



Year 11
GCSE English Language
Route to Exam Success



Unit 1:
Understanding and producing non-fiction texts

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What are the assessment objectives?

AO3 Reading

- ~ Read and **understand** texts, and how they are **crafted** for specific **purposes**
- ~ Be able to make **comparisons** and **cross references** between texts
- ~ **Develop** and **sustain interpretations** of **writer's ideas** and perspectives
- ~ **Explain** and **evaluate** how writers use **linguistic, grammatical, structural** and **presentational** features to achieve **effects** and **engage** and **influence** the reader

AO4 Writing

- ~ Communicate **clearly, effectively** and **imaginatively**
- ~ Be able to **use** and **adapt forms**
- ~ Select **vocabulary** appropriate to **task** and **purpose** in ways that **engage** the reader
- ~ **Organise** information and ideas into **structured** and **sequenced** sentences, paragraphs and whole texts
- ~ Use a **variety** of **linguistic** and **structural** features to support **cohesion** and **coherence**
- ~ Use a **range** of **sentence structures** for **clarity, purpose** and **effect**
- ~ Accurate **punctuation** and **spelling**.

What will I be asked to do in the exam?

Section A: Reading: 1 hour and 15 minutes

There will be 4 questions in Section A. Available marks are shown in brackets.

Q1 will ask you to summarise the **key points** of an article [8]

Q2 will ask you to analyse **presentational features** and how they add to the impact of an article [8]

Q3 will ask you to explore the **thoughts and feelings** of the writer [8]

Q4 will ask you to **compare the language** features in two texts [16]

Section B: Writing: 1 hour

There will be 2 questions in Section B: Available marks are shown in brackets.

Q1 will ask you to write to **inform, explain or describe** [16]

Q2 will ask you to write to **argue or persuade** [24]

Section A: Reading



Which skill is each question assessing?

Q1 tests your ability to **retrieve** information and ideas from a text

Q2 tests your ability to **understand** and **interpret** the presentational features of a text

Q3 tests your ability to **understand** and **interpret** meaning in a text

Q4 tests your ability to **compare the effectiveness of language** in two texts

How do I answer question 1?

Question 1 is a simple **comprehension** task. All you need to do is show that you have read and understood the article. You should summarise the main points the writer is trying to get across in 6-8 points using embedded quotations in at least 5-6 of them. You should also try and explain the implications of each point.

For example:

P(e) The writer is concerned that while most people claim to be concerned about climate change they ‘absolve themselves of responsibility for either causing the problem or solving it’.

I The implication of this is that people are being irresponsible and unless attitudes change, the problem of climate change will escalate.

You do not need to discuss language techniques or presentational features in this question. You should not spend more than 10 minutes on this question, it’s the easiest!

How do I answer question 2?

In Question 2 you need to write about **at least** two presentational features in detail and explore what they add to the text. Be careful not to write about how **any** headline or image works (I.E ‘It summarises what the article is about’ or ‘It shows you what the article is about’), you must focus on the effect created by **this particular** headline or image. This means interpreting the meaning(s) of the headline and considering why those particular words have been selected. Equally, why has that particular image been chosen? Describe in detail what the picture shows and what information it gives the reader over and above what the text of the article tells them. If you are going to talk about bold font, explain why those particular words have been bolded (what is their significance?) **do not** say that it ‘catches your eye’!

NOTE: This is the only question that requires you to analyse presentational features, if you do it for any other question on the paper you will not get any credit for it.

TIP: For top marks you should quote from the article to make clear links and connections with the image(s)

BANNED PHRASES:

~~It makes it stand out’ ‘It makes it easier to read’ ‘It makes it easier to visualise’ ‘It makes you want to read on’ ‘It gets the point across’ ‘It catches your eye / attention’~~

How do I answer question 3?

In Question 3 you need to show that you can infer the attitudes and feelings of the writer from the text. Attitudes are what the writer **thinks** and can be positive, negative, conflicted or ambivalent, whereas feelings are the **emotions** the writer experiences. You need to cover the full range of attitudes and feelings displayed throughout the text and you must use quotations to support all points. You should highlight your inferences by explicitly pinpointing and naming emotions. You should also re-quote key words from your evidence in your analysis and explore their connotations.

TIP: Try to avoid vague answers such as ‘the writer feels **strongly** about animal rights’ (‘strongly’ is not an emotion, what it is **exactly** that he is feeling?)

How do I answer question 4?

Question 4 requires the longest, most detailed answer as it is worth more marks – **make sure you have left enough time to answer this in full**. You should aim to write at least four comparative paragraphs.

Your answer should focus on the language techniques used by each writer and on comparing the effect they create in each text. You should also try and link this to how the techniques help the writer achieve their **purpose**, so make sure you know what this is.

A bank of language features and their effects can be found on page 6, but you will need to be able to apply this to **any** text.

TIP: Highlight your comparison skills by using **comparative connectives** and **cross-referencing**. For examples of comparative connectives see page 5.

TIP: Avoid bland sentences such as ‘the two texts are similar but different’, this tells us nothing of your ability to analyse language and is a **waste of precious time!**

Example comparative paragraph structure:

P – Language feature 1 in text 1

E – Evidence from text 1

A – Analysis of effect of language feature 1 in text 1, link to purpose of text 1

Comparative connective

P – Language feature 1 in text 2

E – Evidence from text 2

A – Analysis of language feature 1 in text 2, link to purpose of text 2

Comparative Connectives:

For comparing similarities:	For contrasting differences:
Similarly... Likewise... Comparably... Equally... Analogously... In the same way... This can be compared with... This is conterminous with... This is synonymous with... This technique is also deployed in... This technique is also evident in... This is commensurate with...	This is different from... This is contrast with... This differs from... This can be distinguished from... This is opposed to... Alternatively... Contrastingly... Conversely... An opposition can be drawn...

Language Devices and Their Effects

Short sentences/paragraphs: Build tension and pace

Long sentences/paragraphs: Allow more depth and detail to be developed

Formal Language: Gives the text a more 'official' impression

Personal Pronouns: Build a personal connection with the audience

First Person: Gives a personal feel (and possibly credibility)

Second Person: Directly addresses or builds a relationship with the reader

Third Person: Makes a text seem impartial and objective

Emotive Language: Elicits particular emotions

Past Tense: Forces the reader to confront past events

Future Tense: Forces the reader to consider impending consequences

Present Tense: Creates a sense of urgency/immediacy

Imperative Verbs: Creates a commanding, authoritative tone

Rhetorical Question: Forces the reader to consider their own point of view

Figurative Language e.g. metaphor, simile, personification: Creates a vivid image, usually found in descriptive texts

Simple Vocabulary: Suggests easy access for a younger audience

Complex Vocab: Suggests the text is more suitable for an adult audience

Subject specific language/ terminology/ jargon: Lends the text credibility in its field and an exclusive tone

Slang/Colloquialisms: Establishes linguistic common ground with audience and/or suggests informality

Unconventional punctuation e.g. hyphens and ellipses: Suggests a broken line of thought and/or informality

Anecdotes: Make the reader feel that they are feeling the events described for themselves

Example Answers

The following are all real answers given by students in mock exam papers. See if you can use the mark schemes on pages (9 - 12) to assess their answers and set targets to help them improve.

Question 1

‘From Jan Moir’s article you learn about the different traditions of different tribes that Bruce Parry had to adapt to for survival. Such as with the Adi people in the Arunachal Pradesh region, he had to use stones for tools and ate meat cooked on hot stones. This lifestyle would have been very different to his home life as it would take much longer to cook. To achieve his expedition he wouldn’t be able to opt out, this meant going as far as being ‘slashed with razor blades and thorns’ as a welcome from the Suri in Ethiopia. Comparing different lifestyles, men are usually seen as dominant but in the Suri tribe he says ‘the women laughed at me. They thought I was a terrible wimp because I flinched.’ This indicates that to them and their way of living, being weak isn’t an option.

This would have been a good experience for him as he is more grateful for what he can enjoy back at home, such as fine wine. This delighted him as he had been used to drinking blood: ‘it tastes stringy as it goes down.’ From this article you can see that Bruce Parry is a man dedicated to exploration and to his expedition and that he accepts the life choices in other areas of the world, however unusual or different to his own they may be.

Question 2

‘The image adds to the effectiveness of the text by making the reader feel for the animal in the picture. In the picture the reader can see a squirrel all alone with no tree habitat surroundings. It has big puffy eyes looking as if they are about to burst with tears. This implies to the reader that the actions they take in life, such as needing several TVs and big homes, are taken for granted as animals like the one in the picture have no home because its habitat has been chopped down for more human needs.

This evokes the reader to feel sympathetic to the animals of the canon article and others across the world and makes them want to change their ways in order to help the wildlife of today in order to continue having wildlife tomorrow.

The presentational features such as bold heading add to the effectiveness of the text by creating a sense of importance and urgency to the reader. The bold writing used for the heading ‘Wildlife as Canon sees it’ indicates to the reader that it is an important paragraph below. The wording of the headline implies to the reader that Canon see wildlife differently to most people. The short paragraphs also help make it more effective because they build pace, tension and a sense of urgency for the reader.’

Question 3

Example 1:

Bryson's article about 'The Life and Times of the Thunderbolt Kid' would have brought back nostalgic memories of him growing up. Back when he was young, televisions were the new biggest thing his feelings for the new invention would be rather excited; he states 'people admitted in an opinion poll that they would rather go hungry than go without their televisions'. From this we can infer he is one of these millions who have this opinion. Also from this I can infer that his thoughts towards televisions were highly positive however, he would still be thinking back then how life will change because of the invention and how it will affect him, his feelings towards this may just be anxious and maybe scared.'

Example 2:

The writer thinks that animals are being mistreated, he feels sorry for them and wants to change things for them. 'Animals in the UK are crowded inside filthy, barren sheds' from this I can infer that writer feels it is wrong by using words like 'crowded' which suggests an unpleasant, unhygienic environment. 'Barren sheds' implies that the writer thinks the animals are kept in small, grotty places. 'The animal farming industry's overuse of antibiotics and antiviral drugs has allowed pathogens to mutate into more dangerous forms and become drug resistant.' The writer groups together all aspects of the 'farming industry' to show that he thinks all elements of animal farming, and anyone involved in it, is wrong.

The reference to 'antibiotics and antiviral drugs' makes a connection between the animals and humans, as we also take these medicines when we are ill. This connection makes the reader feel even worse about the way the animals are being treated. The writer clearly feels that the animals are the same as humans and therefore deserve the same hygiene and safety, not to be poorly looked after and malnourished.

Question 4

In item 2 statistics are used to explain the realism, scale and credibility of the article. 'Some 80% of its habitat has already disappeared'. Using the number 80% is effective because as it is so close to 100 people understand that if they don't act fast there may not be saved.

In contrast, although in item 3 statistics are used to claim that TVs were very popular and to justify the opinion of the writer 'more television sets (780,000) than bathtubs (720,000)'. These statistics are taken specifically from Boston and are used to present the writer's opinion that TVs did not help America.

Item 3 uses the past tense, 'people it turned out, didn't want special clothes for watching television.' The past tense is used to improve credibility as it seems like an eye-witness report. It also gives a sense of nostalgia and makes the writer seem like he's telling a story. Item 2 uses present tense for urgency as it is present a current threat to the reader and implying not taking immediate action could be devastating.'

Reading Mark Schemes

Q1: What do you find out about (topic)? (What are the writer's main points?)

Mark Band 4 (7-8 Marks) 'perceptive' 'detailed'

- Offers full and detailed evidence that the article is understood
- Engages with the text as an article; interprets information in a perceptive way; focus on what the reader learns
- Offers relevant and appropriate quotation to support detailed understanding
- Makes perceptive connections between events, people and ideas in the text

Mark Band 3 (5-6 Marks) 'clear' 'relevant'

- Clear evidence that the text is understood
- Engages with the text as an article
- Offers relevant and appropriate quotation
- Interprets the text and makes connections between events

Mark Band 2 (3-4 Marks) 'some' 'attempts'

- Some evidence that the text is understood
- Attempt to engage with the text
- Offers some relevant quotation to support what has been understood
- Makes some reference to events in the text

Mark Band 1 (1-2 Marks) 'limited'

- Limited evidence that the text is understood
- Limited engagement with the text
- Limited reference to the events or ideas in the text

Q2: How do the presentational features add to the effectiveness of the text?

Mark Band 4 (7 – 8 Marks) ‘perceptive’ ‘detailed’

- Evidence that the headline is fully understood
- Detailed interpretation and comment on appropriateness of the headline
- Detailed explanation and interpretation offered of what the picture shows in all its components; explains value of the graphic
- Links the elements of the picture to the text with perceptive comments

Mark Band 3 (5-6 Marks) ‘clear’ ‘relevant’

- Clear evidence that the headline is understood
- Offers interpretation of the headline
- Explanation and interpretation offered of what the picture shows
- Links the picture content to the content of the text with relevant comments

Mark Band 2 (3-4 Marks) ‘some’ ‘attempts’

- Some evidence that the headline text is understood
- Attempt made to interpret the headline
- Some explanation offered of what the picture shows
- Attempts to link the pictures to the content of the text

Mark Band 1 (1-2 Marks) ‘limited’

- Limited evidence that the text is understood in relation to headline and picture
- Limited engagement with the effect of the headline
- Limited explanation of what the picture shows
- No appreciation of how the pictures link with or affect the words

Q3: What are some of the writer's thoughts and feelings?

Mark Band 4 (7-8 Marks) 'perceptive' 'detailed'

- Makes perceptive inferences from the text
- Shows a perceptive engagement with, and interpretation of, character, place and context
- Employs appropriate quotes to support detailed understanding
- Focus on thoughts and feelings expressed in the text are detailed with perceptive comments

Mark Band 3 (5-6 Marks) 'clear' 'relevant'

- Makes inferences about thoughts and feelings from the text
- Shows clear engagement with, and interpretation of, character, place and context employs relevant quotes support understanding
- Clear focus on thoughts and feelings expressed in the text

Mark Band 2 (3-4 Marks) 'some' 'attempts'

- Some engagement with character, place and context
- Quotes to support understanding
- Offers some focus on thoughts and feelings in the text

Mark Band 1 (1-2 Marks) 'limited'

- Limited engagement with text, place or context
- May offer copying or irrelevant quotation
- Limited reference to thoughts and feelings in the text

Q4: Compare the ways in which language is used for effect in the two texts. Give some examples and explain what the effects are.

Mark Band 4 (13-16 Marks) ‘perceptive’ ‘detailed’

- Offers a full and detailed understanding and interpretation of the content of the texts
- Shows a detailed and perceptive appreciation, interpretation and analysis of how the writers have used language differently to achieve their effects and to attain impact
- Offers full, relevant quotation in support of ideas with appropriate and perceptive comments
- Focuses on comparison and cross-referencing between the texts throughout the response

Mark Band 3 (9-12 Marks) ‘clear’ ‘relevant’

- Clear evidence that the texts are understood in relation to language
- Shows clear appreciation and analysis of the effect of words and phrases in the different contexts
- Offers relevant and appropriate quotations and references to support ideas
- Clear focus on comparisons and cross references between the two texts

Mark Band 2 (5-8 Marks) ‘some’ ‘attempts’

- Some evidence that the texts are understood in relation to language
- Some appreciation of the effect of words and phrases in the different contexts
- Attempts to support response with usually appropriate examples
- Attempts to compare language use and make cross references

Mark Band 1 (1-4 Marks) ‘limited’

- Limited evidence that either text is understood in relation to language
- No real appreciation of the effect of words and phrases in the different contexts
- Very few examples and not well chosen nor explained
- Limited ability to compare or make cross references

Assessment For Learning Sheets

On the next two pages are the Assessment For Learning Sheets for the Reading and Writing sections. These are designed to help you understand which you skills you need to be able to demonstrate to meet your target grade or to progress to the next grade up. They can also be used to help you assess practice questions that you complete either for homework or for revision and to help you set targets to focus your revision.

English LANGUAGE Assessment For Learning Sheet: **READING**

My Target Grade is: _____

My Working At Grade is: _____

A*	Layers of perceptive interpretation Perceptive evaluation of how details of language, grammar, structure and presentation engage and affect the reader. Sophisticated and perceptive discussion of writers' perspectives supported by precise quotations. Perceptive comparison and cross-references that illuminate the purpose and meanings of texts.
A	Developed interpretations Evaluation of how details of language, grammar, structure and presentation engage and affect the reader. Discussion of writers' perspectives supported by apt quotations. Perceptive comparison and cross-references that illuminate the purpose and meanings of texts.
B	Confident interpretations Analysis of how aspects of language, grammar, structure and presentation engage and affect the reader. Discussion of writers' perspectives supported by relevant quotations. Assured comparisons and cross-references that explore the purpose and meanings of texts
C	Understanding of how meaning and information are conveyed in a range of texts. Critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. Successfully comparisons and cross-references that explain convincingly how texts vary in purpose and achieve different effects.
D	Awareness of how meaning and information are conveyed in a range of texts. Personal responses, referring to specific some aspects of language, grammar, structure and presentational devices. Some comparisons that show awareness of how texts vary in purpose and achieve different effects.

English LANGUAGE Assessment For Learning Sheet: WRITING

My Target Grade is: _____

My Working At Grade is: _____

A*	Sophisticated control of a range of forms and well-adapted for to task, audience and purpose. Ability to engage and entertain a reader through compelling persuasion and / or creative flair. Sophisticated use of linguistic and structural features to sequence texts and achieve coherence and cohesion. An impressive range of sophisticated sentence structures ensures clarity Vocabulary, punctuation and spelling are ambitious, imaginative and correct
A	Confident control of a range of forms and styles appropriate to task and purpose. Ability to engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skillfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; vocabulary, punctuation and spelling are ambitious, imaginative and correct.
B	Successful adaptation of a range of forms and styles to suit task and purpose. Wide range of sentence structures and imaginative vocabulary engage the reader. Developed and convincing persuasion / argument Linguistic and structural features are used successfully for coherence. A range of accurate sentence structures ensures clarity; vocabulary, punctuation and spelling are thoughtful and usually accurate.
C	Consistent adaptation of form and style to different tasks and for various purposes. A range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are usually accurate.
D	Clear use of forms appropriate to purpose. Some variety of sentence structures and some varied vocabulary. Some use of paragraphing. Punctuation and spelling are often accurate.

Section B: Writing



Which skill is each question assessing?

Both questions are designed to test your ability adapt you writing effectively for a particular **purpose** and **audience**.

You will also get marked on your **spelling, punctuation, grammar** and on the **organisation** of your ideas.

This means you need to **plan your answers** to both writing questions; you will find it hard to demonstrate organisation if you don't. Try using PALPS as a planning tool:

PALPS Planning Tool

P-Purpose
A-Audience
L- Language techniques
P- Punctuation
S- Structure

An example PALPS plan is on page 20.

You should also make sure you are using paragraphs effectively to guide a reader through your writing clearly.

TIP: For top marks consider using a one-sentence paragraph for dramatic effect.

Finally, remember that you should **always** write **formally** in an exam

Writing Checklist:

- Appropriate tone and register
- Imaginative, varied and sophisticated vocabulary – including advanced connectives
- Variety of sentence lengths and structures for effect.
- Sophisticated punctuation
- Appropriate language techniques for the purpose.

Connectives:

Connectives are words or phrases used to organise language. They help to develop ideas and link them together. You should try and use a sophisticated range of connectives in your writing (avoid 'also', 'because' and 'as well as' where possible). Connectives have a number of different purposes, make sure you are using them correctly:

Purpose	Examples
Adding information	Moreover, in addition, furthermore,
Showing that a second statements logically follows the first	Therefore, as a result, consequently, because of, due to, in response to, thus, hence, for that reason.
Comparing / contrasting	Nevertheless, on the other hand, comparatively, contrastingly, incongruously, incompatibly, similarly, equally, correspondingly

Punctuation:

You should aim to use a sophisticated range of punctuation. Make sure you know how to use all of the types of punctuation below:

Capital Letters – Used at the start of a sentence or a name.

. Full Stop - Used to show the end of a sentence.

? Question Mark – Used at the end of a sentence to indicate that it is a question.

! Exclamation Mark – Used at the end of a sentence to show surprise, excitement or anger

, Comma - Used to show a pause in a sentence or to list things

'Apostrophe

1. Use an apostrophe to show ownership of something.

2. Use an apostrophe to show letters that have been left out of a word.

“ ”Speech Marks – Used around words spoken by someone

... Ellipses – Used to show a long pause in speech

: Colon – Used to introduce a list of things.

; Semicolon – Used to join related sentences together.

- Hyphen

1. Used before a phrase that summarizes the idea of a sentence.

2. Used before and after a phrase or list that adds extra information in the middle of a sentence.

How do I answer question 1?

Question 5 will always ask you to write to **inform**, **explain** or **describe**.

You also need to ensure that you are using the correct language devices for the purpose and stay focused on the **purpose** throughout the piece. For example, if you are asked to describe a place you have been, it should be a sensory, engaging description NOT a tourist brochure.

Below is a table of techniques that are appropriate to each purpose. These are some ideas to get you thinking, it is not an exhaustive list.

Describe	Inform	Explain
Adjectives Metaphors Similes Imagery Personification Alliteration Assonance Onomatopoeia Sensory detail Humour Zooming In DETAIL!	Facts Present tense for urgency Third Person Simple presentation of information Avoid repetition	Present tense Impersonal Explains detailed information (Who, Where, What, Why, How) Uses words such as 'because', 'due to', 'consequently' and 'this is due to' to explore reasons.

How do I answer question 2?

Question 6 will always ask you to write to **persuade** or **argue**.

Again, you should ensure you use the appropriate language techniques for this purpose. Try to go beyond **AFOREST** techniques to:

- Identifying/relating to your audience (understanding them)
- Respecting your audience (thank them for their time) and flattery
- Irony
- Direct Address 'you' or communal pronoun 'we'
- The language of logic (but, clearly, obviously, consequently, in fact, therefore, hence, the result etc.)
- Hyperbole and Superlatives (exaggeration)
- **Counterargument**

Question 1 Examples

Describe a city, real or imagined

Write a letter to your local councillor **informing** him or her of your views about something that concerns people in the area in which you live.

Explain why you like or dislike celebrities.

Describe a day from your childhood.

Write an article for a magazine or website **informing** your readers about the charity or charities which you think they should support

Write an **informative** article about your school or college for its website

Choose a place you like to go to. **Describe** the place and **explain** to your reader why he or she might, or might not, enjoy going there.

Question 2 Examples

We have all seen 'disaster' holidays on the TV. Write a letter to a travel company in which you try to **persuade** them that your holiday was not up to standard and that you deserve compensation.

Write a letter to former students of your school, in which you try to **persuade** them to return to your school for a special occasion.

'Vegetarians are healthier than meat eaters.' Write an article for a food magazine **arguing** for or against this view.

Write a letter to a travel agents **persuading** them that your holiday was not up to scratch and that you deserve compensation.

A newspaper is inviting guest writers to comment on whether or not texting is having a negative impact on literacy levels in secondary school students. Write your piece for the article **arguing** for or against this opinion.

Example PALPS Plan

Purpose	Explaining that there is a lack of healthy food in the canteen and why this is a problem
Audience	Head Teacher
Language	Formal, detailed explanation, imagery, language of causality 'because', 'as a result of'
Punctuation	Range of sophisticated punctuation () : ; - “
Structure	Who you are and why you are writing Concerned student, not enough healthy options in the canteen Details of the problem – what is the situation? Limited choice, too expensive, overshadowed by many unhealthy options, no encouragement to choose healthy options. Explain why this is a problem – who does it affect and how Affects student motivation and health, induces lethargy, damages school's reputation, negative effect on learning / energy levels. What are the potential benefits of changing the situation? Increased attention / enthusiasm in lessons, improved reputation of the school, overall health and well being of staff and students What could be done / what do you expect to be done. More fresh fruit, lower prices / special offers on healthy options, mandatory item of fruit / veg with the meal deal. Sign off Yours sincerely,

The following are answers given by students in mock exam papers. See if you can use the mark schemes on pages (23 - 26) to assess their answers and set targets to help them improve.

Question 1 Example Answer

Q: Write a letter to the head teacher explaining that there is not enough of a range of healthy food options in the school canteen.

A:

‘Dear Mrs Jones,

I am one of many students that are concerned regarding the matter of the range of healthy food for sale in the school canteen.

The truth is, there isn’t much of a selection when it comes to healthy food. Today, on sale, I spotted a mere four healthy products. These were small fruit-pots containing maybe four or five pieces of two fruits, standard vegetables with the meal of the day being carrots, peas and potatoes, two variations of oat bars (which were hidden behind the chocolate cakes) and there was a piece of apple pie with the meal of the day – today must have been a special occasion.

We’re missing the obvious: fruit! There was not a single piece of fresh fruit in the canteen today. It wouldn’t take a lot of time, money or effort to pick up a few bags of apples, bananas and oranges from the local Sainsburys.

I think you would be surprised at the number of people who have been talking about the absence of fruit. The limited range wouldn’t be so bad except for the fact that the unhealthy food nearly doubles the amount of healthy food available. Today, there was fish and chips, lasagne, pizza, chocolate cakes and chocolate bars. I seriously think the menu needs a revamp.

On a more positive note, the drinks are on top of the game. There’s a vast variety on sale: bottled water, flavoured water, fruit juices from concentrate and pure fruit juice; these combat the ‘Yazoo’, ‘Slushie’ and fizzy pop options.

It’s a proven fact that students learn better and concentrate more when they have a good diet. If we want the best for students, as well as for the school’s reputation, change is needed.’

Yours Sincerely,

(Student’s Name)

Question 2 Example Answer

Q: ‘Vegetarians are healthier than meat eaters.’

Write an article for a food magazine arguing for or against this view.

A:

How often do we see a vegetarian that is fat?

We just don't. There simply isn't enough fat in vegetarian food to make someone fat, but do we envy them? I think, unfortunately, the answer is often yes, but, having done some research myself and spoken with more dieticians than I can count, it would appear that our longing for their thin, seemingly healthy lifestyle is poorly placed.

In research conducted by the Oxford University Biochemical Department, vegetarians appeared not only to be thinner than average but also, even more significantly, weaker. Talking with some of the experts in the department I discovered that however healthy a vegetarian's diet may seem, it really suffers from a severe lack of protein. This result is a lack of growth, because the body simply doesn't have the ability to facilitate more cells, as it is using all the protein it has to maintain the person's current level.

The average vegetarian attempts to make up for this by eating cheese, Quorn (a fungus-based meat substitute) and beans, however it is estimated that to gain the same quantity of protein a person would have to eat over three times the mass of beans than they would of meat! And beans contain the most protein of all three!

Research from other sources suggests that this lack of protein can result in a number of other dangerous deficiency disorders (such as anaemia) and even whole scale malnutrition.

So with the facts before me I am now compelled to treasure this comparatively meagre layer of flab, because of all the benefits I gain from allowing it to persist. And after days of confusion I am finally looking forward to a medium-rare steak with chips and barbeque sauce.

Writing Mark Schemes

On the next three pages are the mark schemes for the writing questions.

Remember you get two marks for each question. One is for the style and content of your writing and one is for accuracy of spelling and punctuation.

For question 1, 10 marks are awarded for content and style and 6 for accuracy.

For question 2, 16 marks are awarded for content and style and 8 for accuracy.

Writing Mark Schemes: Question 1

Band 4 8-10 marks 'convincing' 'compelling'	Communication Shows clarity of thought and communicates in a convincing and/or compelling way Engages the reader with detailed and developed ideas, perhaps abstract concepts Makes and sustains the purpose, intention and objective of writing the article Writes a formal article, the tone of which is appropriately serious but also subtle, employs e.g. reason, some sophistication Uses linguistic devices such as the rhetorical question, hyperbole, irony, in an effective and appropriate way Shows control of extensive vocabulary with appropriately used discursive markers Organisation of Ideas Writes a whole text in continuous prose Employs paragraphs effectively to enhance meaning including, e.g. the one- sentence paragraph Uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate Presents complex ideas in a coherent way
Band 3 5-7 marks 'clarity' 'success'	Communication Writes in a way which shows clarity of thought and communicates with success Engages the reader with more detailed informative and explanatory ideas Clearly states the purpose and intention of writing the article Writes a formal article the tone of which is appropriately serious and which may show subtlety, begins to employ e.g. emphasis, assertion, reason, emotive language Uses devices such as the rhetorical question, lists, hyperbole as appropriate Uses words effectively including discursive / informative markers e.g. 'furthermore', 'another memorable thing...' Organisation of Ideas Employs paragraphs effectively in a whole text Begins to use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate Presents well thought-out ideas in sentences
Band 2 3- 4 marks 'some'	Communication Communicates ideas with some success Engages the reader by presenting information with some developing ideas Shows some awareness of the purpose and intention of writing the article Register may vary between formal and colloquial or slang, the tone may be unvaried May use devices such as the rhetorical question, lists, exaggeration but not always appropriately Uses some effective vocabulary which includes some discursive markers Organisation of Ideas Attempts use of paragraphs which may enhance meaning Some evidence of structural features, e.g. short paragraphs, dialogue if appropriate
Band 1 1-2 marks 'limited'	Communication Communicates few ideas with limited success Engages the reader in a limited way by reference to one or two ideas Shows limited awareness of the purpose and intention of writing the article] Register may vary between formal and colloquial or slang, sustaining neither Use of devices such as the rhetorical question and lists may not be appropriate or effective limited vocabulary evident with arbitrary or little use of informative markers Organisation of Ideas Shows evidence of erratic, if any, paragraph structure Shows limited variety of structural features, e.g. one-sentence paragraphs
0 Marks	Nothing to reward

Writing Mark Schemes: Question 1

Band 3 5-6 marks	Uses complex grammatical structures and punctuation with success Organises writing using sentence demarcation accurately Employs a variety of sentence forms to good effect including short sentences Shows accuracy in the spelling of words from an ambitious vocabulary Uses standard English consistently
Band 2 3-4 marks	Writes with control of agreement, punctuation and sentence construction Organises writing using sentence demarcation which is mainly accurate Employs a variety of sentence forms Shows accuracy in the spelling of words in common use in an increasingly Developed vocabulary Uses standard English usually
Band 1 1-2 marks	Writes with some control of agreement, punctuation and sentence construction Organises writing using sentence demarcation which is sometimes accurate Writes simple and some complex sentences Shows accuracy in the spelling of some words in common use Uses standard English sometimes
0 Marks	Nothing to reward

Writing Mark Schemes: Question 2

Band 3 6-8 marks	Uses complex grammatical structures and punctuation with success Organises writing using sentence demarcation accurately Employs a variety of sentence forms to good effect including short sentences Show accuracy in the spelling of words from an ambitious vocabulary Uses standard English consistently
Band 2 3-5 marks	Writes with control of agreement, punctuation and sentence construction Organises writing using sentence demarcation which is mainly accurate Employs a variety of sentence forms Shows accuracy in the spelling of words in common use in an increasingly Developed vocabulary Uses standard English usually
Band 1 1-2 marks	Writes with some control of agreement, punctuation and sentence construction Organises writing using sentence demarcation which is sometimes accurate Writes simple and some complex sentences Shows some accuracy in the spelling of words in common use Uses standard English sometimes

Writing Mark Schemes: Question 2

Band 4 13-16 marks 'convincing' 'compelling'	Communication Writes in a way which shows clarity of thought and communicates in a convincing / compelling way Engages the reader with detailed, succinct argument, a range and variety of persuasive ideas, abstract concepts, vivid detail Makes and sustains the purpose, intention and objective of the writing Writes in a formal way employing a tone which is appropriately serious but also manipulative and subtle, uses e.g. assertion, reason, sophistication Uses linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way Shows control of extensive vocabulary with appropriately used discursive markers. Organisation of Ideas Writes a whole text in continuous prose Employs paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs Uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate Presents complex ideas in a coherent way
Band 3 9-12 marks 'clear' 'success'	Communication Writes in a way which shows clarity of thought and communicates with success Engages the reader with more detailed argument and persuasive ideas Clearly states the purpose and intention of the writing Writes in a formal way employing an appropriately serious tone which may show subtlety; begins to use e.g. emphasis, assertion, reason, emotive language Uses devices such as the rhetorical question, lists, hyperbole as appropriate Uses words effectively including argumentative/persuasive markers Organisation of Ideas Employs paragraphs effectively in a whole text Uses a variety of structural features e.g. different paragraph lengths, dialogue, Indented sections if appropriate Presents well thought out ideas in sentences
Band 2 5-8 marks 'some'	Communication Communicates ideas with some success Engages the reader by presenting a point of view with some reasoning and persuasive ideas - though links in arguments may be tenuous Shows some awareness of the purpose and intention of the writing Register may vary between formal and colloquial or slang, the tone may be unvaried May use some devices such as the rhetorical question, lists, exaggeration but not always appropriately Uses some effective vocabulary which includes some persuasive markers Organisation of Ideas Uses paragraphs which may enhance meaning Some evidence of structural features, e.g. short paragraphs, dialogue if appropriate
Band 1 1-4 marks 'limited'	Communication Communicates few ideas with limited success Engages the reader in a limited way by reference to one or two ideas Shows limited awareness of the purpose and intention of the writing Register may vary between formal and colloquial or slang, sustaining neither Use of devices such as the rhetorical question and lists may not be appropriate or effective; Limited vocabulary evident with arbitrary or little use of persuasive markers Organisation of Ideas shows evidence of erratic paragraph structure show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate
0 Marks	Nothing to reward

