>	<b>7–8</b>	Proficient grasp and appreciation of audience, form, purpose and conventions and effects supported by an informed and engaged reworking of the material in a consistent, appropriate and generally fluent style.
<b>Band 3</b>	<b>5–6</b>	Competent understanding of audience, form, purpose conventions and effects, supported by an adequate reworking of the material in a measured style, perhaps containing a few lapses in accuracy and expression.
<b>Band 4</b>	<b>3–4</b>	Essentially sound but uneven sense and understanding of audience, form, purpose conventions and effects, supported by some engagement in reworking the material but marked by several lapses in accuracy and expression.
<b>Band 5</b>	<b>1–2</b>	Basic and limited sense and understanding of audience, form, purpose conventions and effects; limited engagement with reworking the material and marked by frequent lapses in accuracy and expression and/or an inappropriate grasp of intent and style.
<b>Band 6</b>	<b>0–1</b>	Wholly inappropriate sense of audience, form, purpose conventions and effects; brief or confused work and/or marked by highly limited accuracy and expression.

## (b) Commentary on language and style

<b>Band 1</b>	<b>13–15</b>	Discriminating, detailed, very comparative and highly informed appreciation and awareness spoken and/or written language; highly focused on effects created by conventions, form and style, purpose; very selective and close references to texts.
<b>Band 2</b>	<b>10–12</b>	Proficient, consistent appreciation awareness of spoken and/or written language; analyses texts with good degree of awareness of conventions, form and style, purpose; selective and relevant use of and reference to texts.
<b>Band 3</b>	<b>8–9</b>	Steady and mainly focused appreciation and awareness of spoken and/or written language; comments on texts are measured if not fully developed at times and show understanding of conventions, form and style, purpose; some relevant use of and reference to texts.
<b>Band 4</b>	<b>6–7</b>	Some engagement and partial appreciation and awareness of spoken and/or written language; occasional but undeveloped comments on some aspects of conventions, form and style, purpose; partial use of and reference to texts.
<b>Band 5</b>	<b>3–5</b>	Basic appreciation and awareness of spoken and/or written language; generalised and limited analysis of conventions, form and style, purpose; listing of features without further comment; limited textual reference.
<b>Band 6</b>	<b>0–2</b>	Very limited appreciation and awareness of spoken and/or written language; tendency to focus on content or engage in unfocused, fragmented ideas; brief or confused work.

## Example candidate response – grade A

2. The purpose of the biography, text A, is to inform the reader about Nemanja Vidic, as well as to entertain. Text B, the online player profile, has the purpose of informing and educating the reader about Vidic. The audience of text A is footballer biography readers or fans, whereas the audience of text B is Manchester United fans or other people who are visiting their official website. Text A contains both short and long paragraphs whereas the structure of text B consists of only short paragraphs, which is appropriate to the online context. The tones of both texts are positive, jovial and celebratory which emphasises the positive impact Vidic had on Manchester United football club.

A plethora of positive adjectives are used in both texts, for example "imposing", "terrific" and "fantastic" in text A and "formidable", "impressive" and "wonderful" in text B. These positive connotations convey what a great addition Vidic was to Manchester United and also stress what an "unbelievable" talent he was. Figurative language is used throughout text A to compare Vidic to something else. Examples of this are the metaphor "he is a gentle giant", and the simile "...like the man who had won the lottery". In comparison, text B doesn't contain as much figurative language as it is more formal (on the official website) but text B does contain language such as the superlative "most-feared". Dialogue is evident in both texts to show what other people thought of Vidic "...he is a warrior", "terrific addition...". and in text B, there is also dialogue from Vidic himself "It's the last year..." which is exciting for the reader to hear from the man himself.

and the simile "solid as a rock."

⊕ and Ferguson,

## Example candidate response – grade A continued

As text B is a player profile, it contains a lot of factual information as well as some history on Vidic and his career so far. The use of facts "extension in 2007" and historical information "...began his career..." informs the reader and educates them. As the player profile is on the Manchester United official website, the reader will have gone to the profile to find out information about Vidic. However, the profile is biased - there is no way that negative information would be on the player profile on the official website, which explains the very positive comments and <sup>lexical</sup> ~~lexical~~ choices. Text A also contains facts <sup>"concede just a"</sup> as it shares the same purpose of informing the reader.

The structures of both text are appropriate to their form. As text A is a biography about Vidic, it contains short paragraphs, ~~im~~ making it entertaining and easily accessible and readable. The ~~one~~ interrogative paragraph "A coincidence? Hardly" was ~~use~~ written to put emphasis on the fact that Vidic was an influential player for Manchester United in the Champions League. The majority of sentences in text A are declarative as the biography states facts and provides an insight into Vidic both as a human and as a football player. ~~A reader~~ Similarly, text B contains short paragraphs. This is because it is written online, so short paragraphs make <sup>sure</sup> the player profile has a very readable format. ~~The~~ <sup>most</sup> of the sentences in text B ~~th~~ are declarative too, as the text has the same purpose as text A, to inform.

In terms of tone, text A is very positive. The tone is jovial "... won the lottery" and is clearly very

## Example candidate response – grade A continued

positive which reflects Vidic's impact and influence on the club. The tone of text B is also positive as it compliments Vidic's ability "Relentless in the tackle...". The tone does, however, <sup>briefly</sup> turn to one of sadness when Vidic's injuries are ~~written~~ <sup>as stated</sup> about "Unfortunately...". In the final two sentences ~~of~~ of text B, the tone is celebratory as Vidic announced he's leaving the club "It's the last year...". The celebratory tone is created as a result of the massive influence he had on Manchester United and Vidic himself saying he had <sup>eight</sup> "wonderful" years at the club. ~~Text A does so~~

In conclusion, both texts have the purpose of informing the reader about Nemanja Vidic and his career at Manchester United (and <sup>his earlier life</sup> ~~before~~ in text B). The <sup>syntax</sup> structure and tone of both texts is appropriate to the respective contexts of the texts, and figurative language is used, mostly in text A, to entertain the reader. Overall, the language and style of text A and B both convey the positive impact Vidic had on Manchester United football club, however it is worth mentioning that text B may be biased as it is from the Manchester United official website.

Detailed and incisive U.; highly sensitive to purpose, context + audience; perceptive grasp of techniques; sophisticated comparative appreciation of forms and conventions.

(23)

## Examiner comment – grade A

The candidate has produced an efficiently structured and highly comparative essay addressing the two texts in considerable detail. The introductory paragraph successfully outlines what the texts have in common and what makes them distinguishable from each other in terms of purpose and their respective audiences. In comparing the overall structures of the texts B's online context is particularly appreciated (featuring uniform, short paragraphs accordingly). The candidate also begins to assess the tone of the texts in a purposeful manner.

The candidate sensibly decides to compare the texts' language first (perhaps as prompted by the question). Positive adjectives are considered in clusters where some comparative analysis of individual words might have been advisable. Appropriate examples of figurative language from text A are selected and correctly identified and briefly compared to B's descriptive language. It is clear the candidate possesses a good knowledge of language types and has a sensitive appreciation of the corresponding effects that are created. The ensuing discussion of B's factual information in relation to its context is perceptive with the candidate seeking to substantiate the earlier comparative observation about the texts' shared informative purpose.

Syntactical analysis follows in the next paragraph with incisive appreciation of the different effects created by declarative as opposed to interrogative sentences demonstrated. The context of text B is further examined in isolation; some consideration of text A as part of a much longer work that is designed to be read in a more leisurely fashion would help strike a balance regarding this aspect of the discussion.

The candidate returns to a consideration of language to compare the texts' differences in tone in the penultimate paragraph. Characterising A as 'jovial' in tone is astute especially as the candidate demonstrates how the complementary tone of much of B is leavened with notes of 'sadness' in its treatment of the injuries Vidic sustained.

A summative concluding paragraph emphasises what the texts have in common. B's bias is again broached in a manner that suggests the candidate is correctly identifying its more overt purpose of celebrating simultaneously the footballer and the club. Even though there is scope for more sustained analysis of the selected examples of language use, the response features consistent and sensitive examination of how purpose, context and audience together shape meaning in both texts with an effective comparative approach utilised where it is most warranted.

**Mark awarded = 23 out of 25**

## Example candidate response – grade C

Q2. Both extracts talk about football player, Nemanja Vidic and both have the purpose of informing the reader about Vidic. ~~However, the first~~ Text A focuses on the ~~type of person~~ characteristics of Vidic and what Vidic means to other people, promoting him as a person. However, Text B merely focuses on Vidic's football history and the type of player he is, promoting him as a football player.

There are many similarities in both the extracts. They both ~~talk~~ refer to the size and ~~steady~~ steadiness of Vidic, ~~the~~ both contain direct quotes from Vidic himself and both ~~the~~ serve the purpose of informing the reader about Vidic, ~~as well as praising~~ Both texts talk about Vidic's "imposing figure," ~~the~~ both referring to him as a rock, "He was the rock," "solid as a rock." The first reference to Vidic as a rock is in the form of a metaphor, and is used to imply that Vidic was someone that Ferguson could rely on. The second reference is in the form of a ~~metaphor~~ simile, and is used to describe his incredible size and physique. In addition, both texts contain quotes from Vidic, the topic of discussion, and both quotes make him appear to be a humble and modest person, "an absolute honour," "a great privilege." As both texts are informative texts, ~~the~~ they both contain figures and statistics, "6ft 4in and weighing 14 stone," "39 games and four goals." These are used to show that the ~~the~~ writers of the two texts are well-informed about Vidic and presents the texts as ~~well-written~~ well-researched.

## Example candidate response – grade C continued

In addition, there are also many significant differences present in both the texts. In the first text, there is a quote from Vidic's friend presenting Vidic as a peaceful and quiet man, despite his intimidating size, "a man who likes peace and quiet and stability." However, in the second extract, Vidic is presented as a powerful ~~big~~ player, "Relentless in the tackle and formidable in the air." The lexical bundle "relentless" and "~~the~~ formidable" make Vidic appear ~~very~~ as a very intimidating player who is merciless when playing. The first text talks more about what kind of person Vidic is, and includes information on Sir Alex Ferguson in order to describe their relationship and how important Vidic was to Ferguson. Text A states, "Ferguson was like the man who had won the lottery..." This use of simile is used to describe the inexplicable joy Ferguson experiences when Vidic was signed to Manchester United. The first text is also much more dressed up ~~than~~ ~~is~~ in terms of structure as it uses short paragraphs for effect, "A coincidence? Hardly." The use of the rhetorical question engages the reader by ~~is~~ encouraging them to reflect on what is being asked. It is also clear that as the first text is a biography, and is inexplicably being paid to be written by Vidic himself, it is biased as it only ~~focuses~~ focuses on the positives of Vidic joining the team.



## Example candidate response – grade C continued

Many differences also appear in the second text. The second text primarily focuses on Vidic's football history and does not refer to him as a person, but as a football player. ~~It is written to~~ Unlike the first text, it includes the negatives of Vidic's rise to fame, "some time to shine" and is written from a more honest point of view.

Overall, ~~though~~ both the pieces on Vidic aim to inform the reader about Vidic. However, the first primarily informs the reader about the type of person Vidic is whilst the second primarily informs the reader about the type of football player Vidic is. ✓

Steady comparative awareness of forms and conventions; measured awareness of effects; competent appreciation of techniques.

16

## Examiner comment – grade C

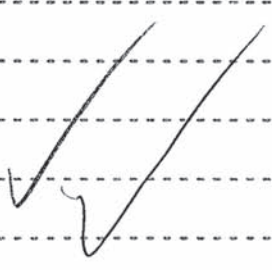
This is a well-structured, mainly comparative response that chiefly shows steady awareness of the informative purpose of the texts, the candidate finding text A is ‘promoting [Vidic] as a person’ while B emphasises his attributes as a footballer. In the second paragraph there is relevant consideration of the texts’ use of language. The specific effects of figurative language are attributed to well-chosen examples: for instance, the metaphoric ‘He was the rock’ is plausibly interpreted to mean ‘Ferguson [the Manchester United manager] could *rely on*’ Vidic. The candidate correctly observes both texts contain direct quotations provided by Vidic from which the informed opinion may be formed that he is ‘a humble and modest person’. There is a similar approach applied to examples of statistical information contained in both texts. It would be helpful for the candidate to consider how these examples of language use have a bearing on appreciating the texts’ different audiences and contexts, too.

The candidate undertakes some comparative examination of selected statements made about Vidic. Synonyms are offered for two of the relevant adjectives selected from text B – ‘relentless’ and ‘formidable’ make Vidic appear as a very *intimidating* player who is *merciless* when playing’ – that suggests the candidate is attempting to evaluate the effects of the language on a reader. A similar process is employed when evaluating text A’s ‘Ferguson was like a man who had won the lottery...’ as a simile with the effect of signalling ‘the inexplicable joy’ he experienced when Vidic signed for Manchester United. The same paragraph also contains a cursory observation about text A’s use of a short, rhetorical paragraph to ‘engage’ the reader and a brief consideration of the general effect of its bias. Before closing the candidate obliquely considers the context of text B by interpreting ‘some time to shine’ as a suggestion that Vidic’s development was uneven, concluding the text is ‘written from a more honest point of view’ than text A.

Overall the candidate successfully demonstrates a measured awareness of the effects created in both texts and a competent appreciation of some linguistic techniques even though terminology is not always utilised to that end. There is comparative consideration of purpose (and obliquely of context); informed consideration of audience would have no doubt helped to illustrate the candidate’s competent level of understanding more clearly.

**Mark awarded = 16 out of 25**

## Example candidate response – grade E

2.	<u>Plan:</u>
	<u>Analysis of Text A:</u>
	<ul style="list-style-type: none"> <li>- Informal (Register)</li> <li>- Documentary (Genre).</li> </ul>
	Passage is proving valid
	Short paragraphs (Extremely Personal).
	Shows many people's opinions on topic.
	(Friend, Ferguson & writer).
	<ul style="list-style-type: none"> <li>- Vocabulary used (rocking, ship, invader).</li> </ul>
	<u>Analysis of Text B:</u>
	<ul style="list-style-type: none"> <li>- Informal (Register).</li> <li>- Vocabulary (-formidable, unquestionable).</li> <li>- One person's perspective.</li> <li>- <del>Not</del> Documented profile.</li> <li>- Used short paragraphs in order to express <sup>various</sup> ideas.</li> </ul>
	

## Example candidate response – grade E continued

2.	<p>Texts A and B both relate to Nemanja Urdic. They both show a snippet of his life and impressive football career however the style and language of both texts tend to be different in certain aspects.</p> <p>Text A and B firstly have different registers. Text A is leaning towards the more informal side and Text B is rather formal. This is seen through the use of vocabulary. Text A has more informal phrases such as "rocking defensive ship" which in formal terms could have been expressed as a "weak defensive formation". Another informal phrase that is seen in text A is "repel all invaders" which in simple terms could have been put as "defending <sup>against</sup> the opposition". As you can see text A and B are different in terms of formality this could <del>have</del> <sup>be</sup> <del>been</del> <sup>because</sup> they both relate to different audiences. Text A could be for a much youthful audience and text B could be for a much older and mature audience. Text B uses <del>much</del> <sup>a</sup> much more formal style of <del>vocabulary</del> <sup>vocabulary</sup> for example words such as "formidable" and "unquestionable" are used. These words are more reliable to <del>a</del> <sup>a</sup> <del>at</del> <sup>more</sup> mature <del>and</del> audience.</p> <p>Text A and B both use a similar type of genre. Both texts are biographical and both document the life and footballing career of</p>
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## Example candidate response – grade E continued

Nemanja Vidic. This style and language is seen by both the structure of both texts. Text A and B both use short paragraphs. Short paragraphs are used mainly to express different aspects of Vidic's life. Both ~~texts~~ <sup>paragraphs</sup> show his footballing ~~career~~ <sup>career</sup>. Although both texts show his footballing career text A mostly concentrates on his signing to Football Club Manchester United and text B looks at his humble beginnings all the way to his career now.

Another interesting thing that I found while comparing the texts was that text A shows three people's ~~part~~ perspective about Vidic which were "The writer", "Vidic's Friend" and "Sir Alex Ferguson" and text B only shows one person's perspective which was the writer. In text A we see Vidic's friend's thoughts on ~~him~~ <sup>him</sup> as well as the writer's thoughts. This is seen through the multiple use of punctuation in text A and the lack of use of punctuation in text B.

Texts A and B both praise Vidic's footballing skills ~~such~~ <sup>through the</sup> help of words such as "quick" and "aggressive" seen in text A and phrases ~~or~~ such as "most-feared defender" in text B. I enjoyed reading both texts and both had interesting and positive views on Nemanja Vidic. Basic awareness of forms & contents of Tr. Adequate awareness of effects. Sound appreciation of V + L., particularly on first page.

## Examiner comment – grade E

Prior to the response there is a plan that indicates how a comparative approach will be utilised which appears to have been useful to the candidate when composing the response.

The introductory paragraph is of limited value as it contains information that can be gleaned from the question's instructions. There follows a paragraph containing the candidate's most substantive consideration of the texts' use of language and the effects produced. The candidate confines the potential scope of the discussion to a consideration of how the examples of language quoted from each text illustrate how A is less formal than B without appropriate consideration of their contexts and purposes. There is, however, some consideration of how the texts may be interpreted to cater for different audiences (demographic considerations here confined to age only), illustrated through reference to low frequency lexis found in text B which in turn is deemed to be intended for a 'more mature' audience.

Purpose is very briefly examined for both texts in the following paragraph and there is also a basic assessment of their structure (use of short paragraphs). A significant difference in context can be inferred from what the candidate observes about the different aspects of Vidic's career examined in each text. The penultimate paragraph would benefit from a clearer appreciation of voice when considering the range of sources identified in each text. Its final sentence does not make a secure point about the range of punctuation found in each text.

An informed point can be inferred from the concluding paragraph: some of the language of each text indicates that their shared objective is to 'praise' Vidic. The candidate also reflects on the experience of reading the texts as enjoyable without considering how each caters for its audience in more specific ways.

On balance this is a limited and basic response. There is a clear attempt to compare the texts with some informed understanding of the effects created although the appreciation of voice and linguistic techniques is limited overall.

**Mark awarded = 9 out of 25**

## Paper 4 – Language Topics

### Question 1

#### 1 Spoken language and social groups

The following text is a transcription of part of a conversation involving four university students, now in the final year of their studies, remembering their last year at school.

Discuss the ways in which these speakers are using language to share memories and opinions. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

<b>Helena:</b>	its quite good (.) see (.) when you see teachers now (.) like (.) i was at the airport the other day and there was a teacher (.) one of my old teachers (.) and i remember speaking to her and you know that way you just think //	
<b>Tino:</b>	oh yes (.) i know //	5
<b>Helena:</b>	you just think (.) like (.) OH MY GOODNESS (.) like like (.) next year i could be (.) like (.) in your job (1) do you know what i mean (.) do you know that way //	
<b>Tino:</b>	thats what scares me	
<b>Vasco:</b>	[laughs]	10
<b>Cecilia:</b>	it is that (.) it is that good (.) the sort of //	
<b>Vasco:</b>	that feeling when you realise //	
<b>Cecilia:</b>	yeah (.) that sort of realising that (.) like (.) YOU werent that clever (.) and you didnt know everything //	15
<b>Helena:</b>	its weird (.) its like (.) and do you know //	
<b>Cecilia:</b>	its like (.) YOU didnt really have a RIGHT to treat me //	
<b>Tino:</b>	mm hmm	
<b>Cecilia:</b>	to treat me like that	20
<b>Helena:</b>	my dad was sayin to me (.) my dad //	
<b>Vasco:</b>	yeah i know what you //	
<b>Helena:</b>	my dad was sayin to me (.) like (.) you know Helena (.) you know (.) quite (.) quite honestly (.) you could actually be MORE qualified than them by the (.) by the time you leave	25

- Tino:** yeah (.) a lot of teachers didnt go to  
//
- Helena:** and you (.) it puts it into perspective  
and you think  
//
- Tino:** some teachers didnt go to uni (.) they just (.) they just went to (.) like (.)  
teacher training college didnt they  
//
- Helena:** yeah its weird
- Vasco:** what i found weird was (.) like when  
//
- Helena:** yeah
- Vasco:** by the time you were doing (.) like (.) higher or or (.) or like **ADVANCED**  
stuff you (1) like (.) quite a lot of the time teachers didnt know stuff (1) they  
actually (.) like  
//
- Cecilia:** yeah thats weird (.) when i realized that  
//
- Vasco:** they genuinely (.) they  
genuinely didnt know

30

35

### TRANSCRIPTION KEY

(.) = micro-pause

(1) = pause in seconds

// = speech overlap

[*italics*] = paralinguistic features

UPPER CASE = words spoken with increased volume



## Mark scheme

<b>Band 1</b>	<b>22–25</b>	Discriminating analysis of language: subtle appreciation of the conventions and ingredients of specific forms; very detailed and perceptive exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) sophisticated awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a comparative, balanced, articulate and very fluent manner.
<b>Band 2</b>	<b>18–21</b>	Engaged and very focused analysis of language; proficient appreciation of the conventions and ingredients of specific forms; detailed and insightful exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) proficient awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a comparative, sustained, consistent and fluent manner.
<b>Band 3</b>	<b>14–17</b>	Measured analysis of language; sound appreciation of the conventions and ingredients of specific forms; some detailed and informed exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) competent awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a reasonably comparative, controlled manner.
<b>Band 4</b>	<b>10–13</b>	Some attempt to develop analysis of language; the beginnings of appreciation of the conventions and ingredients of specific forms; sound, if at times uneven and undeveloped, exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) some sense of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a comparative, if at times partial, manner.
<b>Band 5</b>	<b>6–9</b>	Basic analysis of language; simple response to the conventions and ingredients of specific forms; some exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) a measure of awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; general ability to convey knowledge and understanding; some reliance on feature-spotting, with basic comment.
<b>Band 6</b>	<b>2–5</b>	Limited analysis of language; generalised response to conventions and forms; tendency to assert some of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) unfocused awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; limited ability to convey knowledge and understanding in a comparative manner; tendency to focus on identification of less important features (such as the use of punctuation.)
<b>Below Band 6</b>	<b>0–1</b>	Minimal appreciation and awareness of language and forms/conventions; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

## Example candidate response – grade A

The text is a transcript of part of ~~a text~~ a conversation involving four university students in the final year of their studies, remembering their last year at school. As all of the speakers are of the same peer group and are of a similar age, they have a common mode of expression in language which enables them to share memories and opinions. Despite the differences in the gender of the speakers, of which, ~~the~~ Helena and Cecilia are probably female, and Tino and Vasco are probably male, there is no great distinction between the speaker in 'gendered' ways of speaking, such as in Robin Lakoff (1975)'s deficiency model of feminine speech. This suggests that the speakers are able to share memories and opinions in an equitable manner, without any particular speaker exerting overt verbal dominance; though there are instances where speakers seek to "sustain 'the floor', or the flow of conversation. The language used is fairly representative of ~~Standard~~

The language used is fairly representative of Standard English, with a standardised lexis, despite an incomplete form of syntax commonly used by all speakers. Interestingly, in the conversation of the peer group there are no forms of regional dialects shown in their speech, which ~~also~~ suggests the non-particularistic nature of their <sup>educational</sup> institution, a university, which is, in many cases culturally representative of each 'region', be it in terms of race, or geography. However, it is apparent that the language used is typical of their age group. Grammatical constructions are non-standard, which reflect the informal nature of the conversation and thus, no need for 'proper' sentence construction. In this the familiarity of each speaker with the other is shown: they are able to carry and sustain the thread of conversation and share memories and opinions by continuing, and relating to each

## Example candidate response – grade A continued

other's sentences.

with the opening sequence "its quite good (...) see (...) when ..."  
 Helena initiates the conversation and directly engages other speakers by saying "when you see" and "you know that way". She introduces a topic and speaks without having to elaborate on the subject matter, while the others interrupt. Their interaction and communication shows familiarity, as, in the context of an informal conversation they are able to share their experiences and points of view by responding quickly to one another. Throughout the text, interruptions are regular and this suggests the fast pace of conversation, which is supported by the fact that they use short, incomplete syntactical constructions.

The speakers are able to share experiences, for example, in the use of feedback, or back channeling, ~~as~~ such as when Tim interrupts Helena: "oh yes (...) I know". Though Zimmerman and West would argue that interruption is a predominantly male action, the function of interruption in the passage appears more to Beattie's interpretation. Instead of being used to assert verbal dominance, it is used to indicate a shared experience and opinion and to provide feedback in order to sustain the sharing of memories and opinions.

Beattie's interpretation of the function of interruption is shown to be true for the text, as interrupt interruption is largely used to show approval and agreement, or as an expansion on what a previous speaker has said, such as in "that's what scares me", "that feeling when you realise" and "yeah". In this sense the use of interruption allows for a steady, sustained flow of conversation, ~~without~~ ~~any~~ and the speaker and for each speaker to take their turn to speak in sharing their memories and opinions collectively.

## Example candidate response – grade A continued

Though the <sup>vocabulary</sup> ~~language~~ used by each speaker is largely Standard English, a platform of communication is created in their similar construction of syntax and the common usage of popular adolescent 'jargon' such as the insistent use of "like", "you know", <sup>"stuff"</sup> "yeah" and "weird". By sharing a sociolect, where each speaker shares a similar ~~vocabulary~~ lexis and syntax with the other, they are able to ~~to~~ verbalise memories and opinions more effectively. In using "yeah" and "you know" to acknowledge each other in conversation. As previously mentioned, familiarity is shown in how each speaker 'knows' what the other is expressing in terms of memory or opinion by interrupting them. The sharing of a sociolect and distinctive, informal register allows for a ~~to~~ cohesive, personal expression of experiences. It is apparent also that each speaker uses the word "like" as a <sup>speech</sup> filler, though it is a non-fluency feature. The presence of non-fluency features in their ~~spe~~ language shows the 'floor' of communication that they acknowledge and share.

Another way in which the speakers use language to share memories and opinions is through the use of intonation, or prosodic features, and non-verbal communication. For example, Helena says "OH MY GOODNESS" in an increased volume to emphasise the phrase for humorous effect in discussing their future. Vasco responds with a form of ~~non-verbal~~ 'language' or non-verbal communication by laughing, which serves the linguistic function of ~~as~~ the indication that he, or she, acknowledges and appreciates similarity. Tino shows his agreement through the verbalisation "mm hmm" Helena's comment. ~~Helena~~ Cecilia's use of emphasis in saying, for example, "YOU weren't that clever" and "YOU didn't really have a RIGHT" is for expressing their collective opinion where "YOU" is used in a humorously accusatory manner in the subjective exclusion of the <sup>the</sup> ~~speaker~~.

## Example candidate response – grade A continued

teacher from their shared rapport. Both Helena and Vasco use prosodic emphasis in "MORE" and "ADVANCED" to indicate their shared opinion that by the time they have completed higher education, they could very well be academically superior to their educators. In this way the use of non-verbal communication, probably accompanied with gestures, and the use of emphasis in words spoken with an increased volume enables each speaker to collectively share memories and unify the group's opinion.

Memories are shared in each speaker's use of informal language, such as when Helena recalls her dad "sayin'" to her what he thought of university qualifications. Though it is obvious that Helena's father did not express his thoughts in such a colloquial manner; Helena attempts to imitate her father's speaking style for humour - "quite (...) quite honestly", while maintaining their shared sociolect. Similarly Vasco uses the same sociolect in sharing his memory, "by the time... like ADVANCED stuff... didn't know stuff" and refers vaguely to objects such as teachers and syllabus without the need for elaboration. This is indicative of how each speaker is comfortable with the other; memories and opinions are shared effectively through colloquial, informal language to which each speaker relates.

In conclusion, the speakers in the text are able to share memories and opinions in their use of language in an informal, conversational context. Largely phatic and interactional in function, the peer group shares a common sociolect in the use of popular 'teen' expressions such as "yeah" or "like", and "stuff". ~~They share a shared~~ Through the use of interruptions and incomplete grammatical structures they show familiarity with each other in sharing memories and opinions. The use of an

## Example candidate response – grade A continued

informal texts, non-verbal communication and prosodic
features contribute to each speaker's use of language in
the impertation of shared memories and opinions.

## Examiner comment – grade A

This answer begins with a clear linguistic focus, and the expression is articulate. These qualities are maintained throughout, making this a good grade A response.

In the first paragraph, the candidate notes that the speakers 'are of the same peer group' and that they 'have a common mode of expression'. There is a well-informed reference to theory – Robin Lakoff's 'deficiency' model of female speech is mentioned – but the candidate recognises that there is no real dominance along gendered lines.

Often, candidates working with a prepared agenda can end up commenting on a range of features which are not present, and this is usually an unhelpful approach. However, this candidate makes a useful point in the second paragraph by noting that there is no evidence of regional dialect and that the speakers use the lexis (the vocabulary) of fairly Standard English. The candidate then moves on to make a complex and well-developed contrasting point about how the grammar is less standard and more typical of young people's speech: the speakers are familiar with each other, able to speak and relate informally.

The third paragraph reveals the candidate's ability to use academic language and terminology with a high degree of control. A less controlled answer might have included as many linguistic terms but failed to use them accurately. This paragraph begins with a linguistically-well-focused account of how the first speaker behaves ('Helena initiates the conversation with the opening sequence ... introduces a topic and speaks without having to elaborate') and identifies accurately significant features of the other speakers' language ('interruptions ... short incomplete syntactical constructions ... feedback or back-channelling'). All of these are supported by brief, relevant quotations from the transcription. The candidate also makes further well-informed references to opposing theories.

The answer keeps the focus of the question in mind all the time, making frequent reference to 'the ways in which these speakers are using language to share memories and opinions'. There is a wide range of discussion. For example, the sixth paragraph covers prosodic features and non-verbal communication: the candidate quotes examples of emphatic stress and shared laughter, and shows perceptive understanding of how meaning is created co-operatively.

The answer ends with a neat summing-up of some of the most significant features of the transcription, not just repeating earlier points but connecting them and showing genuinely discriminating analysis of language.

Overall, this is accomplished work, with no damaging weaknesses. More detailed attention to the dynamic shifts of the interaction, as speakers interrupt or overlap each other to modify or clarify utterances, could have resulted in an even higher mark.

**Mark awarded = 22 out of 25**

## Example candidate response – grade C

1	<p>The transcription is <del>between</del> <sup>among</sup> two female university students and two males. The speakers are possibly <sup>at</sup> the same level of English since they use "like" repeatedly as fillers to think of what to say next and do not use any advanced vocabulary. Helena seems to be the main speaker as she is the one that talks the most and often continues her part of the conversation after being interrupted.</p> <p>The transcription carries a lot of interruptions from everyone, but the male students seem to be interrupting in order to agree with a point, which is normally considered as a feature of 'female language'. This shows that Tino and Vasco are the 'supporters' of the conversation and agree in between to encourage and continue the dialogue. Although they tend to agree, nearing the end of the transcript they try to express their thoughts and are constantly interrupted.</p> <p>Helena, the main speaker, is a very 'aggressive' conversationalist. She expresses her thoughts and tends to continue her conversation even if she is interrupted, this shows that she is eager to take part in the dialogue. She also shows excitement, "OH MY GOODNESS" which entertains the other listeners and encourages them to listen more. Unlike Helena, Cecilia is more <del>aggressive</del> supportive when <del>intensity</del> interrupting, she uses "yeah" when beginning her conversation/interruption to let the others know that <del>they are</del> <sup>she is</sup> supportive of their thoughts but has more to add on to it. Cecilia puts emotion to her speech by using capitals, "YOU weren't that <del>at</del> clever", to show slight <u>remorse</u> and to interest the listeners and in a way show her eagerness in speaking. Both females' eagerness is shown in their over use of "like", this shows how they need a filler to think what goes next.</p>
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## Example candidate response – grade C continued

before someone takes ~~the~~ <sup>their</sup> silence as permission to talk and ~~inter interrupt~~ interrupt them.

Helena again proves to be the 'flow of conversation' as she shares a personal story which relates to the topic. This gives Tino and Vasco a chance to speak their mind. Although Vasco does not talk much in the ~~end~~ beginning, at the end he uses a lot of micropauses and the repetition of 'like', this could be because he finally got to speak more than ~~five~~ ten words, with no ~~inter interrupt~~ interruptions and was not ready for it. He also says "ADVANCED" to rephrase the word "higher" in order for all the listeners understand. Tino uses "like" and micropauses the least out of all since he remains to be a supportive speaker through the transcription.

The speakers store their memories and opinions by using a ~~fair~~ fairly equal ~~level of~~ and simple level of the English language and in a way using it in "reverse", meaning that the female students use typical ~~male~~ what is said to be typical male language features (interruptions to present an idea) and the male students use what is said to be 'typical female language' features (supportive).

Some informed explanation + at times ~~incorrect~~ <sup>measured</sup> analysis.

(16)



## Examiner comment – grade C

This answer is written in a clear and simple style. There is some measured analysis, informed by linguistic concepts and terminology, and some engagement with the emotional dynamics of the transcribed conversation.

The candidate shows good examination technique by wasting no time on a generalised introduction but immediately and correctly identifies a particular aspect of the speakers' use of language: 'they use like repeatedly as fillers to think of what to say next'. This is a simple point but it is used to support a more developed explanation about how 'The speakers are possibly in the same level of English since they ... do not use any advanced vocabulary'.

Helena is identified, again correctly, as the main speaker. Some helpful comments are made about the interruptions, for example that 'the male students seem to be interrupting in order to agree with a point, which is usually seen as a feature of female language'. The answer goes on in the third paragraph to explore some differences between the speech styles of the two female speakers, and the candidate quotes details to support the points being made.

The candidate draws some inferences and makes some assumptions about the speakers' possible emotions and motivations: 'to show slight remorse ... to interest the listeners ... show her eagerness ...' This approach does not have a strong and consistent linguistic focus, which keeps the answer below the higher levels of achievement. However, the explanation of how Vasco 'says 'ADVANCED' to rephrase the word 'higher' in order for all the listeners (to) understand' is an intelligent insight into how the speakers co-operate to create meaning.

The answer ends with a summary of how the transcription shows a 'reverse' of the usual pattern of typically male and typically female language. Many candidates assume (wrongly) that male speakers will always try to be dominant and that female speakers will always be supportive, so this is again thoughtful and measured analysis.

The whole answer reveals grade C skills. The terminology which is used is correct, and there is an awareness of relevant linguistic concepts and research findings.

For a higher grade, there would need to be a greater range of reference to the transcription and to knowledge from wider study.

**Mark awarded = 16 out of 25**

## Example candidate response – grade E

Throughout the text, the four university students uses informal language creating a relaxed conversation, this inviting sharing of memories and opinions. laughter is used to express a relaxed, happy, and open response type of response by Vasco ~~saying~~ to Tino's phrase 'that's what scares me'; ~~the~~ colloquialism is also used, words such as 'that's' and 'didn't'. Tag question is used to invite feedback and or response, Tino used 'didn't they?' after a statement and invited the response by Helena 'yeah its weird'. ~~These features creates a relaxed environment where the sharing of memories can be achieved easily~~ 'Uni' is short for 'University' which is another informal way of speaking.

This conversation is not scripted, since there are non-therapy features present. Fillers are used, the filler 'like' is used to link statements with explanation or examples, such as Helena's 'OH MY GOODNESS (-) like like (-) next year I could be (-) like (-) in your job.'. Pauses also allow the speaker to think of something to say and pace the conversation which also reflects the text not being scripted. Repetition of fillers or phrases such as 'like like' and 'you know Helena (-) you know' also allow time for the speaker to think and organize ~~the~~ the following utterance. False start is seen, 'it is that good (-) the sort of!', which allows the speaker to change their line of thought or stay grammatically correct. These features allow the speakers to improvise on their sharing of memories to be clear and understandable, ~~as well as keeping an open and friendly tone~~ without scripted conversation, ~~thus~~ as well as keeping a natural, open, and friendly tone inviting more sharing.

## Example candidate response – grade E continued

Details and exophoric references are used to help sharing by providing information to the listener or audience. ~~the~~ References to 'old teachers' ~~are~~ are used by Helena with details such as the time 'other day' and adjectives 'old' to provide reliable details, engaging the audience, and ~~shares~~ shares memories.

Hyperbole is used to emphasize memories or opinions, such as 'YOU weren't that <sup>clever</sup> clever (-)', and 'OH MY GOODNESS (-)', thus adding intonation to the conveying of memories and opinions, signifying ~~if~~ whether the ~~topic~~ speaker has a particular emphasis on a subject.

The phrase 'I remember' signifies the opening of sharing memories. The speakers also express ~~themselves~~ by their ~~of~~ opinions on a subject by expressing emotions, such as 'that's what scares me'. The phrase ~~is~~ 'YOU didn't really have a ~~right~~ ~~the~~ RIGHT to treat me' expresses how Cecilia felt towards a teacher in the past and shows that she ~~has~~ feels that she has grown up and should not be treated ~~unfairly~~ unequally by teachers in her past. 'Quite honestly' is used to convince the audience that the following ~~expression~~ statement is truthfully felt by the speaker, this is used by Helena to express how graduates <sup>could</sup> ~~can~~ be better than teachers.

## Examiner comment – grade E

Candidates are told to ‘refer to specific details from the transcription, relating your observations to ideas from your wider study’. Some candidates have in mind a list of possible features from their wider study which they are keen to mention as soon as possible, and this candidate does so in the first paragraph, referring to ‘informal language ... colloquialism ... tag question ...’

These features of language use are all correctly identified, but the discussion of their use is not developed. For example, ‘Tag question is used to invite feedback or response, Tino used ‘didn’t they?’ after a statement and invited the response by Helena ‘yeah its weird’’. A more developed answer would have explored how the dysfluency features in Tino’s previous utterance and earlier in this one led up to the tag question, and might have suggested that Tino was looking for agreement and support from his friends.

In the second paragraph the candidate offers a series of explanations of relevant language features. Fillers, pauses, repetitions and false starts are quoted, partly to ‘prove’ that the conversation is ‘not scripted’. The idea that the speakers need time to think is put forward several times. Again, this is correct in general terms, but a stronger answer would have selected particular examples and explored details of the dynamics of interaction between speakers.

There is some basic analysis of language and some exploration of how the context affects the use of language. In the third paragraph, the candidate explains that ‘details such as the time ‘other day’ and adjectives ‘old’ ... provide relatable details, engaging the audience’. The answer does not lose its focus on the main point of the question, which was to *Discuss the ways in which these speakers are using language to share memories and opinions*: the candidate refers to these aspects throughout the third, fourth and fifth paragraphs.

The candidate is aware that the speakers are expressing emotions as well as opinions, and in the final paragraph shows some understanding of how features of spoken language are used to convey meaning.

Overall, the answer gets close to grade D, but it lacks any explicit reference to wider concepts from the study of spoken language or to relevant research. For example, the final sentence in the first paragraph picks up how the short form ‘uni’ is used instead of ‘university’. A more developed answer might have explained that this is the concept known as ‘clipping’, and that it is not just ‘another informal way of speaking’ but a feature of group language, where the speakers share a level of knowledge and understanding so can use non-standard forms of language without having to explain.

This is basic analysis, with occasional signs of an attempt to develop explanations.

**Mark awarded = 9 out of 25**

## Question 2

### 2 English as a global language

The extract below is from a web magazine devoted to English-language teaching in Nepal. A contributor is discussing *English as an Official Language in Nepal*.

Discuss what you feel are the most important issues raised here relating to the use of English as a global language. You should refer to ideas and examples from your wider study as well as to specific details from the extract.

#### ***English as an Official Language in Nepal***

*Accept it or not, English is creeping into our daily tasks. People in Nepal are using it for communication, media, education, research, tourism, etc. and it subtly is working as a link language in written language, particularly when information technology is involved. Its use will be expanding more in the future.*

*Should we accept English as our official language?* 5

*1. In a sense, English education is not neutral. It carries with it a lot of cultural and ideological baggage. We as users of English need to appropriate its use according to our needs and context. We are using foreign-produced textbooks that have examples and questions like 'have you ever been kissed by a stranger' or 'do you prefer ham or steak?' These examples per se are good illustrations of language use, but they might be weird or sometimes offensive for us to make our students engage in paired or grouped work. Therefore, before we go for an increased role of English in our context, we need to produce our local teaching materials, knowledge and pedagogy for teaching of English.* 10

*2. English in the past was largely confined to a handful of elites, but now it has been more democratic. But still I can see that it has class implications between haves and have-nots created by private English-medium schools and public vernacular-medium schools. English in itself is doing no harm, but the way we are putting it into use possibly has negative consequences. Now almost every job ad. asks for two essential skills: proficiency in English and excellent computer skills. We need to ask whether making English an official language marginalises a big part of our nation's population, coupled with the digital divide. Therefore, we need to make sure that English is for everybody and it does not exclude people on the basis of socio-economic status.* 15

*3. Another important issue is to investigate the spread and increasing use of English for our local languages. If English becomes the official language and works as a lingua franca, is it going to replace the local languages? Why should a child be motivated to learn her/his local language if English and Nepali are the languages of communication, jobs and education? I am not sure if English is subtracting or adding multilingualism in the present context, but it certainly will have implications if it becomes the official language in the future.* 25

## Mark scheme

<b>Band 1</b>	<b>22–25</b>	Discriminating analysis of language: subtle appreciation of the conventions and ingredients of specific forms; very detailed and perceptive exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) sophisticated awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a comparative, balanced, articulate and very fluent manner.
<b>Band 2</b>	<b>18–21</b>	Engaged and very focused analysis of language; proficient appreciation of the conventions and ingredients of specific forms; detailed and insightful exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) proficient awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a comparative, sustained, consistent and fluent manner.
<b>Band 3</b>	<b>14–17</b>	Measured analysis of language; sound appreciation of the conventions and ingredients of specific forms; some detailed and informed exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) competent awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a reasonably comparative, controlled manner.
<b>Band 4</b>	<b>10–13</b>	Some attempt to develop analysis of language; the beginnings of appreciation of the conventions and ingredients of specific forms; sound, if at times uneven and undeveloped, exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) some sense of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a comparative, if at times partial, manner.
<b>Band 5</b>	<b>6–9</b>	Basic analysis of language; simple response to the conventions and ingredients of specific forms; some exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) a measure of awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; general ability to convey knowledge and understanding; some reliance on feature-spotting, with basic comment.
<b>Band 6</b>	<b>2–5</b>	Limited analysis of language; generalised response to conventions and forms; tendency to assert some of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) unfocused awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; limited ability to convey knowledge and understanding in a comparative manner; tendency to focus on identification of less important features (such as the use of punctuation.)
<b>Below Band 6</b>	<b>0–1</b>	Minimal appreciation and awareness of language and forms/conventions; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

## Example candidate response – grade A

② In ~~today's~~ ~~fast~~ a world where technology is growing at an astronomical rate, the English language has become an increasingly dominant in the global community. Over one quarter of the world's population are fluent or competent in English, and English is the most taught as a foreign language, so those numbers are sure to rise. Due to its high status in global communication, many countries are considering, if not have already ~~given~~ <sup>given</sup> English ~~an~~ official language status. ~~With~~ However, with this comes possible problems such as a loss of <sup>native</sup> cultural identity, a divide ~~between~~ forming between people of different socio-economic circumstances and the possible death of multilingualism.

As the text states, "English education is not neutral." ~~As with~~ <sup>AS WITH</sup> ~~any~~ language, English has attached to it the cultural and social customs and beliefs of native English people, and when learning English there ~~is~~ <sup>is</sup> bound to be some absorption of its peoples ideals. However, there is worry that due to the aggressive nature of the growth of global English that this forced assimilation may cause ~~the~~ a loss of cultural identity for non-native learners. In Nepal, English is taught using "foreign-produced textbooks" that do not necessarily match the social conventions of the people of Nepal. ~~This~~ This creates a disconnect between those in Nepal and the mother tongue speakers of English, and considering language is supposed to be a form of communication that unites people through understanding, it is questionable whether learning

## Example candidate response – grade A continued

English this way is beneficial. ~~A similar~~ African author Ngũgĩ wa Thiong'o had a similar experience, where speaking the native language resulted in corporal punishment and books were from England talking of snow and things he had never experienced. As a result of this teaching method, Thiong'o rejected English and now only writes in his native African. This is an example of how incorrect teaching of English can have a detrimental effect on perceptions of the English language and its people. The contributor offers a valid solution in making "local teaching materials" that relate to the students. Learning a new language is alien enough, why make it worse with unfamiliar subject material?

Another possible problem with making English an official language of Nepal is the divide it may create in the population. One of the main reasons for ~~English~~ the rise of English as a global language is due to the economic power of the countries that speak it, namely the U.S.A. As David Crystal said, "Money talks... in English," and giving English an official status will ~~create~~ have "class implications" as people with enough money to attend private English teaching schools will receive a better standard of English than public schools. If not monitored, this could lead to animosity or potentially civil war, which would be extremely detrimental to Nepal. Also, not all areas of the country may have the same opportunity to learn English, as isolated villages that don't have contact with the city will not be ~~able~~ to be exposed to English easily, and therefore don't benefit in the



## Example candidate response – grade A continued

same way city dwellers will. The creation of the internet has already created a divide in generation as many ~~elderly~~ of the elderly cannot make use of computers and mobile phones. In my personal experience, though my grandparents own one mobile phone between them, they never take it out and I have to ~~clear their messages~~ read and clear their messages and call log. They also don't have a computer and don't use the internet, which restricts them even in our western society.

Imagine the effect ~~of~~ on those in Nepal? If these people then don't learn English they are put even more out of touch with the world and their surroundings. If it is decided that English is important enough to make an official language, then efforts should be made to make learning it accessible for everyone to avoid class divides, marginalisation of the population and possible animosity.

Also, the contributor to this web magazine questions whether making English an official language will replace the existing local languages. This could be a serious possibility as English, being the more useful of the two languages is spoken and taught to children instead of the native language. This happened in Indonesia, where people went overseas to learn English and taught their children it instead of the native Bahasa. Bahasa then became considered ~~as~~ lower class due to its lack of usefulness. ~~the~~ One parent called her children's lack of Bahasa "tragic," and tragic it is. Though ~~we~~ use language, is at its core a

## Example candidate response – grade A continued

means of communication, there is also rich cultural significance attached to a native language, and a loss of these would be at loss for the world's cultural diversity. There are 6000 languages living today, and estimates say 50% of them will be dead ~~in~~ by the next century. Though English seems strong, in the future it may lose status, making it too considered not useful. Also, with so many people learning English, bilingualism or multilingualism has become a hot commodity. Keeping the native language could prove a benefit ~~in~~ for overseas job opportunities. Therefore, if English becomes an official language of Nepal, steps should be taken by the government to ensure the native language is preserved and cherished for future generations.

Making English an official language is a big decision, and all angles need to be considered and all outcomes planned for before a final decision is made. However, I think that if the ~~teaching~~ of English is taught with familiar subject material, equal opportunities are given to all of the population, ~~and~~ to learn it, and the native language is <sup>still</sup> preserved and held with high regard then it could ~~be~~ have a positive impact on a country and its people.

Detailed / perceptible / hard.

(23)

## Examiner comment – grade A

This is a confident, well-informed and clearly-expressed answer.

The candidate begins with some quantitative information: ‘Over one quarter of the world’s population are fluent or competent in English, and English is the most taught as a foreign language, so those numbers are sure to rise’. There is no need in this paper to come prepared with highly-detailed statistics, and candidates should be careful not to weigh an answer down with too many figures. But this simple statistic is used to introduce a very neat summary of the issues presented in the passage, linked to the candidate’s secure wider knowledge of the topic.

The answer goes on to select and quote individual points from the extract, and to expand and develop them in the light of what has been learned in wider study of the topic ‘English as a Global Language’. For example, halfway through the second paragraph the candidate notes how the author of the extract has raised the issue of ‘foreign-produced textbooks’, and connects this to the specific instance of the Kenyan author Ngũgĩ wa Thiong’o.

A similar approach is taken in the third paragraph, where a complex synthesis of ideas is achieved. The issue of ‘class implications’ is identified and explained, with brief reference to a well-known comment made by David Crystal on economic factors related to the spread of English; and this is skilfully linked to the rise in use of the internet. A simple point from the candidate’s personal experience – ‘my grandparents own one mobile phone between them ... and I have to read and clear their messages and call log’ – connects the digital divide with the generation divide.

In the fourth paragraph, the candidate turns to the issue of ‘whether making English an official language will replace the existing local languages’. The point is well developed by a neat summary of the concern as expressed in the extract, followed by a clear explanation of a parallel situation, from the candidate’s wider study, in another country. Again there is apt use of statistical information: ‘There are 6000 languages living today, and estimates say 50% of them will be dead by the next century.’

This candidate has sufficient control over expression to be able to switch effectively to a more colloquial and personal style in the last 20 lines of the answer. Bilingualism or multi-lingualism are described as having ‘become a hot commodity’, and the personal opinion expressed in the final paragraph is not mere assertion, but a reasoned and balanced summing-up of the informed discussion in the body of the answer.

Sharper, more developed discussion of relevant (and/or opposing) theories and concepts might have produced an even higher mark, but this is still detailed and perceptive work, securely in grade A.

**Mark awarded = 23 out of 25**

## Example candidate response – grade C

The author of the web magazine text ~~uses~~ shows his extensive education ~~and~~ through the use of Standard English to produce a scripted written article. English is the Global Language and Nepal will need to adopt it to maintain political, technological and commercial influence, ~~perhaps~~ ~~from~~ the use of a balanced and contemplative tone the author informs readers in <sup>Nepal</sup> a non-bias way of the benefits and potential drawbacks of ~~the~~ having English as an Official Language in ~~Nepal~~ the norm-developing ~~outer~~ country Nepal.

“Creeping” has connotations of unpleasantness and helps the author to subtly connect with Nepal citizens to better inform them on both sides of the proposal. The introduction also illustrates the importance of how much Nepal relies on English through the listing: “communication, media, education, tourism”, suggesting that if ~~the~~ English was not to be recognised then the “link” would disappear and the sectors could crumble. Therefore, with the specific lexical choice “expanding” we see the author’s opinion ~~then~~ that English is going to expand and become the Official Language, but the use of “subtle” implies that the details involved in the Language Planning Policies of the Nepal Government will be ~~infinitely~~ very important.

Government always has a large role in Language Planning, the author highlights that a strict Standard English education system would not be beneficial as culturally it would be “weird” and “offensive”. The contributor ~~uses~~ uses technical jargon such as “pedagogy” and “vernacular” to portray ~~the~~ the idea of intelligence and expertise for the purpose of legitimising ~~as~~ and supporting the ~~idea~~ of proposal to educate using a non-standard ~~education~~ English-Nepal variation.

## Example candidate response – grade C continued

English variations are an important ~~part~~ part and is the underlying driving force behind the spread of the English Language. For Nepal, as a practical and functional official language is required to sustain the livelihood of its populace, as implied in the present use of the word "Now" almost every job, which is further reinforced by the imperative "we need" portraying a commanding and authoritative tone ~~is~~ highlighted throughout by the ~~use~~ pronoun "we" to include the audience ~~to~~ ~~used~~ ~~through~~ repeated throughout the ~~text~~ article to better connect and hold readers attention and inform them on the importance of the decision.

The need to be modern and up-to-date in the ever changing world is shown not only by it being a 'web' article, but also by the commonly occurring semantic field of technology and research. "computer skills", "digital" and "digital divide" ~~show~~ prove this and its importance is stressed and brought to the readers attention by the alliteration of "digital divide", and the ~~choice of~~ "the use of "particularly information technology".

*not clear how*  
 Once again, government planning policies have been brought up by the author. The authors own Standard English and educated sociolect ~~further add to the~~ imply that the belief is held that a traditional English education is out of date, therefore to succeed as a country and economy, a more modern and Nepal specific planning policies are required.

An important aspect the contributor wishes to convey is the many advantages and disadvantages of the proposed policy. In order to portray his points accurately a clear, numbered structure is used. "1.", "2.", "3." structured is used. The written mode is chosen

## Example candidate response – grade C continued

conclude to its ability to send a clearly worded and phrased message to better inform ~~the~~ citizens of Nepal. Having a scripted text allows for ~~pause~~ ~~clear~~ pauses and the use of commas ~~to~~ to emphasize changes in topic and bring one to a close, shown in the formulaic phrase "Therefore, ...". The more complex language choices such as "multilingualism" and "socio-economic status" ~~add~~ add to the power of the message and would not generally be used spontaneously.

The structure keeps the readers attention, and the final important point of cultural loss and potentially language death are not overlooked.

Point "3." is an emotive and thought provoking. Emotive language by the author with "child" evokes an emotional response in readers, highlighting, ~~for~~ from the authors perspective, the importance of the decision and how it will affect ~~everyone~~ "everybody" in Nepal. A semantic field of questioning and almost uncertainty ~~are~~ from "If", "Why", and "is it" <sup>which</sup> contrasts against ~~brings~~ doubt into the readers mind and ~~"I am not~~ and "I am not sure" brings doubt into the readers mind, who are then assured with the imperative ~~that~~ "it certainly", to end off ~~with~~ with a controlled and declarative. The switch from interrogative to declarative statement ~~is~~ ~~the~~ solidifies the authors stance and ~~fulfills~~ the intended purpose of better informing readers.

Therefore,  
Furthermore, what the author achieves establishes that the potential loss of culture and tradition from the western world will harm future generations, through ~~the~~ the loss of their language and possible the death of it. Therefore, ~~the~~ the authors purpose of better informing citizens of Nepal ~~on~~ on the important issues raised ~~effect~~ effectively communicates how

## Example candidate response – grade C continued

Some named subject of language; little explanation  
of issues.

English as a Global Language is the seminar of small  
some countries, but that due to the disparity in power  
of the high prestige of English, the change to English  
can be harmful. Analysis the nothing, the text is  
about, but begins in very little from your study.

(15)

## Examiner comment – grade C

Most responses to this question on ‘English as a Global Language’ adopted a discursive approach, identifying relevant issues from the given extract and linking these to ideas gathered from wider study of the topic. As a result, they were often short of specific examples of language use which would allow them to show their skills of linguistic analysis. This particular answer, however, examines the language of the extract in some detail.

The answer begins with a description of the extract as ‘a scripted written article’. (Perhaps the candidate has been encouraged to pay particular attention to the differences between planned and spontaneous or partly-planned texts.) Although as an opening sentence this is not very helpful, the rest of the first paragraph usefully summarises the content of the extract and comments on the style and tone in which it is written.

The candidate adds to the last sentence of this first paragraph the idea that Nepal is a ‘norm-developing country’, but unfortunately does not expand on or explain this concept. A better answer might have gone on to discuss Braj Kachru’s ‘Three-Circles’ model of World Englishes and to connect this theory to specific examples of countries which are norm-providing, norm-developing and norm-dependent.

This answer is not very similar to the responses of most candidates to this question. There is more attention here to the linguistic details of the extract than in many answers. For example, in the second paragraph the candidate applies some very well-focused analysis to the language used by the author to convey opinion, both explicit and implied. ‘The introduction also illustrates the importance of how much Nepal relies on English by the listing communication, media, education, tourism, suggesting that if English was not to be recognised then the link would disappear and the sectors would crumble.’ As well as identifying the technique of listing, the candidate also notices the individual lexical choices of ‘creeping’ and ‘subtle’, and tries to explain their effect.

The third paragraph continues this focus on individual lexical choices, and identifies the words ‘pedagogy’ and ‘vernacular’ as ‘technical jargon’. The candidate manages here and in the next paragraph to combine attention to the language and style of the extract with attention to the content. However, the emphasis on analysis of the author’s style begins to detract from the argument in the fifth paragraph, and the points about language-planning policies are not clear.

Paragraphs six, seven, eight and nine all contain explanations of the effect of particular details of language in the extract. The candidate identifies ‘questioning and almost uncertainty’ in the third section of the extract, and quite rightly suggests that this tone is created by the use of ‘If ... Why ... I am not sure ...’, though these are aspects of grammar and syntax rather than what the candidate calls a ‘semantic field’.

The final paragraph mentions another relevant issue from the syllabus – language death – but does not go further than repeating the idea that the spread of English might either be beneficial or harmful.

Overall, this answer demonstrates some insightful (grade B) analysis of the language of the extract, but brings in very little from wider study. On balance, therefore, there is just enough understanding of the issues for grade C. An answer which combined this level of attention to language with equally proficient and informed reference to wider study and theory would achieve grade B or possibly grade A.

**Mark awarded = 15 out of 25**



## Example candidate response – grade E

English is obviously taking over the world with this modernization, so one should be able to speak it if he or she wants to be able to communicate in the world. This extract does propose very important implications if Nepal was to make it their official language. All of them must be taken into consideration before making such an important decision; however, the pros of the matter must also be analyzed.

Why should one learn English if their own country's language is Nepali? This therefore brings to the question: what does making English their official language give them? "Now almost every job ad asks for two essential skills: proficiency in English..." "A person would have much more opportunities of getting a job, therefore, if they knew English. In countries whose main language isn't that, however, only the elites have access to learning it. Therefore, if Nepal was to make it their official language, everyone would be forced to learn it, practice it, and speak it, and therefore the lower classes would have access to it as well. This way, they too would have more opportunities to get a job than they have at the moment." "Therefore, we need to make sure that English is for everybody and it doesn't exclude people on the basis of socio-economic status."

Here's another important issue: would the official language be the British version or the American version? "It carries with it a lot of cultural and ideological baggage." Both of the versions do that, and some may think American English would be better because that is the one used

## Example candidate response – grade E continued

worldwide since USA is a superpower; others may side towards the British version since they acknowledge that that is the one which is more correct. However, both have cultural phrases that an alien would not be able to understand unless he or she had been in that culture. The accents are heavy as well. Many phrases are even adapted from other languages like "et cetera," "carpe diem," as well as others. These are all disadvantages to it because the people of Nepal would only be able to learn the words by translation instead of the hereditary meanings as well. Each word in English may also have many meanings, and it would be hard to understand the people once they start learning if they do not have the proper education. This is why "we need to produce our local teaching materials, knowledge and pedagogy for teaching of English." The best way to learn, however, is to have native speakers as teachers and be exposed to their pronunciation to learn better.

Would making English an official language take away the uniqueness Nepal has because of its own language and make it like every other country who wants to be able to speak English? This is one of the main disadvantages to take into consideration. Making it an official language would give an opportunity to increase their trade and communication with the world since it is a world language nowadays. However, a country needs those things in order to make it unique because without them, it's the

## Example candidate response – grade E continued

same as being part of ~~being~~ another country and not having independence. Is Nepal ready for that loss?

Since it's a world language, Nepal should make it an official language in order to be able to communicate with everyone. We all live on the same planet, and we all should be united under one language. There is absolutely no reason to have so many different languages around the world to separate us. We are all part of one - the Earth, and just like we should all work towards its protection, we should all also work towards the unity - in this case under the same language. Who cares if Nepal loses its uniqueness because of the language? That does not make a country unique or not... its culture does; the people do as well. Therefore there is absolutely no reason to complain about this. Every single language started off as a single one and drifted off by their branches to make part of each nation. That shouldn't have happened though. There is no need to be selfish, and we should just all be united! Maybe this way, there would be more peace in the world.

Even though there are disadvantages to making English Nepal's official language, the advantages should outweigh them. Nepal loses nothing by making this action, so why are they so scared? They should definitely go for it and do it!

## Examiner comment – grade E

This candidate tries very hard to write in a suitably academic style, and to link examples and details from the given extract with what has been learned from wider study of the topic ‘English as a Global Language’.

This answer is partly structured by the posing of a question at the start of a paragraph, followed by some exploration of the ideas in that question. For example, the second paragraph begins with two questions, and the candidate answers these partly by quoting and partly by paraphrasing points made by the writer of the extract.

A similar pattern is followed in the third paragraph. There is some balance in the discussion as the candidate puts forward the cases for Nepal choosing American English or British English as its official language. However, there is little linguistic analysis, and the only specific examples offered from wider study are the Latin phrases *et cetera* and *carpe diem* which are quoted as instances of expressions from other languages which having been incorporated into English. A more developed answer might have drawn parallels between the spread of Latin many centuries ago and the spread of English now.

The candidate is able to identify issues from the extract which are relevant to the topic of ‘English as a Global Language’. However, when the discussion moves on at the bottom of the second page to the question of whether a country needs its own language in order to preserve its identity, the linguistic focus of the answer is lost. The final page of the answer turns into a very well-intentioned plea for the human race to unite in sharing a common language, but there is no linguistic analysis here at all.

Overall, the candidate is not quite in control of lexis, syntax and register. Expression is mostly clear but the style is assertive rather than exploratory or analytical. This is basic grade E work, slipping at times into Band 6.

**Mark awarded = 7 out of 25**

## Question 3

### 3 Language acquisition by children and teenagers

This is a transcription of a conversation between a mother and her five year old daughter, Rhana, as they go out for a walk.

Discuss ways in which the speakers use language here to interact with each other and to share what they see on their walk. You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

<b>Mother:</b>	okay (1) where are we going our walk↘	
<b>Rhana:</b>	how about how about (.) to to the to the to the (.) to the goff course↗	
<b>Mother:</b>	WHAT?	
<b>Rhana:</b>	the (.) mum (.) i'm trying to say the GOFF course	
<b>Mother:</b>	the GOLF course	5
<b>Rhana:</b>	GOLF course	
<b>Mother:</b>	right (.) up	
	this way (1) take my hand now	
<b>Rhana:</b>	yes	
<b>Mother:</b>	[pointing] whose house is that↘	10
<b>Rhana:</b>	sumayah's	
<b>Mother:</b>	thats right (.) and do you know who lives in the next house↗	
<b>Rhana:</b>	no	
<b>Mother:</b>	cosmo↘	
<b>Rhana:</b>	cosmo↗	15
<b>Mother:</b>	mm hmm	
<b>Rhana:</b>	he's my friend (1) is he↗	
<b>Mother:</b>	IS he↘	
<b>Rhana:</b>	mm hmm (1) see that boy↗	
<b>Mother:</b>	uh huh (1) WHAT boy↘ (.) what boy↘	20
<b>Rhana:</b>	do you remember↘	
<b>Mother:</b>	no i don't	
<b>Rhana:</b>	yes yes (.) you remember (1) mum can i (.) can i↗	
<b>Mother:</b>	what do you want to do↘	

<b>Rhana:</b>	theres doggies live here	25
<b>Mother:</b>	thats right (.) theres doggies that live there (1) how many doggies↗	
<b>Rhana:</b>	[ <i>breathes out loudly</i> ] i dont know	
<b>Mother:</b>	you dont know↘	
<b>Rhana:</b>	NO (1) can we (.) i'm gonna skip the way	
<b>Mother:</b>	// RHANA (.) LOOK	30
<b>Rhana:</b>	what↘	
<b>Mother:</b>	look at that (.) pretty flowers (.) look at that one	
<b>Rhana:</b>	OH (2) [ <i>singing</i> ] skip skip skip along the path (2) mum (.) can we see the rabbits are there↗	
<b>Mother:</b>	uh huh	35
<b>Rhana:</b>	GREAT	
<b>Mother:</b>	up there (.) rhana (1) look (.) theres somebody (.) something there (.) see (.) theres a pussy cat	
<b>Rhana:</b>	i cant i cant see	
<b>Mother:</b>	// see the pussy	40
<b>Rhana:</b>	// pussy pussy	
<b>Mother:</b>	// see the pussy (.) at the door (.) theres a	
<b>Rhana:</b>	pussy // PUSSY	

**TRANSCRIPTION KEY**

- (1) = pause in seconds
- (.) = micro-pause
- // = speech overlap
- [*italics*] = paralinguistic features
- UPPER CASE = increased volume
- ↗ = rising intonation
- ↘ = falling intonation

## Mark scheme

<b>Band 1</b>	<b>22–25</b>	Discriminating analysis of language: subtle appreciation of the conventions and ingredients of specific forms; very detailed and perceptive exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) sophisticated awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a comparative, balanced, articulate and very fluent manner.
<b>Band 2</b>	<b>18–21</b>	Engaged and very focused analysis of language; proficient appreciation of the conventions and ingredients of specific forms; detailed and insightful exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) proficient awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a comparative, sustained, consistent and fluent manner.
<b>Band 3</b>	<b>14–17</b>	Measured analysis of language; sound appreciation of the conventions and ingredients of specific forms; some detailed and informed exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) competent awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a reasonably comparative, controlled manner.
<b>Band 4</b>	<b>10–13</b>	Some attempt to develop analysis of language; the beginnings of appreciation of the conventions and ingredients of specific forms; sound, if at times uneven and undeveloped, exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) some sense of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a comparative, if at times partial, manner.
<b>Band 5</b>	<b>6–9</b>	Basic analysis of language; simple response to the conventions and ingredients of specific forms; some exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) a measure of awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; general ability to convey knowledge and understanding; some reliance on feature-spotting, with basic comment.
<b>Band 6</b>	<b>2–5</b>	Limited analysis of language; generalised response to conventions and forms; tendency to assert some of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) unfocused awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; limited ability to convey knowledge and understanding in a comparative manner; tendency to focus on identification of less important features (such as the use of punctuation.)
<b>Below Band 6</b>	<b>0–1</b>	Minimal appreciation and awareness of language and forms/conventions; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

## Example candidate response – grade A

3 In the transcription the mother and Rhana both use language in order to interact with each other and share what they see on their walk. However the ways in which they both achieve this is different. The mother often prompts Rhana and helps to guide her understanding of what is happening whereas Rhana is inquisitive ~~and~~

The mother begins by asking the question "where are we going our walk". The <sup>question</sup> ~~opening~~ conveys the purpose of the interaction to Rhana - that they are going walking. It also presents Rhana with the choice which suggests that the mother is trying to keep her daughter pleased by allowing her to do as she wishes. Rhana's reply "how about how about (.) to to the to the to the golf course" notably contains many fillers. The use of fillers allow Rhana <sup>time to think</sup> ~~as the rope~~ in order to give her answer to her mother. Piaget's theory of cognitive development suggests that while she is in the pre-operational stage, which she falls into at the age of five then it may be difficult for her to focus one more than one <sup>idea</sup> ~~thing~~ at a time, especially if these ideas are concrete objects that can be seen at the time. Rhana in this case must think about both 'walking' and a location to go to.

Importantly too her asking to go to the "golf" course shows the way language is acquired. According to the theorist Skinner he believes that language is acquired through imitation. In context this means that once Rhana has been corrected by her mother, who says "the GOLF course", she will then



## Example candidate response – grade A continued

3

be able to ~~understand~~<sup>learn</sup> the word 'golf' and how it is pronounced. The mother's use of prosodic features is also useful in educating Rhana. Upon Rhana pronouncing 'golf' as "ə golf" the mother asks "WHAT?" to emphasize that something in her daughter's speech is incorrect. Similarly the increased volume in "GOLF" highlights the correct way of saying the word to Rhana.

The ~~mother's~~ use of paralinguistic features is also important in the interaction of the mother and Rhana and the way they share what they see. Paralinguistic features help to provide meaning beyond what words can. For example if "[pointing]" was not a part of the mother's speech in "whose house is that" then Rhana would likely be confused. Paralinguistic features therefore aid the speakers in sharing what they see. Similarly when Rhana "[breathes out loudly]" ~~is~~<sup>or</sup> "[singing]" it helps to convey her disappointment or excitement respectively at what she has seen, more than should be possible without the paralinguistic features anyway.

Prosodic features are also useful in ~~the~~ showing the way that the speakers interact. Prosodic features are to do with the pitch, rhythm, volume and intonation of speech and help to provide clarity to what has been said. For example as previously mentioned an increase in volume is used to signal something. When the mother says "RHANA (.) LOOK" the volume indicates something important and when Rhana says "GREAT" the volume conveys her happiness. Similarly intonation helps to provide clarity or meaning

## Example candidate response – grade A continued

3 That the words by themselves don't. For example when Rhana is told by the mother that "cosmo" lives in a particular house, Rhana replies with "cosmo ↑". The rising intonation in Rhana's speech suggests that she is asking it as a questioning which her mother then confirms with "mmm hmm".

The relationship between the speakers and age difference is also important in explaining the way that they interact. As mother and daughter we can ~~see~~ <sup>assume</sup> that they are well acquainted with one another which is suggested by the way that Rhana seeks reinforcement from her. The age of the child according to Piaget also suggests that Rhana has an egocentric way of thinking. This is evident in the way that Rhana says "yes yes (.) you remember" ~~it~~ when the mother has informed Rhana that she does not remember the boy that Rhana is referring to. Egocentric thinking is shown as Rhana assumes that her mother must know the boy she is speaking of because she does. It is also evident in the number of personal pronouns Rhana uses in comparison to her mother. This affects the way they share what they see in that Rhana often refers to herself whilst doing this.

(continued)

Rhana is shown to be in the telegraphic stage of her language acquisition by her speech "theres doggres live here". The telegraphic stage makes correct use of syntax yet lacks some grammatical features. For Rhana's sentence to make sense she should have said "theres doggres that live here". As this will correct itself in the post-telegraphic stage which comes with age we can again see the influence of

## Example candidate response – grade A continued

3 age in the way Rhana uses language.

The use of turn-taking is also useful in exploring the way that the mother and Rhana interact. It is notable that they do not interrupt each other which helps to show the level of respect they have. Where speech overlapping is present it is used by the mother in order to point something out, such as the correct way to pronounce "GOLF". In the final few lines of the transcription overlapping is also present. The mother overlaps Rhana's speech here in order to assist in pointing out the "pussy cat" to Rhana. The mother's repetition of "see the pussy" also helps to emphasize what the mother is trying to guide Rhana to do.

Overall the two speakers both use language in different ways but to achieve the same purpose. Rhana asks questions to her mother who she looks to for reinforcement. In this way we see how the mother and daughter relationship influences the way they interact. Age is also important in that it affects the way in which Rhana interacts and shows what she has seen with her mother.

I Debate project.

23

## Examiner comment – grade A

As it does with Topic B – ‘English as a Global Language’ – the syllabus lists ‘Relevant Areas for Study’ for ‘Topic C: Language acquisition by children and teenagers’. Candidates have to resist the temptation simply to use this list as the only agenda for the question, and to write all they know about the topic. They must focus on the linguistic data they are given (in this case, a transcription of conversation between a mother and her five year old daughter Rhana) and stick closely to the question (to ‘discuss ways in which the speakers use language to interact with each other and to share what they see on their walk’).

This candidate begins by summarising the contrasting ways in which the two speakers behave in their speech: ‘The mother often prompts Rhana and helps to guide her understanding of what is happening, whereas Rhana is inquisitive.’

The second and third paragraphs then mostly follow the progress of the first ten lines of the interaction. The candidate notes that the mother begins by asking Rhana a question, then gives a very well-developed explanation of how this works to help the five year old. The discussion of Rhana’s reply shows excellent practical knowledge of Piaget’s theory of child language acquisition (CLA).

Less assured answers tend to offer simplified explanations of the theories of Piaget or Skinner or Chomsky (or other CLA theorists) without linking these closely to the evidence in the transcription. This candidate uses ideas from both Piaget and Skinner to illuminate comments on Rhana’s speech, then goes on to integrate an explanation of how the mother uses the prosodic feature of increased volume to aid Rhana’s understanding.

The next five paragraphs each begin with a particular feature of language which is significant in the interaction. In turn, the candidate discusses paralinguistic features, prosodic features, the relationship between the speakers, Rhana’s developmental stage and turn-taking. All of the discussion reveals discriminating analysis of how language is used. The candidate explains each feature clearly in general, conceptual terms, then moves on to discuss in detail specific examples from the transcription. Here, for instance, is the explanation from the seventh paragraph of the telegraphic stage of language acquisition: ‘The telegraphic stage makes correct use of syntax yet lacks some grammatical features.’ This is followed by a brief example showing exactly how a particular utterance of Rhana’s lacked a particular grammatical feature.

Overall this is a balanced and articulate discussion, well-informed by relevant linguistic concepts and terminology. The answer is well organised: the candidate covers a range of features, following what might well be a prepared agenda, but responding to what is important in the transcription rather than simply discussing features of language acquisition in general terms.

The work is securely a grade A. At times the linguistic analysis might have been sharper still – for example, by developing the instance quoted from the seventh paragraph even further, and explaining that the grammatical item (‘that’) missing from Rhana’s utterance ‘theres doggies live here’ is a relative pronoun.

**Mark awarded = 23 out of 25**

## Example candidate response – grade C

Q3. The transcript is between a mother and her, Rhana. The mother asks her daughter questions to engage her attention and encourage her to speak, ~~correcting~~ ~~Rhana~~ ~~when~~ whilst Rhana's language is already very fluent, she still makes some mistakes, which her mother corrects.

The transcript begins with Rhana's mother asking her the question, "where are we going our walk <sup>down</sup>." This question is not grammatically correct as she <sup>deliberately</sup> leaves out the preposition, "on" to simplify the question to make it easier for Rhana to understand. ~~The down~~ The context indicates that this is a question as she uses the word, "where" and the use of a <sup>falling</sup> ~~downward~~ intonation makes the question more assertive as she is implying that she expects an answer from Rhana. The mother's use of questions is to encourage the development of Rhana's language through human interaction. Human interaction is a crucial necessity to children's acquisition of language, as proven by Bard and Sachs when they studied a boy called Jim. ~~Jim had~~ Both of Jim's parents were deaf, though he was not deaf himself, and they wanted him to grow up learning to speak, so they limited his exposure to sign language and maximised his exposure to spoken language such as radio and television. However, Jim's acquisition of language was still much more slow than the average child's. It was not until he began seeing a speech therapist, that his acquisition of language improved and increased dramatically, proving that children require human interaction to improve

## Example candidate response – grade C continued

their language. Rhana's mother also helps improve Rhana's language by correcting her when she is ~~gram~~ grammatically incorrect, "theres doggies that live there." The repetition of Rhana's sentence, with the error corrected; helps ~~for~~ Rhana understand the mistake she's made in her grammar. ~~The mother also uses a raised volume when~~

Rhana's language is already very advanced, and she makes few mistakes in her speech. After her mother's initial question, Rhana states, "how about how about (.) to to the to the to the (.) to the goff course ↑." The use of the word, "how" and the rising intonation effectively presents this as a question and shows Rhana understands the correct use of intonation when asking a question. The repetition of her words show that she is attempting to stall for time while she tries to remember the word "golf". Here, we see substitution present in her ~~stae~~ speech as she exchanges the "l" for an "f" in order to make the word easier to say, "goff". Her mother immediately corrects her, helping Rhana learn the correct way to say, "golf". After a while, when Rhana is becoming tired of being asked questions, she raises the <sup>volume</sup> ~~tone~~ of her voice, "NO." Her mother then interrupts her speech and scolds her by saying, "RHANA" in order to stress to Rhana that she was impolite, and should not speak in that manner.

## Example candidate response – grade C continued

When ~~RE~~ Rhana's mother scolds Rhana for being rude to her, it ~~shows~~ complies ~~with~~ with Skinner's theory of positive and negative reinforcement. When a child does something desirable to their parents, the child receives praise, teaching them that what they've done is good. But when a child does something undesirable to their parents, they are scolded, teaching them that what they've done is bad. Rhana's mother ~~at~~ uses positive reinforcement by saying, "that's right" when Rhana voluntarily points something else, showing her that she is pleased that Rhana is engaged in the conversation. She uses "backchannels" such as, "mm hmm" and "uh huh" which also encourage Rhana to speak. ~~B~~ Piaget's theory is also evident in the transcript when Rhana states, "i'm trying to say the GOLF course." This shows that though she is unable to pronounce the word, "golf," she is still able to recognise what it is. Therefore children have a wider understanding beyond their speech capabilities.

Overall, Rhana's mother encourages Rhana's acquisition of language

Overall, though Rhana is very capable ~~at~~ in her speech, she does make a few mistakes, but her mother is always quick to correct her and help her improve her language. In addition, Rhana's mother's use of questions and positive reinforcement also encourages Rhana's acquisition of language.

Some detailed + very well-informed explanation.  
LWS focus on first part.

## Examiner comment – grade C

This particular answer begins with a clear focus on the task and the transcription. The first paragraph is helpfully short, summing up some simple but significant features of the interaction between mother and daughter. The second paragraph focuses on specific details of language and reveals accurate knowledge of grammar, intonation and pragmatics.

The candidate moves into a longer-than-necessary explanation of a piece of research by Bard and Sachs. The research is explained very well and clearly, but it is not possible to link it closely to the discussion of Rhana's language in the transcription, so it is not a helpful approach here.

The candidate gets back on track at the end of the second paragraph by commenting (as in the grade A example above) on Rhana's utterance 'theres doggies live here', though the explanation is less succinct and clear than the one in the grade A response.

The whole of the third paragraph shows sustained grade C skills of measured analysis. The candidate provides a developed discussion of Rhana's speech and her mother's ways of helping her in the first eight lines of the interaction. This discussion covers a range of features of language (including intonation, repetition and substitution) with terminology used correctly. Helpful reference to Skinner's ideas of positive and negative reinforcement follow in the fourth paragraph, and the 'GOFF course' example from lines 1 to 6 is used again to illustrate Piaget's idea that 'children have a wider understanding beyond their speech capabilities'.

The brief final paragraph neatly sums up several of the most significant features of the interaction. This is a useful technique: some candidates write very long concluding paragraphs which unhelpfully repeat all the points in the body of the answer, and gain no credit for doing so.

Overall, the skills in this answer are close to grade B, but the range of points covered is relatively narrow, with most attention paid to the first eight lines of the transcription, and much less engagement with specific details from the middle and end of the interaction. On balance, then, this is grade C work.

**Mark awarded = 17 out of 25**



## Example candidate response – grade E

margin

3. The mother uses questioning ~~from~~ ideas to ask her daughter to go for a walk and trying to make her curious and know about the neighbourhood. The speakers use rising intonation to see their curiosity and surprised. Their conversation is informal that used simple ~~basic~~ language, like okay, doggies, pussy, etc. To attract the daughter's interest, the mother keeps on thinking and wandering in the neighbourhood. They tried to know each other with what they see. They are eager to see their ~~passing~~ observation when ~~start~~ saying out loudly and repeat what ~~they're~~ <sup>they're</sup> looking at. The mother used positive reinforcement to let her child know and see on the walk by describing the things near ~~to~~ the objects. We could see that the mother is very considerate and likes her child very much, their relationship are good. The daughter used the language wrong in the conversation as 'can we see the rabbits are there.' The mother would let her be happy when Rhana said she don't know how many doggies are there. Also, by teaching Rhana the right way to talk she repeats the words to let her remember, as 'Golf course'. It is the stage to talk to the five year old daughter by using easy language to let her observe and learn. The daughter repeats words to think and confirm about her ideas. She is on a learning stage so she needs to have more information of the world, also using it for requesting and hoping it to be better. The mother refuse to remember or allowing her daughter to go to other people's house, so using other things to let attract her and let her forget about it. According to ~~st~~ Chomsky, the stage for Rhana is to learn. So, we could see that along their way, it's very happy and have surprises.

## Examiner comment – grade E

The candidate spends the first ten lines of the answer summarising in general ways how the two speakers behave towards each other. Control of expression is not consistent, and there are mistakes in vocabulary and sequence of tenses; but the examiner can mostly understand the simple points being made. There are references to relevant concepts and features ('rising intonation ... positive reinforcement') but no examples are quoted so no analysis can take place.

The answer is not helpfully organised. There are no clear paragraphs: points are not developed. The candidate moves, for example, from mentioning the mother's use of 'easy language' to asserting that the daughter 'repeats words to think and confirm about her ideas' – but not quoting any examples of any of these features.

It is unlikely that the answer was planned in any way, and the standard is often below grade E – limited and unfocused work. Yet this candidate does have some linguistic knowledge, some awareness that there are features of language acquisition to be commented on, and some (very basic) appreciation of what the task requires.

Good answers usually do more than simply working their way line-by-line through the material. However, a candidate who finds it difficult to plan and organise an answer might be well-advised to try a line-by-line approach rather than to offer a response which lacks any organisation.

**Mark awarded = 6 out of 25**

Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
tel: +44 1223 553554 fax: +44 1223 553558  
email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

