

Mark scheme

Introduction

The information provided for each question is intended to be a guide to the type of answers students may produce, but can be neither exhaustive nor prescriptive. Award marks according to your professional judgement for all appropriate responses.

Disclaimer

- These mark schemes and exemplar answer content are entirely the work of the question author and have not been produced by, reviewed by or endorsed by AQA.
- Where marks are suggested and levels mapped to particular styles or features of answers, these are intended for guidance only and cannot reflect the full examination marking process, which involves moderation and alignment of level boundaries across a full, national student cohort that cannot be determined from a standalone product such as this set of Practice Papers.
- Therefore, mark allocation, mark totals, suggested levels and overall assessments of performance as found in these Practice Papers and Mark Schemes represent only a limited guide to possible outcomes, and are not a reliable indicator of actual performance.

Paper and question map to Assessment Objectives

	Paper 1	Paper 2
Question 01	<i>List four things ...</i> AO1: Identify and interpret explicit and implicit information and ideas [4 marks]	<i>Choose four statements ...</i> AO1: Identify explicit and implicit information [4 marks]
Question 02	<i>How does the writer use language to ...</i> AO2: Explain, comment on and analyse how the writer uses language [8 marks]	<i>Write a summary of the way ...</i> AO1: Identify and interpret ... explicit and implicit information and ideas [8 marks]
Question 03	<i>How is the text structured ...</i> AO2: Explain, comment on and analyse how the writer uses structure [8 marks]	<i>How does the writer use language to ...</i> AO2: Explain, comment on ... Analyse language [12 marks]
Question 04	<i>... To what extent do you agree?</i> AO4: Evaluate texts critically support with appropriate textual references [20 marks]	<i>Compare how the writers convey ...</i> AO3: Compare ideas, perspectives and methods ... support with range of references across two or more texts [16 marks]
Question 05	<i>Write a description or part of story ...</i> AO5: Communicate clearly and imaginatively ... Organise information and ideas using structural and grammatical features ... [24 marks] AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect ... with accurate spelling and punctuation [16 marks]	<i>Write a non-fiction text expressing own views ...</i> AO5: Communicate clearly and imaginatively ... Organise information and ideas using structural and grammatical features ... [24 marks] AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect ... with accurate spelling and punctuation [16 marks]

Paper 1 Explorations in creative reading and writing

Section A

Question 01	A01
4 marks total	<p>The skills being tested on this question are:</p> <ul style="list-style-type: none"> • Being able to identify and interpret explicit and implicit information and ideas <p>Assessment in this question will focus on:</p> <ul style="list-style-type: none"> • Identify and interpret • Explicit and implicit information and ideas
<p>Students may include some of the following or other valid responses clearly visible in the text:</p> <ul style="list-style-type: none"> • Father dead • Arms half raised • Legs slightly bent • Frozen • Found on lake/ice • Dogs waiting 	

Question 02	A02	A02 Indicative content
<p>8 marks total</p>	<p>The skills being tested on this question are:</p> <ul style="list-style-type: none"> • Being able to explain, comment on and analyse the impact of language and structure on the reader • Being able to use a range of detail from the texts to support analysis • Being able to use subject terminology effectively to analyse the impact of language and structure <p>Assessment of language in this question will focus on:</p> <ul style="list-style-type: none"> • words / phrases / sentence forms • language features / language techniques 	<p>The student may explore the effect of ideas such as:</p> <ul style="list-style-type: none"> • cliché – they say dead men ... specific reference to own dead father and universal comment on dead / living / establishes genre • change in tenses: was grey / still clung / waiting for / creates dramatic effect • use of prepositions / adverbs / conjunctions: despite / already / and yet, to qualify and add detail to main sentence • vagueness adds to suspense by using adverbs: maybe • precise details ‘21 degrees below’ • use of compound sentences sounds like a typical story: stared and stared ... and start talking • descriptions of climate / weather/ use of senses • disturbing description of father and rigor mortis creates further suspense – why is he in this position? • juxtaposition of hot / cold, inside / outside, living / dead • mirroring / parallel experiences as Sig is frozen like father
<p>Level 1 ● ○ ○ ○</p> <p>1–3 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>simple comment</i> on the effect of language on the reader? • Pick out simple evidence from the text to support ideas? • Use some simple subject terminology, even if not consistently appropriate? 	
<p>Level 2 ● ● ○ ○</p> <p>4–6 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>some comment</i> on how the writer has used language and begin to write about the effect on the reader? • Use some appropriate textual references? • Use some subject terminology accurately? 	
<p>Level 3 ● ● ● ○</p> <p>7–9 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>relevant</i> and <i>clear explanation</i> of the impact of the language used on the reader? • Use a range of relevant evidence from the text? • Use subject terminology accurately? 	
<p>Level 4 ● ● ● ●</p> <p>10–12 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>detailed</i> and <i>perceptive analyses</i> of the language the writer has used and the impact on the reader? • Use a range of precisely chosen references from the text? • Use terminology in a sophisticated and accurate way? 	

Question 03	A02	A02 Indicative content
<p>8 marks total</p>	<p>The skills being tested on this question are:</p> <ul style="list-style-type: none"> • Being able to explain, comment on and analyse the impact of language and structure on the reader • Being able to use a range of detail from the texts to support analysis • Being able to use subject terminology effectively to analyse the impact of language and structure <p>Assessment in this question will focus on how the text is structured at:</p> <ul style="list-style-type: none"> • sentence level • paragraph level • whole text level <p>Assessment of language in this question will focus on:</p> <ul style="list-style-type: none"> • words / phrases / sentence forms • language features / language techniques 	<p>The student may show understanding of some of the effect of ideas such as:</p> <ul style="list-style-type: none"> • the use of short chapter 1 to establish the scene, introduce characters, create problems to be resolved and genre • the use of cliché to involve reader – timeless / universal comments • time shifts dusk / night – time lapse is short and adds to suspense • repetition ‘if’ sets up son’s feelings of regret and use of questions – direct address to reader • further examples: breath / breathing, their / their / shadows / darkness • simple sentence ‘Sig waited’ – adds dramatic effect and shifts perspectives when combined with compound sentences, and adverbs ‘perhaps, perhaps’ • the use of juxtaposition of time / location • use of flashback – informs reader of complex family dynamics and Sig’s position as ‘outsider’ • time devices for cohesion ‘finally’ • creating a sense of poverty and claustrophobia in detailed description of the small cramped cabin: the entrance hall, the larder room and the hall • dramatic contrasts between the world inside the cabin and ‘the wide and empty cold of the North’ with a detailed list (lake, forest, mountains) creates sense of Sig’s vulnerability, being at risk
<p>Level 1 ● ○ ○ ○</p> <p>1–2 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>simple comments</i> on structure and begin to write about effect on the reader? • Find some simple examples from the text? • Use mostly simple subject terminology even if not consistently appropriately? 	
<p>Level 2 ● ● ○ ○</p> <p>3–4 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>some comment</i> on structure and write about effects on the reader? • Find some appropriate detail? • Use some appropriate subject terminology? 	
<p>Level 3 ● ● ● ○</p> <p>5–6 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>clear and relevant explanation</i> of structure and write about effects on the reader? • Use appropriate and relevant references from both texts to support ideas? • Show clear differences / similarities between texts? 	
<p>Level 4 ● ● ● ●</p> <p>7–8 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>detailed and perceptive analyses</i> of structure and write about effects on the reader? • Use a range of precisely chosen references from the text? • Use terminology in a sophisticated and accurate way? 	

Question 04	A02	A02 Indicative content
20 marks total	<p>The skills being tested on this question are:</p> <ul style="list-style-type: none"> Being able to evaluate texts critically Detailed comment on the effect of language on the reader Being able support the evaluation with appropriate textual references <p>Assessment in this question will focus on:</p> <ul style="list-style-type: none"> student's own response to Sig and effects on the reader the writer's methods developing a critical response to the statement 	<p>The student may evaluate ideas such as:</p> <ul style="list-style-type: none"> mature themes of death and death of a parent effects of this death spell on Sig / being frozen alone in the cabin / his guilty feelings (what if ...) what we understand about Sig and his family flashback – what this tells us about Sig's family and why he sleeps alone in small cupboard Sig's dilemma – what should / can he do if he is alone in the wilderness? what else could the shadows / darkness foreshadow? Are there other threats? why would his father need a Colt gun? And why not use it? How does it link to the title of the novel? Is there a clear message / moral to the story? Why is Sig waiting for a sign? linguistic choices linked to descriptions; inside / outside both threatening / sinister
Level 1 ● ○ ○ ○ 1–5 marks	<p>Has the student been able to:</p> <ul style="list-style-type: none"> Make <i>simple comment</i> that evaluates the impact on the reader? Show a simple understanding of writer's chosen techniques? Use limited references to text? Demonstrate a limited and simple response to the statement offered? 	
Level 2 ● ● ○ ○ 6–10 marks	<p>Has the student been able to:</p> <ul style="list-style-type: none"> Make <i>some comment</i> that evaluates the impact on the reader? Show some understanding of the writer's chosen techniques? Use some appropriate references from the text? Demonstrate some response to the statement? 	
Level 3 ● ● ● ○ 11–15 marks	<p>Has the student been able to:</p> <ul style="list-style-type: none"> Make <i>clear evaluative</i> responses to the impact on the reader? Show clear understanding of the writer's chosen techniques? Use a relevant range of references from the text? Demonstrate a clear response to the statement? 	
Level 4 ● ● ● ● 16–20 marks	<p>Has the student been able to:</p> <ul style="list-style-type: none"> Make a <i>critical and detailed evaluative</i> response to the impact on the reader? Show perceptive and detailed understanding of the writer's chosen techniques? Use a range of precisely chosen references from the text? Demonstrate a developed critical response to the statement? 	

Section B

Question 05	A05 Content and organisation
24 marks	<p>The skills being tested on this question are:</p> <p>Content</p> <ul style="list-style-type: none"> • Being able to write clearly, effectively and imaginatively • Being able to select and adapt tone, style and register • Being able to use various <i>linguistic</i> devices to interest the reader • Being able to write appropriately for the given form, purpose and audience <p>Organisation</p> <ul style="list-style-type: none"> • Being able to structure writing effectively, using paragraphs coherently • Being able to link and develop ideas • Being able to use vocabulary effectively
<p>Level 1 ● ○ ○ ○</p> <p>1–6 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • <i>Simply adapt</i> writing style for the chosen audience and register? • Make simple adaptations of writing for the chosen purpose? • Use simple linguistic devices and vocabulary to make writing interesting? • Start to organise work using a limited range of structural devices? • Use a couple of ideas and show limited connections between the two? • Show limited success using paragraphs?
<p>Level 2 ● ● ○ ○</p> <p>7–12 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Show <i>some adaptations</i> to written style for the chosen audience and register? • Make <i>some adaptation</i> of writing for the chosen purpose? • Make explicit selection of linguistic devices and vocabulary to make writing engaging? • Make some attempt to organise work using a range of structural devices? • Use a range of relevant ideas and show some connection between them? • Show some success using paragraphing?
<p>Level 3 ● ● ● ○</p> <p>13–18 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Show <i>consistent adaptations</i> to written style for the chosen audience and register? • Make <i>consistent adaptations</i> of writing for the chosen purpose? • Make <i>clear selection</i> of linguistic devices and vocabulary to make writing engaging? • Show writing is clearly organised and consistently using a range of structural devices? • Consistently use a range of relevant ideas and show clear connections between them? • Show coherent and effective use of paragraphing?
<p>Level 4 ● ● ● ●</p> <p>19–24 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Show <i>convincing adaptations</i> to written style for the chosen audience and register? • Make <i>convincing adaptations</i> of writing for the chosen purpose? • Make <i>convincing selection</i> of linguistic devices and vocabulary to make writing compelling? • Show writing is very well organised and consistently using a range of structural devices? • Consistently use a range of complex ideas and show coherent connections between them? • Show consistent and highly effective use of paragraphing?

Question 05	AO6 Technical accuracy
16 marks	Students should: <ul style="list-style-type: none"> • Use a range of vocabulary • Use a range of sentence structures • Show clarity, purpose and effect in their writing • Use accurate spelling • Use accurate punctuation
Level 0 No marks	<ul style="list-style-type: none"> • Spelling, punctuation, etc. are sufficiently poor to prevent understanding or meaning
Level 1 ● ○ ○ ○ 1–4 marks	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary
Level 2 ● ● ○ ○ 5–8 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary
Level 3 ● ● ● ○ 9–12 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
Level 4 ● ● ● ● 13–16 marks	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary

Paper 2 Writers' viewpoints and perspectives

Section A

Question 01	A01
4 marks total	<p>The skills being tested on this question are:</p> <ul style="list-style-type: none"> • Being able to identify explicit and implicit information <p>Assessment in this question will focus on:</p> <ul style="list-style-type: none"> • Identify • Explicit and implicit information
<p>A The man had boasted three or four times that he would attack Nicholas. TRUE</p> <p>B Nicholas decided to confront the man when he threatened a member of his family. TRUE</p> <p>C Nicholas waited for a month before he confronted the man. FALSE</p> <p>D Nicholas had run away from the man when he had first made the threats. TRUE</p> <p>E Nicholas felt very sad when the man threatened him and his family. FALSE</p> <p>F Nicholas waited for the man in his office. FALSE</p> <p>G Nicholas had planned what he was going to do very carefully. FALSE</p> <p>H Nicholas feels that the instinct to survive is very strong. TRUE</p>	

Question 02	A01	A01 Indicative content
8 marks total	The skills being tested on this question are: <ul style="list-style-type: none"> Being able to interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 	The student may explore the effect of ideas such as: <ul style="list-style-type: none"> Violence affecting the community in Source B is organised; the violence in Source A is a reaction to a threat on one man's family Instinct for survival can take over and retaliation because of fear is the cause of the violence in Source A, whereas in Source B the community seems powerless against the hooligans Nicholas Garland in Source A is disturbed by how he changed when becoming violent; the gangs in Source B are not concerned by their behaviour
Level 1 ● ○ ○ ○ 1–2 marks	Has the student been able to: <ul style="list-style-type: none"> Paraphrase ideas simply rather than show inference? Use simple references to one or both texts? Show simple differences between the texts? 	
Level 2 ● ● ○ ○ 3–4 marks	Has the student been able to: <ul style="list-style-type: none"> Make <i>some inferences</i> from one or both of the texts? Find some relevant detail from one or both of the texts to support their ideas? Show some of the differences between the texts? 	
Level 3 ● ● ● ○ 5–6 marks	Has the student been able to: <ul style="list-style-type: none"> Make <i>clear inferences</i> from both of the texts? Use appropriate and relevant references from both texts to support ideas? Show clear differences between texts? 	
Level 4 ● ● ● ● 7–8 marks	Has the student been able to: <ul style="list-style-type: none"> Make <i>perceptive inferences</i> from both texts? Use details from both texts effectively to support ideas? Write perceptively about the differences between the two texts? 	

Question 03	A02	A02 Indicative content
<p>12 marks total</p>	<p>The skills being tested on this question are:</p> <ul style="list-style-type: none"> • Being able to explain, comment on and analyse the impact of the language used by the writer • Being able to use a range of detail from the texts to support analysis • Being able to use subject terminology effectively to analyse the impact of language <p>Assessment of language in this question will focus on:</p> <ul style="list-style-type: none"> • words/phrases/sentence forms • language techniques 	<p>The student may explore the effect of ideas such as:</p> <ul style="list-style-type: none"> • violence and behaviour of the gang is described as a 'weed' which cannot be stamped out but grows again – showing how attempts to stop it have failed • listing of intimidation lines 38–42 • description of the men as 'ruffians' and 'beasts' • use of references to time to show how bad the problem has become – 'I've been here 13 years' and lines 45–46 • account from the shopkeeper, lines 28–33, showing the personal impact • powerlessness of the police – lines 32–33 and 34–35
<p>Level 1 ● ○ ○ ○</p> <p>1–3 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>simple comments</i> on the effect of language on the reader? • Pick out simple evidence from the text to support ideas? • Use some simple subject terminology, even if not consistently appropriately? 	
<p>Level 2 ● ● ○ ○</p> <p>4–6 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>some comments</i> on how the writer has used language and begin to write about the effect on the reader? • Use some appropriate textual references? • Use some subject terminology accurately? 	
<p>Level 3 ● ● ● ○</p> <p>7–9 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>relevant</i> and <i>clear explanations</i> of the impact of the language used on the reader? • Use a range of relevant evidence from the text? • Use subject terminology accurately? 	
<p>Level 4 ● ● ● ●</p> <p>10–12 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>detailed</i> and <i>perceptive analyses</i> of the language the writer has used and the impact on the reader? • Use a range of precisely chosen references from the text? • Use terminology in a sophisticated and accurate way? 	

Question 04	A03	A03 Indicative content
<p>16 marks total</p>	<p>The skills being tested on this question are:</p> <ul style="list-style-type: none"> • Being able to compare the ideas and perspectives in the two texts • Being able to compare the methods the writers use to express their ideas and perspectives • Being able to support a response with a range of references from both texts • Being able to show understanding of the ideas and perspectives in both texts 	<p>The student may explore the effect of ideas such as:</p> <p>Content</p> <ul style="list-style-type: none"> • the impact on a community and the impact on an individual • the regret of Nicholas Garland in Source A after the attack and the way the gangs in Source B seem to be ‘in charge’ and not concerned about their behaviour • the change in perspective in Source A – Garland’s description of what he has become and his friend’s comment at the end of the piece <p>Methods</p> <ul style="list-style-type: none"> • descriptive language to create a sense of the impact on the community in Source B and internally on Garland in Source A • the way changes are described to the community in Source B and the individual in Source A as a result of violence • first person in Source A – helps us to share Garland’s experience and 3rd person in Source B – reporting on impact of a wider group of people
<p>Level 1 ● ○ ○ ○</p> <p>1–4 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Make <i>simple cross-references</i> of the ideas and perspectives in one or both texts? • Identify writers’ methods? • Make simple references to one or both texts? • Show simple awareness of ideas and / or perspectives? 	
<p>Level 2 ● ● ○ ○</p> <p>5–8 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Attempt to <i>compare</i> ideas and perspectives? • Make some comments on how writers’ methods are used? • Use some appropriate textual references from one or both texts? • Identify some different ideas and perspectives? 	
<p>Level 3 ● ● ● ○</p> <p>9–12 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • <i>Clearly compare</i> relevant ideas and perspectives in both texts? • Explain clearly how the writers have used different methods? • Clear understanding of different ideas and perspectives in both texts • Use relevant evidence from both texts to support ideas? 	
<p>Level 4 ● ● ● ●</p> <p>13–16 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • <i>Perceptively compare</i> ideas and perspectives? • Analyse how writers’ methods are used? • Select a range of well-chosen references from both texts to support analysis? • Show a detailed understanding of the different ideas and perspectives in both texts? 	

Section B

Question 05	A05 Content and organisation
24 marks	<p>The skills being tested on this question are:</p> <p>Content</p> <ul style="list-style-type: none"> • Being able to write clearly, effectively and imaginatively • Being able to select and adapt tone, style and register • Being able to use various linguistic devices to interest the reader • Being able to write appropriately for the given form, purpose and audience <p>Organisation</p> <ul style="list-style-type: none"> • Being able to structure writing effectively, using paragraphs coherently • Being able to link and develop ideas • Being able to use vocabulary effectively
<p>Level 1 ● ○ ○ ○</p> <p>1–6 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • <i>Simply adapt</i> writing style for the chosen audience and register? • Make simple adaptations of writing for the chosen purpose? • Use simple linguistic devices and vocabulary to make writing interesting? • Started to organise work using a limited range of structural devices? • Use a couple of ideas and show limited connections between the two? • Show a limited success using paragraphs?
<p>Level 2 ● ● ○ ○</p> <p>7–12 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Show <i>some adaptations</i> to written style for the chosen audience and register? • Make <i>some adaptation</i> of writing for the chosen purpose? • Make explicit selection of linguistic devices and vocabulary to make writing engaging? • Make some attempt to organise work using a range of structural devices? • Use a range of relevant ideas and show some connection between them? • Show some success using paragraphing?
<p>Level 3 ● ● ● ○</p> <p>13–18 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Show <i>consistent adaptations</i> to written style for the chosen audience and register? • Make <i>consistent adaptations</i> of writing for the chosen purpose? • Make <i>clear selection</i> of linguistic devices and vocabulary to make writing engaging? • Show writing is clearly organised and consistently using a range of structural devices? • Consistently use a range of relevant ideas and show clear connections between them? • Show coherent and effective use of paragraphing?
<p>Level 4 ● ● ● ●</p> <p>19–24 marks</p>	<p>Has the student been able to:</p> <ul style="list-style-type: none"> • Show <i>convincing adaptations</i> to written style for the chosen audience and register? • Make <i>convincing adaptations</i> of writing for the chosen purpose? • Make <i>convincing selection</i> of linguistic devices and vocabulary to make writing compelling? • Show writing is very well organised and consistently using a range of structural devices? • Consistently use a range of complex ideas and show coherent connections between them? • Show consistent and highly effective use of paragraphing?

Question 05	AO6 Technical accuracy
16 marks	Students should: <ul style="list-style-type: none"> • Use a range of vocabulary • Use a range of sentence structures • Show clarity, purpose and effect in their writing • Use accurate spelling • Use accurate punctuation
Level 0 No marks	<ul style="list-style-type: none"> • Spelling, punctuation, etc. are sufficiently poor to prevent understanding or meaning
Level 1 ● ○ ○ ○ 1–4 marks	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary
Level 2 ● ● ○ ○ 5–8 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary
Level 3 ● ● ● ○ 9–12 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
Level 4 ● ● ● ● 13–16 marks	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary

Notes

Scholastic Education, an imprint of Scholastic Ltd
Book End, Range Road, Witney, Oxfordshire, OX29 0YD

Registered office: Westfield Road, Southam,
Warwickshire CV47 0RA

www.scholastic.co.uk

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1 2 3 4 5 6 7 8 9 8 9 0 1 2 3 4 5 6 7

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the
British Library.

ISBN 978-1407-17628-4

Printed by Bell & Bain Ltd, Glasgow

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Paper 2

Source A: *When Something Snaps*, from the *Spectator* magazine of 5th June 1987. Reproduced with permission of the author. © 1987, Nicholas Garland.

Source B: *A Fearful State of Things in South Lambeth – Roughs Rule the Roost* from the *Illustrated Police News* of 30th July 1898.

<http://www.victorianlondon.org/crime1/hooligans.htm>

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