

# Script D

## Questions 1(a) – 1(e)

This series of short questions tests both explicit and implicit meanings and attitudes, and understanding of writer's effects. In this response Questions 1(a) – 1(b) have been answered correctly and gain all 4 marks. Question 1(c) has been awarded 2 marks for successful explanations of profound and motionless. Speechless was not explained fully through 'too scared to....whisper'. Question 1(d) does not gain any marks as the explanations focus on David's anger with his step-father instead of his pain and discomfort at this particular point in the text, as specified in the question. 1(e) is awarded 2 marks for the boys' feeling small and unimportant, and for the understanding of 'surveying'. The response tends to repeat the original language in the explanations, which limits its scope to demonstrate understanding. This section of the paper would benefit from more careful reading of the questions to ensure that the answers are always relevant and focused on the task.

## Question 1(f)

This question requires a more extended response and is worth 15 marks. Candidates are expected to pick out words and phrases from the prescribed paragraph and explore the writer's use of language in terms of creating effects. This candidate offers a good overview of Mr Creakle and picks out good range of language choices, offering some insightful discussion. The meanings of words are secure but there is also some insightful discussion of effects and recognition that Mr Creakle is presented as a man who is addicted to mistreating his vulnerable students. Throughout the response the candidate demonstrates sound understanding of the passage and the way the writer uses language. The response also uses the bullet points as a scaffold. The response is in **Band 5**.

## Question 2

This question carries 10 marks for Reading and 15 marks for Writing. Candidates are expected to draw on a range of ideas from Passage B, reorganising and evaluating them, using an appropriate voice and writing in a suitable register. The Writing mark also credits vocabulary and accuracy. This response uses a good range of relevant ideas from the passage, clearly focusing on both task and text. It is written as a formal report but the language is a bit plain and the voice a little bland. The writing is mostly accurate. A range of ideas are raised but there is little evaluation or modification. This response is **Band 4 for Reading and Writing**.

## Questions 3(a) – (b)

This response does not gain a mark for the first part of 3(a) as the correct phrase was not identified. The second part of the question is given 1 mark for the suggestion that conventional schools 'restrict children from being themselves'. Question 3(b) is not answered correctly so does not gain any marks.

## Question 3(c)

This question requires candidates to compare the writers' views and ideas in Passages B and C. The candidates are given 3 bullet points to scaffold their response and ensure integrated comparison. This response offers some integrated comparison and understanding of the differences between the writers' ideas, views and perspectives. It does tend to be rather descriptive in approach but uses the bullet points to scaffold the response. Evidence used in the passages is considered with some textual support. The response lacks analysis and comments on language and structure are limited. The response is at **the top end of Band 3**.