

Connect the comments

1 Three students have written answers to Question 2 below. Draw lines to connect the marker's comments to the relevant answer.

02 Look in detail at **lines 5 to 12** of Source A.

How does the writer use language here to present the Illustrated Man?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

Student A

The writer uses a simile to describe the Illustrated Man's face, saying that it was "like a child's, set upon a massive body." Putting this contrast at the end of the sentence emphasises how mismatched these two things are, suggesting great strength but also the innocence and honesty of a child.

The response shows some awareness of the writer's use of language and makes some reference to its effect, supported with relevant evidence. However the effect identified is not directly relevant to the focus of the question.

Student B

The writer presents the Illustrated Man as a huge man who has got old and put on quite a lot of weight. It says he has a "massive body" and he was "once well muscled" but is now "going to fat". I don't think that the person telling the story knows why this happened though. I can tell this because he says "for some reason", which shows he doesn't know why.

The response shows some appreciation of a range of the writer's language choices, selecting relevant focused evidence and accurately using subject terminology to comment on its effect. Comments could be developed to analyse the writer's use of language in more detail.

Student C

Throughout this part of the Source you get the impression that the Illustrated Man is hiding something. The writer says he "didn't look directly at me". The adverb "directly" makes me think he is avoiding eye contact because he is hiding something. In the same way, the Illustrated Man has perspiration "streaming from his face" because his shirt is "buttoned tight around his neck" and "buttoned down over his thick wrists." This also makes me think he is hiding something because it emphasises that he does not want to undo his shirt.

The response shows a clear and developed appreciation of the combined impact of the writer's choice of vocabulary and sentence form. This is focused on carefully chosen evidence and its effect is analysed in some detail with accurate use of subject terminology.

Our English teacher told us that the best answers have detailed comments on the **effect** of the writer's choices of words, phrases, language techniques and sentence forms.

Mark the answer

1 Draw lines to connect each of the marker's comments to a relevant part of this student's answer. Two have been done for you.

02 Look in detail at lines 21 to 25 of Source A.

How does the writer use language here to show the Illustrated Man's thoughts and feelings?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

The writer suggests that the Illustrated Man cannot even bear to look at his tattoos. As he undoes his shirt, he has "his eyes shut".

The writer then repeats: "still shut". The adverb "still" emphasises the suggestion that he feels disgust and fear of the tattoos. The Illustrated

Man also describes how he walks in the sun for hours "baking" hoping

that "the sun'll cook them off". The verbs "bake" and "cook" highlight

the pain he suffers just hoping to get rid of the tattoos. He ends by

asking "Are they still there now?" In this short, single clause question the

Illustrated Man shows his desperate hope that they will be gone.

[8 marks]

Makes some clear comments on the writer's vocabulary choices. (x 2)

Ideas supported with relevant, focused textual evidence. (x 3)

Comments on sentence form are clear and valid.

Uses subject terminology accurately. (x 3)

2 Now use the mark scheme below to decide how many marks you would award the student's answer.

Level	Skills descriptors
Level 4 7–8 marks	Response demonstrates a developed and insightful appreciation of the writer's use of language: <ul style="list-style-type: none"> • clear and detailed analysis of the effect of the writer's language choices • a carefully selected range of relevant, focused textual evidence • a range of subject terminology to achieve clarity and precision.
Level 3 5–6 marks	Response demonstrates clear appreciation of the writer's use of language: <ul style="list-style-type: none"> • clear comments on the effect of the writer's language choices • a range of relevant, focused textual evidence • a range of subject terminology to achieve clarity.
Level 2 3–4 marks	Response demonstrates some appreciation of the writer's use of language: <ul style="list-style-type: none"> • some comments on the effect of the writer's language choices • relevant and focused textual evidence • largely accurate use of subject terminology.
Level 1 1–2 marks	Response demonstrates some awareness of the writer's use of language: <ul style="list-style-type: none"> • straightforward comments on the effect of the writer's language choices • largely relevant textual evidence • some use of subject terminology, with inconsistent accuracy.
Level 0 0 marks	No comments made on the writer's use of language. No rewardable response.

I would award the answer out of 8 marks because

Complete the answer

1 Complete the student's answer to achieve the highest possible mark.

02 Look in detail at **lines 4 to 9** of Source B.

How does the writer use language here to describe the narrator's aunt and uncle?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

Hints

- Remember to use subject terminology.
- Include a range of evidence. The bullet-pointed list in the question prompts you to do so.
- The question asks you *how* the writer uses language. You need to analyse its impact on the reader.

In this part of the extract, the writer creates the impression that the uncle is a very loud, very big man. The writer describes him as

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In contrast, the aunt is described as

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The writer lists all the things the aunt does in a long sentence:

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Find the answer

1 Look at the student responses to this question. Which response contains no spelling, punctuation or grammar errors? Tick it.

- 05 You are going to enter a creative writing competition.
Your entry will be judged by a panel of people of your own age.
Write a description suggested by this picture:



I always save time to check my work at the end of an exam – it's always worth it.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

A

I broke into a run. My feet were pounding on the forest floor, my heart was pounding in my chest, and I could hardly breath. I kept glancing over my shoulder to see if he was following me, I knew I had to get away from him. When I couldn't run no more, I stopped and turned around. He had dissappeared. There was no sign of him. I began to wonder if I had made a mistake. Perhaps he was just a harmless old man, walking in the woods with his dog. Perhaps I had been silly and panicked when there was no need.

B

Each pebble skimmed across the surface of the pond before sinking without trace. Ripples spread out across the water, like the rings on a target. I turned and headed deeper into the forest, and its dark, dense canopy of leaves overhead thickened until it felt like night was falling. At the beginning of my walk, the sunlight was almost too bright to bear but now I could hardly see a thing. The trees closed in around me, their thick roots spreading across my path and trying to trip me up in the darkness.

C

Its difficult to get lost in these woods. Their are clearly marked, gravel paths that lead you through the open grassy verges and the deepest, darkest parts of the forest. So you can just relax and enjoy the view from the hill at the top of the woods, were you can see the tiny farms in the vallys below, the mountains in the distance and the tiny cars on the tiny road below. They look like toys and make you feel like a giant.

2 Cross out and correct any spelling, punctuation or grammar errors in the extracts above.

Build the answer

1 Look at this question and the student's ideas below. Which ideas would you use in a plan to answer this writing task? Tick them.

05 Describe an occasion when you could not believe your eyes.
Focus on the thoughts and feelings you had at that time.

The second option for the writing task on Paper 1 may use the command word 'describe', but you can still plan and write it as a story.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

A There's a big party on Saturday at Laura's house.

B It's Laura's 16th birthday and she always gets good presents.

C Laura's got a really nice house and loads of friends.

D Laura's really nice but quite spoilt!

E I decide I need to get a new outfit and change my hairstyle.

F Ring up my friend to come and help me with my hair.

G We start by colouring it to make it blonder.

H I wash the colour out. My hair is green.

I Panic.

J I wash the colour out. My hair's gone dark green.

K My friend says I should dry it and see how bad it looks.

L I dry it. It looks worse. I can't believe it.

M What do I do? Try again? What if it starts falling out?

N Do I go to the party with green hair or hide at home?

O I decide to go to the party. Feeling scared.

P Standing on Laura's doorstep about to ring the bell. Scared.

Q Walk into the party. Everyone's staring. Really anxious.

R Everyone loves my hair at the party. Have a great time.

S It turned out OK, but I promise myself I will never colour my hair again.

2 Look again at the ideas you have ticked. What order (A, B, C etc) would you put them in to build an effective response to the question?

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Re-order the answer

1 The sentences below are taken from a paragraph written by a student in response to the following question. Rearrange the sentences into the most logical order by numbering each from 1 to 5.

- 05 Describe an occasion when you could not believe your eyes.
Focus on the thoughts and feelings you had at that time.

(24 marks for content and organisation
16 marks for technical accuracy)

The first and last sentences of a paragraph are often the most important. The first one can grab the reader, and the last one can make them want to find out what happens next.

[40 marks]

- As we reached the hotel and got out of the taxi, my heart sank.
- But it was even worse than it looked.
- Around the hotel, where there should have been grass and flowers, there was rubble and dust.
- There were diggers and dumpers and bulldozers everywhere, none of them moving.
- I remember wondering whether they hadn't finished building the hotel yet, or whether some of it had recently fallen down.

2 The sentences below are taken from a paragraph written by another student in response to the same question. Rearrange the sentences into the most logical order by numbering each from 1 to 5.

- I pushed the pillow up over my ears, closed my eyes as tightly as I could and tried to go to sleep.
- The thin curtains glowed with the lights from the street outside.
- Music from the club next door thumped through the walls and made the floor shake.
- Maybe, I thought, I'll wake up in the morning and find that this was all just a bad dream.
- I could hear the water in the clanking pipes gurgling and the drip, drip, drip of the tap in the dirty bathroom.