

AQA GCSE English Language Workbook

Answers

Using evidence to support your ideas, p.4

1.
 - 'Your parents ruin the first half of your life... and your children ruin the second half.'
 - 'It was said with the smallest of smiles.'
 - 'am exceptionally bright child'
 - 'she wanted to examine this proposition.'
 - 'How exactly had she ruined her mother's life?'

2.
 - 'One of Cat's sisters was crying – maybe even both of them'
'But that wasn't the concern of Cat's mother'
 - Any from:
'a man who loved her' / 'a man who no doubt made her feel good about herself' / 'a man... who surely made her feel as though there was an un-ruined life out there for her'

3. Possible response:
Cat's mother must have been having a bad time, because she needs someone to make her feel 'good about herself', and give her the hope. She wants something better than she has: 'there was an un-ruined life out there for her somewhere'. It sounds as if she wants to escape from what she has: 'the rented flat in St John's Wood'.

Extended practice

Example extract:

Something was badly wrong with Martin's face, because he had been having hospital treatment. However, Martin had decided that would stop: 'There were to be no more operations'. He can make decisions for himself: 'Martin had made up his mind' and, in particular, he wants to avoid the hospital in future: 'he wasn't going to have repeated stays in hospital.' His face has clearly been going through reconstruction ('the newly grafted skin had begun to settle in') but he is clearly very concerned about his looks: 'But Martin was still looking into mirrors at every opportunity'...

Answers

Q1: Finding relevant details, p.6

1.

Four from

- She was the most beautiful girl the narrator had ever seen
- She was small
- She was slender
- She had shining black hair
- Her hair fell on to her shoulders
- that fell to her shoulders
- Her face had pale purity
- Her face reminded the narrator of the statue of St Therese in St Jude's church
- She looked modestly at the floor
- She looks at the narrator as if she had known him before
- There was mischief in her eyes
- Her eyes suggested they were going to have good times together

2.

Four from

- It was on Great London Road
- It was in Edinburgh
- It had an imposing door
- It was old
- Its floor was dark and marbled
- It had about it the fading grandeur of a dead aristocracy
- It had character
- There were old pictures on the notice-board
- It had a great curving staircase (to offices)
- Rebus' office was upstairs

3.

Four from

- He smokes
- He smokes more than one cigarette a day
- He is friendly (or, he acknowledges the duty sergeant)
- His office is up a great curving staircase
- He is a Detective Sergeant
- He has a desk
- He starts by checking the messages on his desk

4.

Four from

- It was windy
- The wind was making a muffled howling
- The wind must have been strong
- The wind is coming in gusts
- It is also snowing
- It is below zero because there was frost on his father's whiskers

Answers

5.

Four from

- The narrator was no more than three or four
- His mother was cooking the supper
- The narrator sits on the floor in the kitchen to play
- His father did the milking
- His father even did the milking in terrible weather
- His father has a beard
- His father was coated with snow and there was frost on his whiskers

Extended practice

Jean: four from

- She booked her husband's appointment
- She drove him to the surgery
- She was not looking forward to it
- She felt it was best to deal with things, rather than avoiding them
- She told him what to do when he was with the doctor
- She is strict about what he should say ('None of that nonsense...')
- She insisted that he demand action from the doctor
- She wanted to know afterwards exactly what happened
- She threatened him about their daughter's wedding
- She tried to chat in the waiting room
- She tried to make him feel more relaxed in the waiting room
- She patted his leg to wish him luck
- She obviously cares about her husband

George: four from

- His wife takes charge of him
- He must have been lying about his condition ('None of that nonsense...')
- He will be giving his daughter away at her wedding
- He didn't want to talk
- He just read an old copy of OK magazine
- He stooped as he headed for his appointment (bowed down with worry?)
- He fixed his eyes on the carpet (not on the door or his wife...)

Answers

Q2: Writing about language in literature, p.10

1. Possible answers:

'He was like a broken wheel' -

- Whatever was doing, it wasn't working
- He could not get anywhere
- He was useless

'His heart was shattered and his life was in pieces' –

Metaphors, perhaps suggesting

- He was emotionally wrecked
- He was heartbroken
- His life could not be repaired
- Every part of his existence was ruined

'Tortured and tormented, through the night he moaned, wept and wailed'

Alliteration:

'tortured and tormented' –

- Terrible 't's
- Tragic 't's

'wept and wailed' –

- Weeping 'w's
- Whining 'w's
- Whimpering 'w's

List of three:

'he moaned, wept and wailed'

- It sounds as if there was so much of his suffering
- It seems as if it went on and on

'His family was dead. No one had survived. They were not living, smiling and joking; they were buried and gone. And how would he cope?'

- Short sentences make it seem more touching – ideas coming in short bursts
- Negative vocabulary: 'dead', 'no one', 'not living...', 'buried and gone'
- Language of death: 'dead', 'no one had survived', 'not living...', 'buried and gone'
- List of three: makes it seem so many things have been lost
- Contrast: 'living, smiling, joking' / 'buried and gone'
- Rhetorical question: emphasises his desperate situation
- 'And' makes it seem like yet another, terrifying thought

2. Possible answers:

'stiffly' –

- He is not relaxed
- He is awkward in the situation
- He is very formal

'shabby dark city suit'

- He seems seedy

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Answers

- He is not very well off
- He works 'in the city' (ie finance) but his suit is 'shabby', suggesting he is not successful
- 'dark' suggests he is serious or formal

'bloodshot eyes'

- Suggests he is tired
- Suggests he drinks heavily
- Suggests he has been crying

'slyly'

- He is not to be trusted
- He is cunning
- He is going to trick Mr Tench

3. Possible explanations:

Phrase	Literary technique	Explanation of effect
'like a tennis ball'	simile	This suggests the father has no hair or very little hair and has a small round face .
'closely resembles a bread knife'	comparison	This suggests she is slender but also that she is sharp – perhaps makes cutting remarks. Alternatively, she could simply be dangerous and has a jagged edge to her personality.
'Sighs are her punctuation marks'	metaphor	This implies that everything she does seems to depress her and that she sighs when she ends something or even before she begins.
'hypnotised by the deep brown of his eyes'	metaphor	This describes how people react to Sidney. He is like a fascinating snake, so that people cannot take their eyes off him; or maybe it implies that he can make people do whatever he wants.

4. Possible answers

- 'treated him in the way you might treat a homeless man on the subway' -
Simile / they steered clear of him / simply felt sorry for him / didn't want anything to do with him / felt he was beneath them
- 'deference you might show to someone who isn't clean' –
Comparison / suggests they want to give him a wide berth / 'deference' here suggests disapproval rather than respect (irony) / 'isn't particularly clean' suggests what they might actually say, how they speak of him

Answers

- 'chalk-stained smoking jacket' –
Suggests he is careless about his appearance / has been teaching for years / has few work clothes / obviously, he smokes
- 'his beard... was wild and sparse' –
Sounds unkempt / he is a free spirit / his is not well-groomed
- 'larded with crumbs from his breakfast'
Suggests crumbs are stuck to it or into it / sounds unpleasant and unclean / suggests he does not care about his appearance / suggests, maybe, that no one cares for him
- 'stained by the grease of his lunch' –
'stained' sounds dirty and as if it won't be removed / 'grease of his lunch' implies an unhealthy lifestyle / overall, an unpleasant impression being created
- 'sweetness of pipe tobacco' –
Intended to capture the smell / the only apparently pleasant thing about him is the smell of tobacco / 'sweetness' implies something positive

5. Possible answers

- dismal / grim: 'heavy mist', 'drizzle', 'wreath', 'shell' etc
- terrifying: 'I felt sick...' / 'We were isolated'
- 'unreal'
- sense of being 'isolated'...

6. Possible answers

'A heavy mist hung (metaphor) over the valley' –

- Suggests the valley is covered, with little to be seen / as if the mist is just staying there, making it wet and miserable / they are already down – in a valley – and nothing is clear above them

'enclosed the ground' -

- The ground is surrounded / hemmed in / as if no one can escape from it

'a tight grey wall (metaphor) of drizzle' -

- It is keeping them in / and others out / 'grey' suggests depression / 'tight' suggests they have no room to move

'bitterly'

- Adjective suggesting pain / spite from the weather / unpleasantness

'unreal (metaphor)' -

- As if they are in a strange and different world / almost as if they are ghosts / divorced from reality

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Answers

‘insects (metaphor) released on a space’ –

- Making the players seem small and unimportant / they could easily be squashed out of existence

‘dark wreath (metaphor) of the crowd’ –

- ‘dark’ suggests something frightening, unpleasant / ‘wreath’ is what you have at a funeral – so this is all linked to a deathly experience / the wreath surrounds them, so they cannot escape / all as if the crowd has come to surround them and witness them die

‘We were isolated in the shell (metaphor) of the stands’ –

- The stands surround them / they would find it hard to break out of a shell / but they are protected / ‘isolated’ suggests loneliness and that they are away from all other forms of life

7. Possible ideas

- Short simple sentences suggest these simple thoughts are uppermost in his mind / these are the most clear, most easily presented impressions – the result of everything else described in more detail, and sometimes more complexity

8. Possible answers

He is thinking back in time and the longer, complex sentences register his thought processes / the memories of her stream to him, and the sentences develop to mirror how he is thinking

9. Possible ideas

‘But’ registers his more abrupt thought / the colon introduces his own ideas / the list of three suggests she had many positives and stresses her lively, playful personality

10. Possible answers

- ‘as clear as a photograph’
A frozen memory / a memory that will always remain / the memory is still perfectly precise
- ‘his other half of the sky’
She completes him / the sky is always there and she will always be there, to him / she was such a huge part of this life / the sky gives us air and light and that is what she did for him.

Answers

Extended practice

Mark Scheme for Paper 1, Question 2

Grade	Descriptors
7, 8, 9	<ul style="list-style-type: none">• Analyses the effects of the words used• Selects a range of quotations, exactly the right ones to use• Uses all the correct subject terminology
5, 6	<ul style="list-style-type: none">• Explains clearly the effects of the words used• Uses a range of quotations that are relevant• Uses subject terminology
3, 4	<ul style="list-style-type: none">• Tries to comment on the words used• Uses some relevant quotations• Uses some subject terminology, but it is not always appropriate
1, 2	<ul style="list-style-type: none">• Able to say simple things about the language• Simple references to details in the Source• Some simple mention of subject terminology

Grade 5 extract

The writer tries to make the scene miserable by saying ‘dingy’ and ‘drizzled’. They are depressing adjectives. He also says that the hats were ‘weeping’ which is a metaphor and again makes everything sound unhappy. The wind is ‘thistly’ which sounds painful and the people ‘bundled home’ and the verb makes it sound as if they were all packed together. None of this is good. There are some short sentences to begin, to set the scene, then a long sentence which might be like their journey and taking a long time...

Assessment comment

There is clear explanation of the words used here, the quotations are all appropriate and there is subject terminology.

To improve the grade...

The response might have said more about some effective verbs (‘spat’, ‘shone’); developed the comments into analysis (for example, there is more to say about ‘weeping’ and ‘thistly’); said something about the homecoming, the descriptive details there and the sweep of the final sentence, which offers contrast between the outside description and the sense of what is at home.

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Answers

Q3: Dealing with structure, p.16

1. Some relevant points:

Para 1 – intro to routes home and Mr Morrison wanting to help him

Para 2 – learn he has problems with English/ Mr Morrison willing to help after school

Para 3 – problems Jolil and his friends have with white bullies if they take short route alone

Para 4 – Mr Morrison offers book on martial arts – we learn this is a new interest for Jolil

Para 5 – Mr Morrison wants Jolil to learn to read better, not just learn the moves

Paras together have two main emphases: the need to learn, supported by Mr Morrison and the fear of the bullies when going home.

2. Possibly the story will revolve around these problems – and what happens when Jolil takes the shorter route alone. It must be important because it is introduced so soon in the tale.

3. Presumably there is to be a link between Jolil's need to learn to read better and Jolil's desire to defend himself.

4. a. Jolil is, perhaps, new to the country

b. He has a friend in Mr Morrison

c. Mr Morrison really cares because he went to the library especially for Jolil

d. Mr Morrison wants Jolil to develop academically, not just see how to fight.

5. Possible points:

- unusually, a long way back in time – 'ten million years'
- 'the reign of the terrible lizards' sounds like something from a horror movie and is beyond our knowledge
- a drought that lasts ten million years sounds incredible
- it is all matter-of-fact, as if from a history book

6. Some points:

- Drought to begin and only those exceptionally adapted to the situation survive
- Man apes dying – live in 'parched valley' with a 'sluggish stream' which sometimes vanished completely; tribe lived in 'a shadow of thirst'
- 'always hungry'... 'now starving' 'emaciated body'

7. Some points:

- Overview of history of drought / general comments on 'the battle for existence'
- What is happening to the man apes – their problems
- The much more personal situation of 'Moon-Watcher and 'the Old One'

8.

- Reminds us how far back in time this is set
- gives a human touch which might well be developed later
- stress on sadness that is to come for mankind

Answers

- final word, to be remembered, is 'sadness'
- 9.
- The two table lamps, including 'one by the empty chair', with the suggestion it will be filled
 - Two glasses
- 10.
- Sense of simple, perhaps everyday, organisation
 - No frills – just normal details
 - As if she is checking in her mind, to ensure she has everything as it should be – a list, almost
- 11.
- Sense of ease and calm – 'without anxiety', 'curiously tranquil', 'placid'
 - Love – 'each minute... made it nearer the time when he would come home'
 - Happiness – 'slow smiling air'
 - Sense of the beauty she has – 'a wonderful shining quality'
12. Darkness possibly suggests great beauty, but could indicate hidden depths, or something frightening deep within her, or 'larger' suggests she can see more than she did previously.
- 13.
- There is a real sense of the food in their mouths and of them relishing what they are eating
 - 'thick and sloppy' exactly the opposite of how it was when she killed her husband with it – suggests therefore she will get away with it
 - Dark humour – what was hard and used to kill is now sloppy
14. They think it just means she won't have the food lying around and wasted; she means they will not be able to prosecute her because there will be no murder weapon.
15. Unpleasant sound/bad manners; but also they are belching on something that has been used to kill Patrick – and would probably have had his blood on it.
- 16.
- Irony: it is right under their noses (in their mouths)
 - We know that Mary appreciates the irony – and also that she thinks she is going to get away with it because they have eaten the evidence.

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Answers

Extended practice

Grade	Descriptors
7, 8, 9	Extremely detailed response which shows clever understanding of the structure. <ul style="list-style-type: none">• Analyses the effects of the structural features• Selects a range of quotations, exactly the right ones to use• Uses all the correct subject terminology
5, 6	Clearly understands the structure. <ul style="list-style-type: none">• Explains clearly the effects of the structural features• Uses a range of quotations that are relevant• Uses subject terminology
3, 4	There is some understanding of the structure. <ul style="list-style-type: none">• Tries to comment on the structure• Uses some relevant quotations• Uses some subject terminology, but it is not always appropriate
1, 2	Just aware of some structural features. <ul style="list-style-type: none">• Able to say simple things about the structure and its effect• Simple references to details in the Source• Some simple mention of subject terminology

Grade 7 extract

Everything is described from Clarice's point of view. The text begins with her 'descending' which suggests she is going down to something which is beneath her but also it's like it is a cellar, which could be frightening. There is alliteration 'slammings and the screaming' which uses scary 's's but also has onomatopoeia, capturing the sounds of this terrifying place. It also begins with a metaphor ('shiver the air against her'), which gives us an impression of her terror as if even the air in the place is shivering with fright. There is a simile too: 'as though she sank through water, down and down' which emphasises her descent but also suggests she might die. In any case, she is sinking deeper and deeper into a difficult situation.

These ideas are developed as the text moves on....

Assessment comment

This obviously has an understanding of the structure, and cleverly links the ideas together. The quotations are exactly the right ones and the subject terminology is correct.

What more might be added....

A full response would probably mention the way we maintain Starling's viewpoint; how the orderly's few words of advice are likely to add to her fear and the reader's anticipation; how she is affected by her 'journey' to Hannibal Lecter (hearing the 'chuckle' and 'feeling itchy'); how there are short paragraphs – perhaps indicating her trepidation as she registers quickly one impression after another- but then a long one when it comes to describing Lecter, making him seem so important;

Answers

there might be comment on 'every shadow flew into his eyes' but then on the precision of what he does and the red of his tongue, as if he is a reptile; and the final minor sentence reveals her sensation as we feel her heart – reminding us of the 'pressure' mentioned at the start.

Answers

Q4: Character, relationships, themes and settings, p.22

1. Some possible ideas:
 - 'the heads of those executed for treason stood on their long poles' - people are unhappy, so are committing treason / the society is brutal, so people are beheaded, then the heads are displayed
 - 'bear baiting' - they treated animals badly
 - 'thronged with people' – many people lived there
 - 'merchant classes' – there was a class system, where people had a place in this society
 - 'in mourning black for Queen Jane' – people respected the royal family
 - 'had died in childbed fever' – health care not good
 - 'Townfolk cried their wares' – there were many shops / a bustling, noisy place
 - 'built so closely' – little spare space, everything (everyone) squashed together
 - 'might topple into the river' – buildings were close to the river
 - 'On the upper storeys, women were hauling in their washing' – women did household work / did not have gardens or yards to hang their washing in
 - 'gossiping and calling to each other' – more noise, possibly suggests friendliness

2. Some possible answers:
 - verbs: 'circling and pecking' (horror); 'thronged', 'cried', 'gossiping and calling' (atmosphere)
 - details: heads on poles, 'mourning black', 'might topple into the river', 'hauling in their washing'
 - first complex sentence presents an horrific scene; simpler compound sentence offers comment on it; long sentence then adds a good deal of extra detail...
 - the gulls are picking the head at the start and the woman are like crows at the end, as if the people might be part of the same (perhaps violent) nature
 - the accumulated detail and language makes it all seem bustling, busy, noisy.

3. Some possible additions:
 - 'The metaphor is subtly developed...'
 - 'The simile is bound to make the reader think...'
 - 'The writer has succeeded in ...'
 - 'These words clearly show...'
 - 'This works well because...'
 - 'These combine to indicate that...'

Answers

4. Possible answers:

Phrase	Explanation of how successfully it works
'I averted my eyes'	The verb 'averted' immediately makes us think he cannot bear to look and suggests he is appalled by what he sees.
'the gulls circling and pecking'	The writer gives us different impressions: 'circling and pecking' sounds frantic and continuous; 'circling' has a soft, smooth sound because of the first consonant, whereas 'pecking' has a violent plosive to begin
'thronged'	The verb creates the impression that there were many people, jostling together and makes us realise there was no space
'mourning black'	The phrase successfully suggests depression, because of the sound of 'mourning', which is dismal and related to death
'clouds were now darkening the sky from the west'	The writer includes the idea of clouds, which makes us think that bad things will happen and 'darkening' which then emphasises the effect.
'gossiping and calling to each other'	These verbs, which subtly link back to 'circling and pecking' make the women seem like the birds, relentless and, here, noisy
'crows cawing in a great tree'	The idea is then extended when the writer compares the women to birds directly, the alliteration using crying, clamouring 'c's to further capture the noise they were making

5. Possible response:

It is clear from the start that the two people are very different, because she is called '**old Ma Parker**' which makes her sound as if **she is a typical old woman, of the working class**, and he is not given a name – he is just '**the literary gentleman**' which makes him seem **well educated and important**. She is much more common. The writer **clearly suggests this** in the way she speaks. She says, '**Beg parding, sir**', which isn't even Standard English. She misses a consonant ('im') and even gets the wrong word ('**parding**'). The writer **makes us feel sympathy for her** here, and obviously expects us to empathise with her.

The literary gentleman, in contrast, is intentionally made to sound very formal and old-fashioned: '**Oh, dear me! I'm sorry to hear that.**' When he speaks in 'a shocked tone', the writer could be implying that he is trying to react in a decent way – though, in fact, his thoughts are actually elsewhere: '**He was in the middle of breakfast.**'

6. Possible continuation:

Whilst the literary gentleman seems rich – he can employ a servant to work in the kitchen – old Ma Parker is very humble and seems to know her place. Even when he lets her in, she 'stood on the door mat', almost as if she is aware that she might dirty the carpet and she also feels it is her job to do things for him: 'she stretched out her hand to help her gentleman shut the door'. The writer expresses this in an interesting way, mentioning him as 'her gentleman', almost as if she is proud to be employed by him.

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Answers

She is obviously very upset, because of the way she speaks ('quietly') and she must be close to tears, because later we are told she responds to him 'huskily'. He, in contrast, is made to seem patronising (he thinks of the poor as 'these people', as if they are a different species) and cannot communicate sensitively or with genuine understanding, because he asks a fatuous question: 'I hope the funeral went off alright.' The writer is obviously presenting him as insensitive and uncaring.

Of course, he still tries to speak to her 'kindly' – presumably because he wants to create the right impression and not because he is truly concerned. We might see her as an old person which whom we can empathise, but he simply thinks 'Poor old bird', the metaphor revealing that to him she is just a creature, rather than an upset person – and the writer pointedly mentions that he 'raised his eyebrows', so he appears ridiculously shocked that she does not have the manners to reply properly, thus demonstrating his unfeeling nature; then 'went back to his breakfast', presumably because that is of much more importance to him.

Assessment comment

The response fulfils the criteria for a Grade 9.

Mark Scheme for Paper 1, Question 4

Grade	Descriptors
7, 8, 9	<ul style="list-style-type: none">• Evaluates the text critically and in detail• Chooses convincing examples to explain views• Analyses the effects of some of writer's methods• Selects a range of quotations, exactly the right ones to use
5, 6	<ul style="list-style-type: none">• Evaluates the text clearly• Chooses examples to explain views clearly• Explains clearly the effects of some of the writer's methods• Uses a range of quotations that are relevant
3, 4	<ul style="list-style-type: none">• Tries to evaluate the text• Uses example(s) from the text to explain view(s)• Tries to comment on the writer's methods• Uses some relevant quotations
1, 2	<ul style="list-style-type: none">• Comments in a simple way on the text• Chooses simple examples from the text which might explain view(s)• Able to say simple things about the writer's method(s)• Simple references to details in the Source

7. Possible points:

- Starts with a headline/poster heading: introduces us simply and clearly to his predicament
- Next sentence balances his surprise and pride
- We are then presented with his thoughts: 'Never' to begin, stresses the significance
- Rhetorical question tracks his thoughts

Answers

- Simple sentence lists what he sees on the poster; then another list giving the details (no verb, so that the bare facts are highlighted)
- Further detail is then turned to humour ('as if...')
- 'Then' introduces a sudden change, with 'imagining... imagining' emphasising the horror of what is happening to him; and finishing with the active verb 'speculating', suggesting these thoughts are going on and on...
- Finally there is just a thought, with the question mark to show what others must be thinking and what he is somehow trying to cope with: the grim reality is left for the finish and put simply at the end.

8. Some ideas:

- Change emphasised through shift from what is 'normal', 'normal'
- Writer has used unpleasant adjectives for Anwar's clothes, which make the whole experience seem unhealthy: 'frayed', 'mouldy-looking'
- Comparison: 'toenails rather resembled cashew nuts' – tries to make us laugh but simultaneously are repulsive
- Writer uses humour again, with mouth 'hanging open' and the panting – though he hadn't run for a bus
- Well-chosen focuses: 'unshaven', 'thinner', 'dry and flaking', 'yellow skin', 'his eyes were sunken'
- 'each of them seeming to lie in a bruise' vividly creates an impression of his being battered by whatever is wrong with him
- Writer links him to what is around him: 'dirty encrusted pot with a pool of urine in it'
- 'staring at my steaming kebab as though it were a torture instrument': simile involves 'torture' which tells us exactly what Anwar is going through

9. See p.15 (above) for the Mark Scheme for Paper 1, Question 4

Grade 5 opening

The excitement in Izzy's life is presented by the words used, such as 'rapture', to begin. This is chosen to show how happy she is. It also says 'she could write a book about the things she's seen from above' so that is telling the reader that she has seen lots of things she remembers. In fact, to stress the point there is an example of what has excited her: 'herds of deer, hundreds of them.' Then there is also a list of other things like 'houses, gardens; washing flapping'. It makes it seem as if there are many sights for her and it is just one after another. It becomes much more interesting when we are told about 'a couple' who must be having a good time on a sun-soaked moor...

10. See p.15 (above) for the Mark Scheme for Paper 1, Question 4

Grade 9 opening:

The relationship between the two children is clarified by the use of a relatively brief conversation and pointed observations that reveal their personalities.

Mickser is shown, from the start, to be dominant and in control. His first question is designed to shock and unsettle his friend, and when we are told he asks it 'suddenly', we sense that he has planned it for maximum effect: 'How many dead people do you know?' It is strange and challenging and knocks the narrator off balance. When the narrator immediately admits her concern ('I felt my answer would show me once more inferior to him') the writer has already established their relative positions:

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Answers

leader and follower. Not only that, when we are told by the narrator that she reacts ‘painfully’, we sense that she suffers because of Mickser’s attitudes. The basic problem is given to us simply: ‘He was eight and I was a year younger’...

Extended practice

See p.15 (above) for the Mark Scheme for Paper 1, Question 4

Grade 5 extract

I do agree totally that the event is horribly real. This is because the writer has given us things so that we can imagine just what is happening. We hear what the man is saying (‘Mamma mia’) so we know he must be in agony, to call for his mother. There are precise details like ‘when I touched him he screamed’ so we are made to think that he is hurting all over perhaps. We also know that ‘one leg was gone’ so we think about all the pain, then it says ‘the other was held by tendons’ and that is like something out of Casualty and we hear about the stump ‘twitching’. When the man says ‘Oh, Jesus, shoot me,’ we can tell just how bad he is.

Later on it’s not all perfectly clear though, because the narrator said ‘I made sure he was dead’ without telling us exactly what he did, so we have to imagine he might have felt his pulse or his neck or something....

Assessment comment

There is evaluation here (such as in the second sentence) and examples which are explained clearly. The effects of the writer’s methods are clear and there is a range of relevant quotations.

To achieve a higher grade...

Just looking at the first paragraph: there would need to be more analysis, looking at the different effects achieved; more focus on method – for example, extending the section on how horrific Passini’s injuries were; and possibly more analysis of the language that creates the effects – the verbs and the other things Passini says... and then the horrific effect of the final sentence in the first paragraph.

Answers

Q1: Finding what is true, p.32

Correct answers: b, c, g, h

Extended practice

Correct answers: c, e, f, h

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Answers

Q2: Dealing with two texts and summarising, p.34

1. Ideas:

- Nobody has helped her into carriages or over mud-puddles or given her a good place
- She has ploughed and planted and gathered into barns
- Has worked better than any man
- Could work as much and eat as much as a man
- Sometimes couldn't get food
- Has born the lash
- Has had 13 children
- Her children have been sold into slavery
- No one helped her when she was suffering
- Women are wanting to turn the world upside down

2. Problems:

- Being shouted at by strangers
- It is dangerous to walk back in the dark
- (Suggests they are liable to suffer acts of violence at home by somebody they know)
- Danger in the temporary alleys around the back of Tottenham Court Road because they are not protected by CCTV
- Women on TV mocked for their appearance and desirability
- Female writers compared to Nazis
- Every woman has been intimidated in emails, comments or having intimate photographs shared by an ex
- Women are just told to laugh it off
- They can't laugh it off because it is part of the world they have to live in
- They are in danger if they go out in shoes they can't run away in

3. Some possible answers:

	Text A	Text B
Positive or negative about the situation of women?	Generally positive: recognises the terrible things in her life ('I could... bear the lash as well') but suggests at end that women can change world: 'And now they is asking to do it, the men better let them.'	Negative: 'Every woman I know has encountered this intimidation' and 'it's ... a part of the world we live in'
What their lives are like	Hard: in terms of work ('I have ploughed and planted') and childbearing ('I have borne thirteen children') and loss ('most sold off to slavery')	Apparently unhappy: being 'shouted at', in fear of acts of violence, mocked, called a Nazi, intimidated ('emails, tweets, below the line comments... intimate photographs') and can't ignore it.

Answers

How women are treated by men	Never 'helped into carriages' etc; presumably lashed by men; presumably they have sold her children; say women 'can't have as much rights as men'	Intimidated: the text contains a long list of what women have to suffer at the hands of men.
How women are expected to respond	To accept that 'women can't have as much rights'	To ignore the harassment: 'every women... has been advised to laugh it off'
How women actually react	The speaker believes women 'ought to be able... to get (the world) right side up again' and thinks 'the men better let them'	'Few of us can (laugh it off) because it's ...a part of the world we live in' The suggestion is that there is nothing at all they can do about it.

4. Mark Scheme for Paper 2, Question 2

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none"> Shows a detailed understanding of similarities/differences Interprets both Sources in an intelligent way Blends evidence from the two Sources effectively Selects a range of quotations from both Sources, exactly the right ones to use
5, 6	<ul style="list-style-type: none"> Clearly shows the similarities/differences between the two Sources Begins to interpret both Sources Shows clear connections between the Sources Uses a range of relevant quotations from both Sources
3, 4	<ul style="list-style-type: none"> Writes about some similarities/differences Makes simple inference from one or both Sources Tries to link points from the Sources Uses quotations from both Sources which might not always support the points
1, 2	<ul style="list-style-type: none"> Recognises simple similarities/differences Writes about the Sources without clarifying any inference Simple links or no links between the Sources Simple references to details in the Sources

Grade 9 opening

Both women are able to talk about the problems in their lives, but whereas the black woman can imagine things getting better so that the world becomes a fairer place (it will be 'right side up again'), Eva Wiseman just sees all the 'intimidation' that modern women suffer as inevitable because it seems to be typical of the world we live in. Women are told 'to ignore it', but are unable to do that ('few of us do and few of us can').

Of course, life in America in the nineteenth century was physically much harder for women than it is today. They had to work on the land and had to endure whippings ('endure the lash'). They also had huge families ('I have borne thirteen children') and their children were taken off into slavery ('most all sold off to slavery'). The unhappiness of twenty-first century women is different: it is all to do with the inequality of everyday life, and how women suffer the unpleasant attentions of men...

Assessment comment

Answers

As far as this goes here, there is detailed comparison of the two texts, the differences are interpreted intelligently, the ideas are effectively blended and the quotations effectively support the points being made.

5.

Joan:

- Listened calmly to the sermon
- Wept during her own speech
- Forgave her accusers
- Asked them to pray for her
- Wanted a cross at her execution
- Died screaming the name of Jesus and asked for support from the saints in Paradise

the English:

- Judges/assessors/few soldiers and officials cried during her speech
- A few soldiers became impatient
- One soldier suggested the bailiff should hurry up and the executioner was ordered to do his duty
- A sympathetic soldier gave her a cross

what happened at her execution:

- She was tied to a pillar above the crowd
- She asked for and was brought a cross by an English soldier
- Friar Martin Ladvenu held a crucifix in front of her as the flames rose
- She screamed 'the holy name of Jesus' and 'invoked without ceasing the aid of the saints of Paradise'
- Then her head fell and she was dead

6. Focus is on sympathy for Joan and the shame of those responsible for her death – the church representatives are identified for ordering the execution.

7.

- They were 'accessory' to it, implying it was a crime
- They are linked to the 'shame'
- Cardinal Beaufort and some of the bishops effectively labelled murderers
- They had ordered an 'atrocious'
- Their consciences made them 'cowards'
- They did not have the courage to watch the execution for which they were responsible

8.

Similarities

- 'the flames rose' / she was 'burned at Rouen'
- she appears holy and good ('forgave her accusers') / 'ill-used maid'

Answers

- 'most of the judges and assessors and a few of the English soldiers and officials were openly sobbing' / 'Cardinal Beaufort and some of the bishops ... began to whimper'

Differences

- focus on English involvement / blame is on the French church representatives
- we learn about Joan / we only hear about the wicked priests
- says where she was tied / simply says she was brought in a cart
- describes the execution in some detail / describes reactions but not 'the ceremony' itself
- mentions 'sympathetic soldier' and Friar Martin Ladvenu with the cross / no sense of anyone actually trying to help her at the end
- ends with her holy pleas / ends with mention of 'atrocities' and the priests being cowards, despite their 'savage suggestions'

Extended practice

See p.20 (above) for the Mark Scheme for Paper 2, Question 2

Grade 5 extract

Both of the texts are about the death of Joan of Arc. In Text A, we find out what happened on the day and what people did but in Text B it is mostly about how the bishops were unkind and caused an 'atrocities'.

Some things are just about the same in both texts. For example, there are people crying. In Text A, it is the men who have sentenced her to death and some of the soldiers, but in Text B it is 'Cardinal Beaufort and some of the bishops'. There is no mention of any French people being involved in Text A, apart from the bailiff sounding French (Jean Massieu), whereas in Text B it is all the fault of the French. One thing that is the same, though, is that we are supposed to feel sorry for her because in Text A she forgave the people who were sentencing her ('forgave her accusers') and in Text B she is described as 'the ill-used maid' so she was being treated badly.

We find out things about Joan in Text A but there is not really anything at all about her, much, in Text B...

Assessment comment

This deals with similarities and differences and makes clear connections between the texts. Quotations are relevant. There is also some interpretation ('we are supposed to feel sorry for her').

To achieve a higher grade...

The response would have to be more detailed, with extended interpretation of the roles of the English and the French in the execution and with a closer analysis of how the death is presented in the two texts, interpreting, perhaps, the writers' viewpoints and purposes.

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Answers

Q3: Analysing persuasive language, p.40

1. Possible answers:

Life hard and they suffer from what is around them:

- 'stung... sores... scarred': unpleasant verbs and noun / 's's almost sound as if they are the zooming of flying insects, with just a hiss of snakes / scary 's's
- 'ants crawled around cups': creepy 'c' sounds / 'crawled' is off-putting, unpleasant again
- 'carried dead upturned cockroaches or beetles away like pallbearers': funeral language / somewhat ridiculous or funny image / simile makes it all seem quite formal but it has to do with death
- 'ants crawled... lizards darted': sense of movement – as if the house is full of insects, moving at their own speed ('crawled' sounds slow; 'darted' is fast)
- 'the hands were roughened': 'roughened' makes them seem damaged and we can not only picture them with hard skin and blisters, but almost feel them, transformed into working hands

2.

- Immediately engaging ('Imagine that you're selling something...')
- Second person address
- Conversational ('You'd tell him to get lost, right?')
- Direct ('We all would.')
- Tries to challenge the reader with rhetorical questions ('So, why do we treat..?')

3.

- the opening three sentences:
 - the first is challenging, an instruction, second person approach
 - second is conversational/informal
 - the third is colloquial again ('seals the deal')
 - all are short, offering a simple introduction to a situation
- the complex sentence that follows them
 - complexity mirrors the fact that the reader is beginning to have to think about the situation
 - it is still informal, but has two clauses added to the basic idea, adding the extra information
- the rhetorical sentences
 - first question makes a presumption, casually, as if talking directly and logically to the reader; 'right' demands an answer of 'yes'
 - 'We all would' is simple, allowing for no alternative and including any reader ('we') in a common response
 - the second question begins with the connective 'So', introducing logic again. It is really a continuation of the previous sentence, but splitting them gives extra emphasis to the short sentence and also to the connective and its challenge to the reader. Throughout the familiar 'we' is retained.

Answers

- the third question repeats 'why?' as if to stress the lunacy of the proposition; and it is a simple question to sum up the point made in the paragraph
- 4.
- This section dwells on the gender difference, poking fun at 'some people' (the reader immediately thinks they must be men) who consider it a 'women's issue' when clearly it is to do with basic fairness and human rights
 - The use of upper case letters for 'The Men Who Run Things' not only laughs at their apparent estimation of themselves but also makes their superiority seem ridiculous.
 - There is also a sense that they must be lacking in intelligence if it is invisible just because they do not experience it.
5. Possible points:
- 'gigantic' makes the man seem extraordinary and frightening / details given to clarify the place and of the people to give credibility / the time and an indication of their route is presented
 - 'trudging' makes them seem tired, lacking in vitality, perhaps struggling along / 'sprang' seems sudden, perhaps surprising, full of energy
 - implies terror: metaphor (cliché) of hair standing on end suggests his shock and fear, and his eyes were wide, disbelieving and the hyperbole of 'almost bulging out of their sockets' again emphasises his amazement and disbelief
 - 'wild run' sounds animal like, or out of control, uncivilised; his disappearance into the woods and the dark makes him seem a creature of the night, of nature, as if he is returning to where he belongs and they do not
 - words of logic, consideration, assessment: the opposite of the wild man they have encountered – giving a sense of their civilisation, as if he is a force of nature and they are part of an ordered society
 - measurements to make him seem almost unreal, out of the ordinary, huge, frightening
 - 'Unless... unless...' repetition adds to the reputation of the creature as incredible – as if the writer is trying to find any rational reason for not believing the men / There is a very factual, sober ending, which appears to give credence to their report ('They are willing to swear...') / 'freak show' stresses the unusual nature of the wild man, who could be put on display / 'a specimen of American products' perhaps implies it is an unusual country or produces incredible specimens / 'a giant among giants': ending truly sets him apart – perhaps with the sort of language that might be used if he were on display

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Answers

6. Some ideas:

He notes the difference between the British and British imperialism	Sets out what people believe and his opposition to this in short sentences, balanced for emphasis: 'To them, the two are one' / 'It is most dangerous'; and repeats the point later: 'Our problem is not with the British people, we fight their imperialism'
To accept the Japanese would be wrong	Hyperbole: 'they will exchange one slavery for another'
Wishes to sound diplomatic and non-violent	Diplomatic language: 'The proposal for the withdrawal of British power...'
Conciliatory – wants to show he is keen to help the British	'enable India to play its part at the present critical juncture': makes it sound a time of huge importance – which could go either way: 'juncture'
Stresses the help India gives could be better	Makes what British are getting seem trivial: 'merely...' / 'materials obtained willy nilly'
Says that India could offer more	'We cannot evoke the true spirit of sacrifice and valour, so long as we are not free' (high ideals – 'sacrifice and valour' – and harks back to the vocabulary of slavery)
Sounds definite in belief that freedom must be granted	'I know that the British government will not be able to withhold freedom from us...'
Repeats the idea that India will give willingly to the war effort	'when we have made enough self-sacrifice'
Tells his people what they must do – an instruction	'We must purge ourselves of hatred' – purging means cleansing, suggesting that the Indians too will benefit from the change
Says he has never felt hatred	Personal approach ('Speaking from myself') and 'chatty' approach ('As a matter of fact...')
He claims to be a friend of the British	'a greater friend.. than ever before' – warm approach
Explains his feelings	Uses logic 'One reason is...'
Shows his humanity	'they are today in distress' – they are made to seem as if in a desperate situation from which he can rescue them
Wants to help	'My very friendship, therefore, demands that I should try to save them from their mistakes': repeating idea of 'friendship' / gives idea that his need to help is pressing ('demands') and yet again he feels he can improve their situation ('save them from their mistakes') – the concept of rescue and redemption for the British is

Answers

	central
Feels the British are almost lost	'on the brink of an abyss' – metaphor suggests they will fall and die, as if never to be found, without India's help
Still employing logic when he says he needs to warn them, in order to save them	'therefore'
Is determined to carry out the warning, even if it pushes them into anger	Metaphor: 'to the point of cutting off the friendly hand that is stretched out to help them': possible violence of the British juxtaposed with the peaceful wish of Gandhi to help them (the Buddha's hand is outstretched to offer peace) Delivers a short summary of likely response but a clear statement of intent: 'People may laugh, nevertheless that is my claim'
Makes final statement that he hates no one	'launch biggest struggle of my life' – as if just starting out and 'launch' sounds important and dynamic; also, 'launch' is from same semantic field as 'harbour hatred' – in which the alliteration of 'h's is actually soft and dismissive, since it is something he will not do

Extended practice

Mark Scheme for Paper 2, Question 3

Grade	Descriptors
7, 8, 9	<ul style="list-style-type: none"> Analyses the effects of the words used Selects a range of quotations, exactly the right ones to use Uses all the correct subject terminology
5, 6	<ul style="list-style-type: none"> Explains clearly the effects of the words used Uses a range of quotations that are relevant Uses subject terminology
3, 4	<ul style="list-style-type: none"> Tries to comment on the words used Uses some relevant quotations Uses some subject terminology, but it is not always appropriate
1, 2	<ul style="list-style-type: none"> Able to say simple things about the language Simple references to details in the Source Some simple mention of subject terminology

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Answers

Grade 6 extract

To begin with, Ghandi makes points very clearly, using simple sentences like 'It is most dangerous'. This is so he cannot be misunderstood. He also contrasts 'hatred' for the British with 'welcome' for the Japanese. This is to try to make people think of the consequences of their feelings and make the British realise the dangers of not letting India be independent. When he talks of 'slavery', he is trying to make the British see that they are seen as being just like the Japanese. It is an emotive term.

He wants the British to give independence so he tries to persuade them that India can offer them more. He says they want to 'evoke the true spirit of sacrifice and valour' which is meant to sound very grand. 'Sacrifice and valour' makes it seem that the Indians are willing to give up their lives bravely for the British.

He states things, rather than asking for them: 'I know the British government will not be able to withhold freedom from us'. This sounds very convincing and the mention of 'freedom' reminds the British that that they have been treating his people like slaves...

Assessment Comment

This clearly explains the effects of the language used and selects relevant quotations. There is an appropriate use of subject terminology.

To achieve a higher grade

There are obviously more points to cover and there could be more analysis, offering a range of interpretations where appropriate; and ideas could be linked more effectively.

Answers

Q4: Comparing viewpoints and writers' methods, p.46

1. Possible thoughts:

- she is no longer like a child – 'entirely lost all childish ways'
- seems sorry for her by making her appear tragic – 'Her little face, pale and thin with privation'
- makes her an object of pity by selecting the detail – 'she would sigh frequently'
- seems amazed by the tragedy of her life – 'it made her sick... she wasn't used to meat, only on a Sunday'
- seems genuinely moved by her – 'The poor child'
- moved, too, by how she survives – 'thought the weather was severe, was wrapped in a thin cotton gown'
- describes her as like an old person, rather than a child – 'she shuffled along'
- he might be angry about how she has been treated, because he quotes the awfulness of what has happened to her – 'The master used to whack me'

2. Possible answers:

- Paragraph 1
Begins with an emotive description in first simple sentence, to set tone.
Adjectives 'little', 'pale', 'thin': pathos
Verbs: 'lost', 'wrinkled', 'sigh': disturbing
Noun: 'privation': impression of poverty
Final sentence: example shows how unlike a child she has become / quotation inspires even more sympathy
- Paragraph 2
Impression of her lack of protection against the elements in first sentence
'rusty' hair – as if affected by the rain; 'stuck out' – seems ungroomed and uncared for
Image in final sentence: tragic idea that she is wearing slippers in foul weather / 'shuffling' as if unable to walk properly / slippers don't fit, as if she has had to find whatever is available / as if she is a tramp
- Paragraph 3
Speech is simple / grammatically incorrect – stressing her lack of schooling
Violence of her life – even in school
It is as if there is an acceptance in what she says – she explains it as if that is simply what happened/what happens. Reveals fatalism which makes us sympathise.

3. Some possible responses:

- shocked by their unhealthy appearance - 'greenly pale and sickly'
- suggests they should be in healthier atmosphere – 'a world where the sun was shining'
- picks out their inadequate clothing – 'barefoot in the snow'
- sympathises – 'their little red toes'
- thinks they are being deprived – 'Don't the children even go to school?'
- feels it is all beyond description – 'Words are of little use when one is face to face with the bare facts of life'
- is impressed by their discipline – 'they were very docile and good'
- caring throughout – 'poor little souls'

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Answers

- thinks they are like frightened, hungry birds – shy, friendly robins who overcome their timidity in a hard winter...'

4. Some possible responses:

Method	Quotation	Explanation of effect(s)
Opens with simile	'like potato sprouts that have been kept too long in the cellar'	<ul style="list-style-type: none"> • Links to emotive adjectives ('greenly pale and sickly') • Just 'sprouts' (not growing properly) • 'sprouts' suggests they could grow, if only they were in the right environment • 'cellar' is like unnatural world of the barak
Contrasts outside and inside	'outside the barak was a world of light and freedom'	<ul style="list-style-type: none"> • Reminds reader of natural/unnatural differences + nature of their lives • Adds sympathy
Use of conversation/mother's comments	'Don't the children even go to school?'	<ul style="list-style-type: none"> • Emphasises her astonishment – she asks the same questions that the reader might • Mother's responses add grim detail ('measles and scarlet fever... three or four children die here in one day')
Mother's loss and amazing stoicism in what she says	'I myself have lost two... Others suffer still more'	<ul style="list-style-type: none"> • Adds to reader's respect for refugees • Simple expression makes it all seem everyday and inevitable
We can hear the speaking voice	'We have much measles'	<ul style="list-style-type: none"> • It is as if we are actually listening to the woman
One-sentence paragraph	'Words are little use...'	<ul style="list-style-type: none"> • For impact • Encapsulates the horror
Story of gifts		<ul style="list-style-type: none"> • Allows a glimpse of how good the children are • And how they have nothing
Simile to sum them up	'like shy, friendly little robins'	<ul style="list-style-type: none"> • Shy because they do not get gifts or meet outsiders? • Friendly because they are good and so do not deserve to be treated like this • Robins are loved by the British, and we are expected to transfer this love to the children here

Answers

5.

Mark Scheme for Paper 2, Question 4

Grade	Descriptors
7, 8, 9	<ul style="list-style-type: none">• Able to write in detail about the differences in the writers' ideas and attitudes• Compares the ideas and attitudes intelligently• Analyses the effects of the methods used by the writers• Selects a range of quotations, exactly the right ones to use
5, 6	<ul style="list-style-type: none">• Shows clearly how the ideas and attitudes are different• Compares the ideas and attitudes clearly• Explains clearly how methods have been used by the writers• Uses a range of quotations that are relevant
3, 4	<ul style="list-style-type: none">• Able to write about some differences between the ideas and attitudes• Tries to compare the ideas and attitudes• Tries to comment on the words used• Uses some quotations (possibly from just one Source)
1, 2	<ul style="list-style-type: none">• Simple references to the differences ideas and attitudes• Able to indicate different ideas and attitudes• Can say simple things about how the writers have presented the ideas and perspectives• Simple references to details in one or both Sources

Grade 5 extract

Both of the writers feel sympathy for the children. The first one who talks about the children in London is sorry for the little girl because she has to wear slippers instead of shoes and does not get much meat to eat. She has even been beaten up at school ('The master used to whack me') so she stopped going.

The kids in the barak also don't do to school, but there it is because the schools won't take them because they might have diseases ('we have much measles and scarlet fever'). The writer is shocked that they don't have shoes at all and play out in the snow in bare feet with their toes in pain ('raw and bleeding from the cold').

Both the writers use speech to tell you what the life is like. In Text A, the girl tells the writer what a horrible life she has had and we guess that he is shocked. In Text B, the writer lets a mother tell you what their life is like, and like the writer we are supposed to feel sorry for her.

Also, they both use emotive language...

6. Some ideas:

- Clear hatred of the man – 'as great a tyrant as ever disgraced the army'
- Picks out his failings – 'delighted in torturing the men'
- Universally disliked – 'every soldier hated him'
- Seems identified by his punishments – 'his lash'
- Identifies the major as unfair – 'if he was young... if he was getting into years...'
- Hates his enjoyment of what he did – 'delighted'

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Answers

- Major felt he was always right – ‘he would cut it down’
 - Seems stupid, banning cats – ‘I don’t care a damn’
 - Writer presumably celebrated with rest when he was gone – ‘His departure caused quite a celebration’
 - Sees him as a coward for not facing court martial and instead retiring? – ‘The major chose the latter’
7. Some methods
- Sets him up as a coward by starting with his ignominious departure
 - Powerful language of loathing – ‘as great a tyrant...’
 - Vocabulary: ‘torturing’ ‘hated him’ ‘lash’
 - Examples of his unfair judgments
 - Anecdotes – enjoyed making others unhappy
 - Brought to life by touches of conversation
 - Simple statement to end, summing up the reaction
8. Some ideas:
- Personal antagonism between him and Colonel Stewart – ‘I am not the sort of man he likes’
 - Relishes their differences – ‘I am glad I am not that sort of man’
 - Hates the colonel – ‘He is a pig’ / ‘and I very emphatically dislike him’
 - Thinks the officers are all too close – ‘They call each other by their Christian names’
 - Implies he was not given a fair hearing by the acting Commander – ‘Col Stewart’s judgment was enough for him’
 - Suggests his Commanding Officer is evil – ‘the Devil, the German State, and my Commanding Officer’
 -
9. Some methods:
- Starts and finishes with his position – ‘under a cloud’
 - ‘kicked out’ suggests lack of respect
 - Implies criticism throughout – ‘It is not the way of the army’ – here using a short, blunt and simple sentence to make the point
 - Shows sense of humour, playing with words and ideas – ‘I am not the sort of man he likes... I am glad I am not that sort of man.’
 - Humorous insult – ‘He is a pig’ (Made worse with – ‘I mean no insult to the pig’)
 - The story is driven by simple narrative details (‘I appealed to the General’) but often these imply the unfair reaction and suggest criticism – ‘was a school companion of Colonel Stewart’
 - Sense of despair in simple statement – ‘But it was no use’
 - Negativity – ‘not of it’, ‘no work to do’, ‘not enjoying’
 - Contrast between when he apparently enjoyed the war (‘To arms!’) and his current annoyance
 - Humorous list of three – ‘the Devil, the German State and my Commanding Officer’
 - Poking fun at himself – ‘what a dangerous rebel I am’

Answers

10. Some possible comparisons

	Text A	Text B
Attitudes to officers	<p>Hates the officer</p> <p>Says what he did wrong</p> <p>Explains he is violent</p> <p>Hates what the officer does</p> <p>Major shown as always right</p> <p>Sees him as a bully and coward</p>	<p>Calls the officer a 'pig'</p> <p>Explains all the officers are in league together</p> <p>Links him to the devil</p> <p>Makes fun of the officer (and himself)</p> <p>Colonel Stewart simply has support of CO</p> <p>Simply sees him as someone the officer does not like</p>
Methods used	<p>Emotive, violent language</p> <p>Details what the officer does to everyone</p> <p>Examples</p> <p>Uses conversation</p> <p>Depicts him as 'a tyrant'</p>	<p>Uses humour / sarcasm</p> <p>Talks about the officer's effect on him</p> <p>Negative vocabulary</p> <p>Lists his own thoughts – including humorous list of three</p> <p>Simply a man who leaves him 'under a cloud'</p>

Extended practice

See p.30 (above) for the Mark Scheme for Paper 2, Question 4

Grade 9 extract

At first glance, both texts are similarly critical of officers. In Text 1, Major Hudson is called 'as great a tyrant as ever disgraced the army' – with the idea of 'disgrace' being the worst term that could be levelled at an officer; and in Text 2, the writer resorts to a very basic metaphorical insult: 'He is a pig'. Yet in these very obvious ideas there is a contrast. Whereas the first writer is dealing with an officer who treats all the men unfairly (any soldier, it seems, was likely to receive no sympathy and 'come under his lash'), the second writer is much more personal and focuses on his own individual confrontation with authority: 'he does not like me, and I very emphatically dislike him'.

Perhaps unsurprisingly, the methods used are different too. Text 1 lingers over emotive vocabulary, such as 'torturing' 'hated him' and 'lash', all of which bring alive the pain and suffering of the common soldiers, under the control of such an officer. However, Text 2 narrates his problems in a straightforward manner, often using simple sentences ('I appealed to the General') but always maintains a light-hearted emphasis too: 'I am not enjoying the war a bit' (which is intended to raise a smile, since war is such a dreadful experience normally, and the writer, in contrast to the officer,

Answers

comes across as a warm and interesting man). He also says ‘You see what a dangerous rebel I am’ (which is mocking himself, perhaps for not dealing with the situation more decisively, but which wins the reader’s affection)...

Assessment comment

This response is already dealing with the texts using close and appropriate detail and spotting subtle differences. The ideas being put forward are intelligent and analysis of both texts is clear, whilst there is excellent use of supporting quotation throughout.

Answers

Communicating effectively, p.56

1. Possible improvement:

I have spent many holidays in the Lake District and, even though I never get excited about going there, I love it when we arrive. Perhaps it's strange for a fifteen-year-old to enjoy tramping up mountains and dipping into freezing cold, midge-covered stretches of grey water, but it is genuine fun and I don't even mind browsing around the shops in the towns and villages...

(Grade 7 standard)

2. Possible alternative:

I never knew what Stevie was going to do next. Sometimes he was so sensible but sometimes he could be as wild as a ferret.

I remember once when he invited everybody we knew round to Dannie's house, but he did not bother to tell her it was happening. When we arrived, her parents were out, though that was not necessarily a good thing.

'What's all this?' she asked as she opened the front door.

'Just step back and you'll soon see,' said Stevie and led his crowd through into her kitchen.

(Grade 6 standard)

3. Possible improvement:

Good afternoon, ladies and gentlemen: and many thanks for allowing me to address you on this most important subject.

My first point is quite straightforward because I don't think that anyone here can doubt that careers education is vital for young people such as myself. You know how difficult it is to get into the job market at present – so you must be aware of the need for top quality careers education. Without doubt, you will also know how poorly it is delivered in so many schools and academies at present...

(Grade 8 standard)

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Answers

Extended practice

Mark Schemes

Content and Organisation

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none"> • Writing is compelling with extensive and ambitious vocabulary • Perfectly matched to purpose, form and audience • Highly organised, and incorporating many complex ideas • Consistently well-organised paragraphs are linked fluently with integrated connectives
5, 6	<ul style="list-style-type: none"> • Clear and effective writing with increasingly sophisticated vocabulary • Clearly targeting purpose, form and audience • Interesting writing, with detailed and connected ideas • Suitable paragraphs throughout with connectives to link ideas
3, 4	<ul style="list-style-type: none"> • Mostly successful writing with varied vocabulary • Attempts to target purpose, form and audience • A variety of linked and relevant ideas • Some paragraphs and connectives
1, 2	<ul style="list-style-type: none"> • Simple communication of ideas with simple vocabulary • Simple awareness of purpose, form and audience • A few ideas, possibly linked • Random attempts at paragraphs, or no paragraphs at all.

Accuracy

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none"> • a wide range of punctuation used accurately • uses a full range of sentences to create effects and has control of grammar – Standard English consistent • extensive and ambitious vocabulary, spelt correctly
5, 6	<ul style="list-style-type: none"> • a range of punctuation, mostly successful • uses a variety of sentences for effect and mostly controls the grammar – mostly in Standard English • increasingly sophisticated vocabulary generally spelt correctly
3, 4	<ul style="list-style-type: none"> • a range of punctuation, with some control • attempts a variety of sentences with some grammatical control – some Standard English • varied vocabulary with some accurate spelling of complex words
1, 2	<ul style="list-style-type: none"> • some punctuation • simple range of sentences and limited control of grammar – occasionally in Standard English • simple vocabulary with accurate basic spelling

Answers

Exemplar responses

- The local park

The sun was shining brightly and the grass was greener than it had been for ages. Down by the swings, there were families sitting around, with the mums showing their fat white legs and the men bare-chested, with their bellies hanging over their belts. All around them the kids were running and screaming and chasing each other and throwing dandelions around. It was a great Sunday out for everybody. Even the dogs were enjoying themselves, though they all looked thirsty and hot.

(Grade 5)

Assessment comment

The description is clear and targets the necessary purpose. The vocabulary could have been improved (“for ages”, ‘great’, ‘kids’) but the writing is accurate. There are descriptive details but no imaginative features like similes or metaphors.

To achieve a higher grade

The vocabulary could be improved, there could be a wider range of punctuation, and it would also be improved by features to bring it all to life – perhaps snatches of conversation or some imagery.

- ‘The End of the Line’

The train pulled away from the platform, heading back to Brisbane and civilisation. She stood still and watched it go. Gradually, the noise of the diesel engine faded, as if it was being absorbed into the shimmering heat, and the last carriages rocked round the bend and out of sight.

She looked down at her suitcase, on the platform beside her, then gazed all around her: at the dusty buildings, the thin trees and the emptiness. She was alone. Terrifyingly alone.

Where was Wes and what was she going to do next?

(Grade 9)

Assessment comment

This writing is fluent, believable and totally engaging. The vocabulary is varied and appropriate, as are the sentences; and the paragraphs work effectively to develop the sense of concern for the central character. There is also a simile, a list of three and a rhetorical question.

- Views on the school’s facilities

the scools a mess and needs lots of stuff in it thatl make it beter Like our gim is rubbish and that’s putin it mildly isn t it that’s wat i think anyway and lots of peple agree with me so its tiem some body got round to doing things. The classrooms are crap to and we want new tables and cheers rite round the bilding

(Grade 1)

Answers

Assessment comment

This is a simple response which is blighted by technical errors in spelling and punctuation. There are discernible sentences though and there is some linking of ideas. The student has an understanding of what the task requires. Standard English needs improvement.

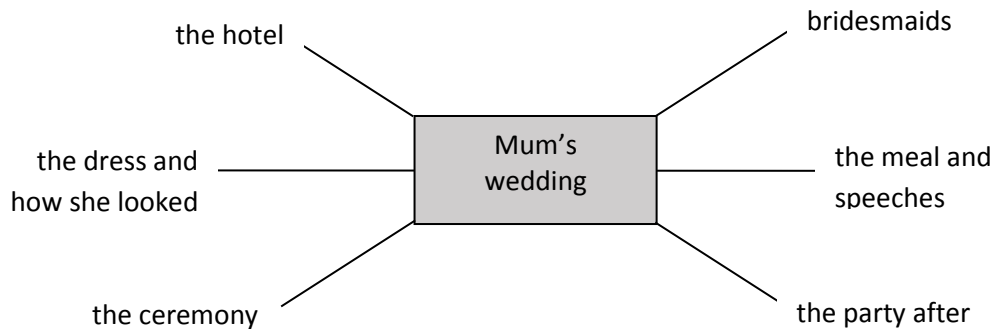
To achieve a higher grade

Clearly, accuracy would have to be improved and ideas would need to be extended and developed.

Answers

Organising your writing, p.58

1. Example:



Opening

Background – dad died 5 yrs ago all’ Mum deserves happiness Mum met Mos – we all love him ‘A new beginning for us

The hotel

Marsham Country Club In country Expensive – paid for by Mos Brown stone building Immaculate inside – dining room transformed for wedding white tablecloths like snow; and flowers ‘Most perfect place?’ Lake at end of gardens for photos – like a fairytale

The dress and how she looked

Magical Cinderella? Layers of skirts flowers in hair happier than anyone ever was before? Scene as she walked down the staircase and over the registrar and Mos Look on his face!

Bridesmaids

My long white dress: low-cut back/satin/lace flowers young cousins all dressed the same but running round as if playing pacing after mum kiss on cheek to say thank you

The ceremony

All filmed families sitting around who would cry next? speeches from mum and Mos ‘I do’ walking out to track from Simon and Garfunkel – mum’s favourite drinks and photos

The meal and speeches

Three courses couldn’t eat – too excited rude speech from Gez, best man (did Mos really do those things?) speeches from everybody, nearly

The party after

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Answers

Dancing all night first dance to 'Fields of Gold' loved swaying round in my skirts chatted
up by Adil smooches to slow dances 'Maybe it will be our turn next..?!'
unforgettable night

Ending

They were off on honeymoon next morning – car to airport cheering, waving and I'm
seeing Adil next week

2. Exemplar openings:

- My mother sat me down in the settee. 'Love, I've something to tell you...'
She couldn't surprise me – I'd known for ages what was coming: 'You're getting married to Mos...'
Let's face it, the news had been coming for weeks. And I couldn't have been happier for her. She just looked at me as if she didn't know what to say next.
'Mum, relax. It's great! I'm so pleased for you.' I started to cry.
'It's going to be a new beginning for us all... are you sure you are happy about that?' she asked...
- Since my dad had died five years ago, we had done everything we could to stay positive, but it had been hard at times. I'd heard mum crying at nights and sometimes the whole world looked dark to us. It was hard to find any sign of hope or any sun to shine on us. Then Mos came along and mum fell in love with him and we all fell in love with him too and the clouds all blew away.

3. Exemplar endings:

- And the morning after it was all over: the happily married couple sped off in a taxi to the airport for the honeymoon and we all cheered them away, then went back to pack up our rooms and head for home. Life was beaming at us again. Mum had a new life and we all had a new life and I had Adil now. I couldn't imagine there would ever be clouds again.
- The taxi took the happy newlyweds away for their honeymoon next morning and sat on my hotel bed reflecting on the wonderful day we had experienced. It seemed like a long, long time ago now since mum had sat me down on that settee to spring her surprise about the wedding. I cried again, just like when she told me about getting married, and with total joy. Then I packed my bag and set off back to our little house and the ironing my mum had told me to do: 'And don't forget to hang it up properly!' She'll never change, my mum, whatever happens.

Answers

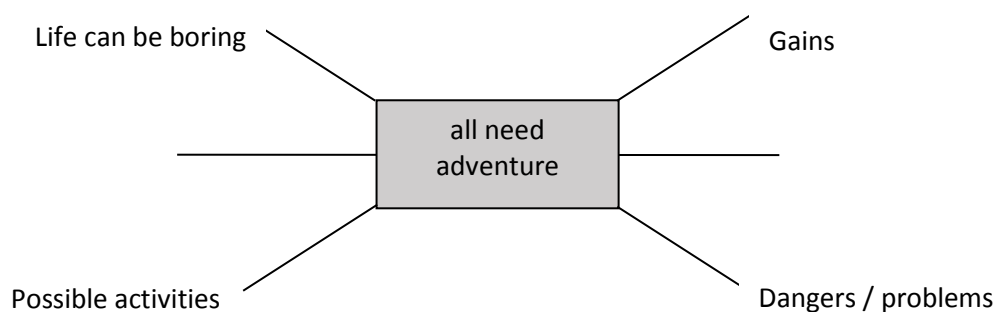
Extended practice

Mark Scheme

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none"> • Perfectly matched to purpose, form and audience • Highly organised, and incorporating many complex ideas • Consistently well-organised paragraphs are linked fluently with integrated connectives
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1, 2	<ul style="list-style-type: none"> • Simple awareness of purpose, form and audience • A few ideas, possibly linked • Random attempts at paragraphs, or no paragraphs at all.

Exemplar plan

1. Spider diagram



2. Detailed notes

Opening

No need for life to be dull: mountain climbing/sky diving /going to a Millwall match Life beyond phones and laptops Quote Bear Grylls and Lady Gaga

Ordinary life is boring

Daily routine people with no ambition fixation with computers no original thoughts
 safety first Health and Safety rules are crazy 'Enjoy – you are a long time dead'

Possible things to do: 2 paragraphs?

Kids – climb trees/ teams against others / competitions

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Answers

Scouts? Or just gangs and outings... Sea, sand... Lion taming / space exploration
Local: visiting local towns, doing anything out of the ordinary / clubs?

What you get out of it

Personal development experience for life friends who are different adrenaline rush skills developments 'blossoming' Who wouldn't want to climb Everest?

Possible problems

Physical hurt expense (need to be a bank robber first?) time constraints need to take other friends with you? Problems settling for ordinary life after doing things more interesting

Ending

Life doesn't have to be sanitised big world out there who are the heroes: did they 'play safe'?
'Tis better to have tried and failed than never to have tried at all'

Exemplar opening and ending

Mark Scheme

Content and Organisation

Grades	Descriptors
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Answers

Accuracy

Grades	Descriptors
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3, 4	<ul style="list-style-type: none">• a range of punctuation, with some control• attempts a variety of sentences with some grammatical control – some Standard English• varied vocabulary with some accurate spelling of complex words
1, 2	<ul style="list-style-type: none">• some punctuation• simple range of sentences and limited control of grammar – occasionally in Standard English• simple vocabulary with accurate basic spelling

Opening:

Life does not have to be tedious. You do not have to spend your life watching talent shows and cooking programmes. It is not necessary to spend ten hours a day on the internet. If you just lift your head a fraction and look out of the window, you will see sky, openness and other people who are not just names on your screen. Believe it or not, cyber space is not the only arena to develop your dreams. Even in the 21st century, there is room for adventure: you could climb a mountain, throw yourself out of a plane (though, don't forget the parachute, or it could all end in tears) or even go to a Millwall match. Life doesn't have to be simply safe and dull. As Bear Grylls once said: 'Until you have nearly died in a jungle, you haven't lived...'

(Grade 9)

Assessment comment

This writing is entertaining, accurate and perfectly suited to the purpose and audience. It has a variety of accurate punctuation, varied vocabulary and fluently linked ideas.

Ending

You don't have to be boring and your life doesn't have to be boring either. There are lots of things to do even if you don't want to eat insects in a jungle. People who just go through school, hopefully get a little job then spend the rest of their life paying taxes and complaining haven't lived. You need to see what your heroes have done and decide to follow them. Then you won't have wasted your time on earth.

(Grade 5)

Assessment comment

This is clear, with connected ideas and appropriately targets the purpose and audience. It is accurate without ever being impressive, in terms of vocabulary, punctuation or ideas.

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Answers

To achieve a higher grade

For a higher grade, this could include features such as imagery, quotation or even humour. It would be better if it had a wider range of punctuation and vocabulary. In itself, it needs to be more adventurous.

Answers

Vocabulary and crafting, p.62

1. Examples:

The man was *overweight*. He did not really walk into the surgery – instead, he seemed to *roll unsteadily*, as if each step was a struggle. When he had registered, he *collapsed* on to a *plastic* chair, his chest *heaving*. *Slowly*, he pulled himself together. He *gazed* down at his feet, looking surprised that he had made it.

2. Examples:

The mountain *towered above us as if it might touch the clouds*. To our left, the range of hills *stretched* like *rolling waves into the distance*. The sun was *already climbing high* and it felt as if *we had an exciting new world opening before us*. We were as *alive as a person could be*, with the whole day stretching ahead, *burning and dazzling, challenging and all ours to take and mould*.

3.

Mark Scheme

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none">extensive and ambitious vocabulary, spelt correctly
5, 6	<ul style="list-style-type: none">increasingly sophisticated vocabulary generally spelt correctly
3, 4	<ul style="list-style-type: none">varied vocabulary with some accurate spelling of complex words
1, 2	<ul style="list-style-type: none">simple vocabulary with accurate basic spelling

Example:

As usual, it was like a military operation. We filed in, silent as mice, and the teachers sat down the sides, along each of the walls, glaring at anyone who dared to move. Commandingly, and right at the end, the head marched in, chin up and tie immaculately tight against his throat. We wondered if he might strangle himself one day; I guess some people actually hoped that might happen. You could have heard a pin drop as he arranged his papers, meticulously, on the lectern. Then, finally, he began.
(Grade 9)

4. Possible improvements:

After the fight, he *strode* down the road with *immense satisfaction apparent in his features*. He felt *uplifted*. The sun shone *like a beacon*; he *moved like a champion*; and he was sure *there was a lucrative future ahead*.

5. See question 3 above for Mark Scheme

Possible version:

She sat and looked at the moody, shifting sea. Now that she had run away, she had no idea what to do next. However, a boy who must have been about sixteen sat down next to her and it occurred to her that he might just know if there was anyone in this place who could help her. He looked friendly enough, but she was frightened to speak first, of course.

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Answers

Finally, she cleared her throat and took her courage in both hands. 'I'm sorry... I'm sorry...' Her voice wavered. 'Do you think you could help me..?'

(Grade 6)

6. See question 3 on p.44 above for Mark Scheme

Example:

There were huge plates of food, with roasted meats and plates of sandwiches and snacks. Also, there were drinks for everyone. Some of them were in antique jugs on the table but some were served by waiters who all seemed attentive. As everyone sat down, people laughed and joked but they had no idea what shocking tragedy was about to unfold.

(Grade 5)

7. See question 3 on p.44 above for Mark Scheme

Example:

How can anyone claim that family life is to be treasured? Certainly, if they had the life I am forced to lead, they would see it all very differently. My mother drives me insane and blames absolutely everything on me; it is as if I am the devil incarnate. In fact, it has become so bad that I am determined to leave home as soon as I am able. When I am sixteen, I will be free and will be moving out and away from my parents, so they will have to find another target for their venom. And they will have to do the washing up themselves too!

(Grade 7)

Answers

Extended practice

Mark Scheme

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none">• extensive and ambitious vocabulary, spelt correctly
5, 6	<ul style="list-style-type: none">• increasingly sophisticated vocabulary generally spelt correctly
3, 4	<ul style="list-style-type: none">• varied vocabulary with some accurate spelling of complex words
1, 2	<ul style="list-style-type: none">• simple vocabulary with accurate basic spelling

Good morning, everyone. I hope that you are all feeling rested and receptive, because I fear that I will be arguing against the other speakers you have heard so far, and against the views which so many here seem to have espoused.

Let me explain. I have one a real problem with the concept that children should have to attend their neighbourhood school: quite simply, not all schools are as good, not all schools have the same level of excellent teachers and not all schools have the same facilities. I wish this was not true, but we all know that it is. And since all schools are demonstrably not equal, it would, surely, be unjust to make children attend the school that is closest to where they live. That school might have serious problems and why should the children who live closest be thus penalised? Society has to be fairer than that.

Of course, I am well aware that allowing children to attend whichever school their parents might choose immediately creates logistical and practical problems for the education system and for administrators at local level...

(Grade 9)

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Answers

Using effective punctuation, p.66

1. When we arrived at the house, no one was there. That was when it got scary and we decided to head off into the woods, which afterwards seemed a silly thing to do. At the time, though, we just thought it was for the best and Angie led us away.

2.

	abbreviation
He would not	He wouldn't
I cannot run	I can't run
That is crazy	That's crazy
I am not mad - you are	I'm not mad – you are

3. Example:

Surely it is time to sort out our problems with pollution? Can anyone honestly believe that we can go on as we are at doing present and not to see our world ruined for ever? When will sanity prevail? I despair at the pathetic attempts of politicians to say they are doing something, when clearly they are not. This is all too important to ignore!

4. Example:

It is a matter for international action, clearly – though it is never easy to get countries to work together. Perhaps a well-known celebrity (and I would consider Barak Obama to fall into that category) could work some sort of miracle? Though, maybe I am just an eternal optimist....

5. Possible punctuation:

'Hello,' said the woman to the little girl next door.

The little girl looked at her with tears in her eyes and replied, 'Hiya...'

'Why,' said the woman, 'are you digging that hole?'

'I have to,' said the girl.

'But why?'

'My hamster is dead,' said the little girl. There is going to be a burial.'

'Oh, I'm sorry. But why is the hole so big?' asked the woman.

The little girl looked at her with an evil glint in her eye. 'It has to be quite big,' she said. 'My hamster is inside your cat...'

6.

The town was sleeping: pavements were deserted, with only the litter shifting in the breeze; hardly a car moved on the roads; and the bird song could be heard clearly from the tops of the trees. A homeless man struggled to his feet in a shop doorway; the police would be carrying out their routine sweep soon.

Answers

Extended practice

Accuracy

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none">• a wide range of punctuation used accurately• uses a full range of sentences to create effects and has control of grammar – Standard English consistent
5, 6	<ul style="list-style-type: none">• a range of punctuation, mostly successful• uses a variety of sentences for effect and mostly controls the grammar – mostly in Standard English
3, 4	<ul style="list-style-type: none">• a range of punctuation, with some control• attempts a variety of sentences with some grammatical control – some Standard English
1, 2	<ul style="list-style-type: none">• some punctuation• simple range of sentences and limited control of grammar – occasionally in Standard English

Example extract:

The shopping area in town is chaotic on a Saturday: families pushing everywhere to get the bargains; little old men and ladies, enjoying the sunshine because they don't get out much; and the teenagers, full of music and life. 'Double glazing..?' asks a man in a well-worn shirt and trousers, but he is ignored. Everyone is just too busy.

One group of girls – coated in makeup and dressed in whatever they have that is best – laugh and scream on the seats outside the cathedral, whilst a pack of boys (edging ever closer to them) concentrates on looking cool and aloof. Is their intention obvious? Well, yes, but not unusual. This is the weekend, after all!

(Grade 9)

Assessment comment

This is lively, full of detail and has varied sentences. It is ambitious thus far. For punctuation, too, this is clearly Grade 9 because it has a wide range of punctuation used accurately.

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Answers

Improving sentences and grammar, p.68

1. Example:

She could not believe it. Everyone was staring. She simply wanted to die.

2. Example:

The stalls full of goods were piled high and the market traders shouted out their prices. It was all exciting but the little old ladies only wanted to get home quickly.

3. Example:

Can I, she wondered, manage to face a future without a wage which, if she were being honest, she would have to admit, even to her husband, she just loved to spend on luxuries?

4.

Mark Scheme

Grade	Descriptors
7, 8, 9	<ul style="list-style-type: none">• uses a full range of sentences to create effects• has control of grammar
5, 6	<ul style="list-style-type: none">• uses a variety of sentences for effect• mostly controls the grammar
3, 4	<ul style="list-style-type: none">• attempts a variety of sentences• some grammatical control
1, 2	<ul style="list-style-type: none">• simple range of sentences• limited control of grammar

Example:

It must be clear to anyone that sex education is vital for all children as they begin to grow and mature. The sooner it begins, the better! They need to know about life. They have to be aware of their bodies. The government cannot simply criticise sexual behaviour and the schools cannot just hide from their responsibilities.

(Grade 8)

5. 6. 7.

See question 4 above for Mark Scheme

Examples:

5.

Wherever he looked, there seemed to be no hiding place, nowhere to turn and no hope of his survival and he knew he would have to risk climbing down the vertical face of the cliff or turn back and face the soldiers. Time was running short. He had to decide. It was now or never.

(Grade 7)

Answers

6.

Wrecked. Helpless. Despairing... He gazed out of the window, sickened and alone, and watched as the carpenters sawed and hammered and constructed a scaffold which he knew was for him and which he could not avoid and which would end his life and his hopes and his dreams, because there would be no future at all, just endless pain for his family which he could now no longer support or protect, whilst the clock was ticking down, relentlessly, remorselessly, to signal his execution.

(Grade 9)

7.

His wife was distraught, weeping and broken. In what is supposed to be a civilised world, how could this happen? There could be no future for them now...

(Grade 7)

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Answers

Extended practice

Mark Scheme

Grade	Descriptors
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Example:

I simply love Santorini. Who wouldn't? It has beautiful black volcanic beaches but it also boasts the most spectacular view in the world. To sit at sunset in a taverna in Thira Town on the caldera – the edge of an ancient volcano - and look out across the bay to the island that was once the volcanic heart of a destructive explosion that wreaked havoc right across the Mediterranean; and then to see beyond that the distant isles that were also once the rim of the biggest volcano the world has ever witnessed, watching the sun sink red into the deep blue of the sea: such an experience cannot be matched anywhere.

(Grade 9)

Assessment comment

This clearly fulfils the top band descriptors: it is well controlled and the sentences create effects – not least, how the emphasis is built to a powerful ending.

Answers

Writing to describe, p.70

1. Possible answers:
 - Adjectives: excited, joyous, thrilled
 - Similes: like children on their birthday morning
as crazy as circus clowns
like football fans waiting to greet their heroes' return with the cup
 - Metaphors: their joy spilt on to the road
indescribable, unmatched enthusiasm

2. Possible answers:
 - The hills climbed on all sides, coated in spectators.
 - The countryside resonated to the clapping and cheering of the thousands lining the road.
 - The storm-poised sky provided a dramatic backdrop to the sea of excited people.

3. Possible answers:
 - Clouds scudded across the blue sky.
 - The sun shone and the shadows lengthened but the clouds were gathering.

4.

Mark Scheme

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Answers

Accuracy

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1, 2	<ul style="list-style-type: none">• some punctuation• simple range of sentences and limited control of grammar – occasionally in Standard English• simple vocabulary with accurate basic spelling

Exemplar description

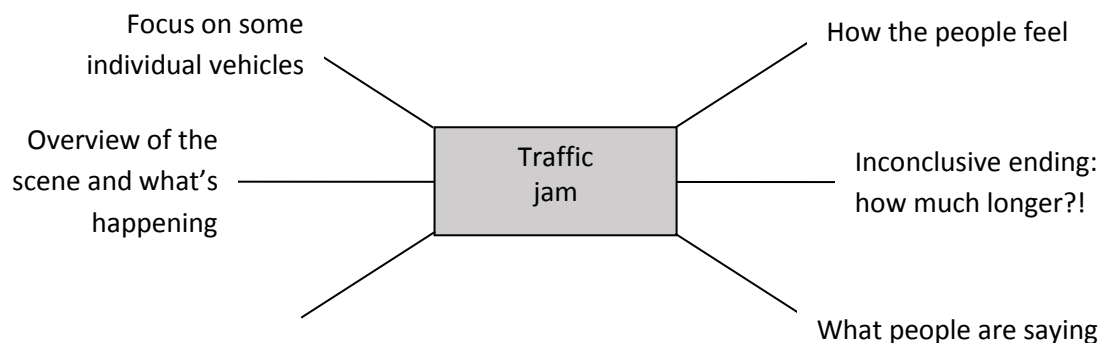
As the day wore on, the crowds grew and grew, anticipating the cyclists who were due to appear some time in the late afternoon. The green slopes were coated in spectators, who were happy to applaud anything that was happening: police cars passing by, trucks carrying the cycling teams' spare wheels or even an ice cream van that appeared magically from nowhere. There was huge excitement on the hill tops, with many adults behaving just like children on their birthday morning.

The countryside resonated to the clapping and cheering of the thousands lining the road. The sun continued to shine the shadows lengthened and even though the clouds were gathering, no one seemed to care. It was a carnival atmosphere that everyone was determined to enjoy.

(Grade 8)

Answers

5. Exemplar plan



See pages 52 and 53 (above) for Mark Scheme

Two exemplar paragraphs:

It was a hot summer day and not the best time to be stuck in a traffic jam. People had their windows open and it was bakeing Everybody wished he was somewhere else but there was nowhere to go because nothing was moving at all. The petrol fumes were strong because the exausts were pumping out their gas's. The children just wanted to go home.

(Grade 3)

In an elegant BMW, Mrs Harris was far from content. 'George,' she said to her husband, who was partially slumped over the wheel, 'is there no way we can skirt all this congestion? Are there no side roads?' He considered pointing out to her that they were trapped in the outside lane of the motorway and nothing had moved at all for some considerable time and there was no slip road off for at least five miles, but wisely held his council. 'I think we will just have to see what develops, my love,' he offered, in a quiet attempt to placate her.

(Grade 9)

6. Some exemplar details:

Ideas for inclusion	Details
looks	lined face, bright blue eyes, hooked nose, glasses, slightly yellow skin, red-rimmed eyes
first memories of them	always bringing sweets when she visited, smelling of TCP, laughing if I did anything wrong, holding me when I was hurt
their past	had brought up family alone, never had enough money, did without to give things to her children, helped look after us when our mum left
interests	Coronation Street, sewing and knitting, holidays in Bridlington with her friend of sixty years, Bingo
best qualities	caring, loving, forgiving, generosity
how they behave	like a child sometimes, like a parent too, dancing at New Year, singing songs by Abba
what they talk about/how they talk	the old days, when she was a child, what is wrong with the world now, usually with a joke at the end, never criticising her family
failings	can talk too much, always want to be involved in everything, to help but can cause problems
why they are	Different from most grandmas because she's so lively, loves her

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Answers

loved/disliked

grandchildren and would do anything for them, simply loved because she has always been like a mother to us

7. 9. 10.

See pages 52 and 53 (above) for Mark Scheme

Exemplar paragraphs:

As the family began to sit themselves around the table, my grandma simply had to take charge. ‘You sit there, Emily... and you over there, Stevie... and I hope someone has remembered that it’s Chris’s birthday – you sit over there, son.’ My father did as he was told, because you always obey my grandma. She is in charge of things and gets everything right and that is part of the reason why we all love her so much.

(Grade 7)

Once, when we were all on holiday with my Uncle Jim and his multitudinous offspring, she was playing cricket with the rest of the family on the sands. ‘Look at her go!’ said Uncle Jim to two passers-by as she chased the ball towards the sea with her flowered dress flapping in the breeze and threatening to billow over her head at any moment. ‘She’s not bad for ninety-two, is she?’ They both looked amazed, but grandma didn’t let him down.

‘And I’ve even got some of mi own teeth!’ she shouted as she rolled the ball back. Bless her – she was only sixty at the time!

(Grade 9)

‘Julie,’ she said to me, ‘you must always do what your dad says.’

‘But I hate swimming,’ I replied. And he makes me go’.

‘The thing is, he is thinking about you. Isn’t he. You have to know how to swim, in case you ever fall in the water.’

‘Yes, grandma,’ I said. She always knows best and she is also always right.

(Grade 5)

11. Some suggestions:

- She is one of the wonders of the world
- She makes everything better
- She has the biggest heart in the world
- Her laugh is like a magical virus that you just can’t resist – it infects everyone
- She is like an angel
- Her caring attitude to her family is like a warm blanket, protecting us all

Answers

12.

See pps 52 and 52 (above) for Mark Scheme

Example:

At the end of the day, when the party was over and we had said goodbye to everyone, grandma organised the washing up and the putting away, then she sat herself in the big armchair and stretched out her legs and sighed with satisfaction. That is what she is about, really: making everything better for everybody and never complaining and enjoying seeing the family happy together. She is our guardian angel. We love her.

(Grade 8)

13. Example plan

Intro

Para 1: her looks and how she talks and what about lined face, bright blue eyes, hooked nose, glasses, slightly yellow skin, red-rimmed eyes: 'the old days' in her stories (including when she saw the Beetles)

Para 2: Earliest memories of her

Smell of TCP always Used to hug me as a child and brought sweets 'you are my special cherub' anecdote of time I fell and went to hospital but she made it all better

Para 3: what she is like (maybe 2 paras?)

How she brought up her family alone ('a wonder') and then helped my dad to bring us up ('Couldn't see you without clean clothes, could I?') love of tv (Corrie) and sewing and knitting and Bingo and her holidays in Bridlington beach story c/o Uncle Jim (separate para?)

Para 4: why we love her so much

Brought us up always generous like our mum (and 'an angel') still looks after us, even now even when she tries to do too much, we can't criticise her, can we?

Ending

14. Some ideas:

- child's birthday..?
- dad's homecoming from..?
- family member has recovered from serious illness..?
- family has just won the lottery..?

Suggestions:

You might focus on why they are popular/unpopular, their age, background, looks....

Some ideas:

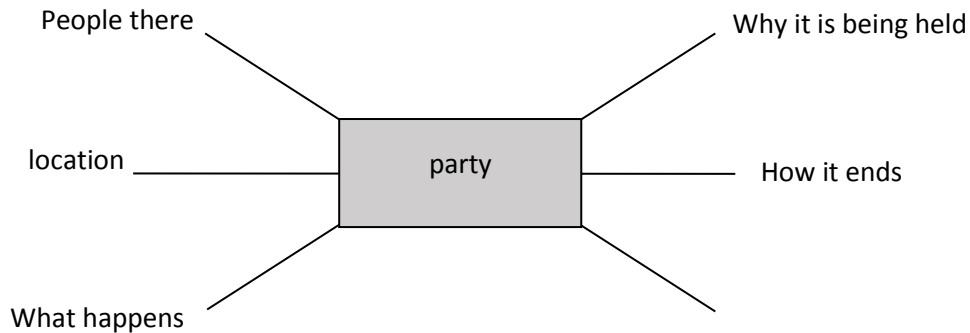
Where/when it is taking place, how many attend, amount of room

15. Events: aim for perhaps two or three, which you can then describe in some detail

AQA GCSE English Language Workbook

Answers

16. Exemplar plan



Detailed plan

Opening

Everyone arriving: laughter, perfumes and aftershaves in air Celebrating dad's recovery from cancer Presents Everyone happy Dad like someone reborn His mum and dad ecstatic

Para 2

Everyone crammed into small room drinking – and tray of wine glasses knocked over by Tiff spilling out on to lawn, where table set for meal later spots of rain?! Music and dad telling everyone he was never very ill anyway mum telling him to calm down

Para 3

People getting drunk focus on Auntie Jill and her daughter Maisie 'Don't let that girl do a striptease!' magical afternoon mum gives up and just lets everyone do what they want (children picking flowers and stealing drinks)

Para 4

Games that only the old people like: mimes, apples... Dad throws himself into it all for first time ever

Para 5

The celebratory meal different foods and tastes speech from dad Jokey speech from Auntie Jill – then she falls over finally the heavens open and we have to flee inside

Ending

Everyone has gone: feast is over Dad can't stop beaming all mess left until tomorrow then mum and dad hugging and they are both crying as I slip out and leave them alone

Answers

17.

See pages 52 and 53 (above) for Mark Scheme

Exemplar extract:

Suddenly, the doorbell was ringing and fists were hammering on the frosted glass and everyone started to arrive. My father stood in the hall, beaming and then beaming some more. It was his party and he was going to enjoy it – it's not every day you recover from cancer. He was like someone reborn and everyone seemed to be enjoying the moment with him.

'Get yourselves inside!' he said as more and more friends and relations arrived. Drinks were handed round and more were spilt and my mother was obviously beginning to have her first doubts about what effect this might have on her new carpet. 'No, we need to get outside!' shouted my father, who could see her concern. 'Who's for the garden?' There were a few spots of rain falling but no one seemed to mind. (Though my mother was obviously thinking 'If it rains, where in this world will everybody eat?'. She is just never relaxed.)

My father obviously did not care about anything. He swept up gran in his arms and waltzed her round the flower beds whilst everyone else shook their heads and smiled benignly. It was his day, and he could do whatever he liked...

(Grade 8)

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Answers

Extended practice

Mark Scheme

Content and Organisation

Grades	Descriptors
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Answers

Example extract

As the sky flashed with rockets whizzing and air bombs exploding, the children had wide eyes. This was an evening they had been looking forward to, and just for once it wasn't raining. Several thousand people were clustered on the hill in the park to see the council's yearly display and it was always good. It started at seven o'clock and usually lasted an hour. Then everyone went to the fair at the other side of the park, next to the bandstand.

The air tasted funny because of all the smoke around. The breeze was blowing it towards the audience and some older people started to choke. Their children offered them sweets and drinks of coke, bought from the hot dog van parked nearby.

'Oooo! and Aaaaah!' everyone shouted as a rocket split into about a hundred different colours and shapes which then drifted back to the ground. 'Wow!' screamed the smaller kids as a huge Catherine wheel spluttered round and round, showering sparks like burning needles...

(Grade 5)

Assessment comment

This is focused on the purpose and audience, has some interesting ideas and is all well-connected. The paragraphs work well. Most of the punctuation is accurate, as is most of the spelling and there are touches of more adventurous vocabulary (eg. 'like burning needles').

To improve the grade...

The task seems to be an ideal opportunity to use imagery and colour. Sentences could be more varied for effect; the punctuation could be more varied and more accurate; and the vocabulary could be made richer and more ambitious.

AQA GCSE English Language Workbook

Answers

Writing to narrate, p.80

1. The train of events you have produced might be extremely detailed or might not. However, a simple sequence, that follows the bullets might be something like:
 - couple happily married for five years
 - she meets an attractive man at work
 - marriage comes under stress; the husband learns why
 - he is increasingly distraught: might he kill one or both of them or, perhaps, himself?

2.

Mark Scheme

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Answers

	<ul style="list-style-type: none"> increasingly sophisticated vocabulary generally spelt correctly
3, 4	<ul style="list-style-type: none"> a range of punctuation, with some control attempts a variety of sentences with some grammatical control – some Standard English varied vocabulary with some accurate spelling of complex words
1, 2	<ul style="list-style-type: none"> some punctuation simple range of sentences and limited control of grammar – occasionally in Standard English simple vocabulary with accurate basic spelling

Example response:

When he stepped back into the room, his face was dark and she knew that look. She was well aware that his temper could just blank out everything when it was rising and at that moment he looked very, very angry. He pushed through the crowd and seized her arm – his grip was tight and painful. She jerked away from him and stepped back, towards the table. Just for the moment he looked helpless, as if he had no idea what to do next, like some cornered tiger.

(Grade 7)

3.

See pages 61 and 62 (above) for Mark Scheme

Example openings:

- Their house was just normal, with neat curtains and nice furnishings. They had spent five years getting it right and Elli was proud of it. Her friends all thought she had done well and that Tony was an ideal husband. He had decorated each room just as she wanted it: the bathroom was pink – which he didn't like much, their bedroom had modern wardrobes and downstairs it was a bit like a show home. He had made it all perfect.

(Grade 5)

- Elli and Tony were enjoying their night out and the curry at The Light of Bengal had been even better than usual. The second bottle of wine had certainly been a mistake, but Tony had drunk most of it and was in particularly happy mood. Elli smiled across at him. 'Time for a taxi home,' she thought.

As she pulled her phone out of her bag, the door of the restaurant opened and she froze. A tall, blond man came in, with a beautiful young woman who must have been ten years younger than him hanging on his arm. He kissed her on the lips then looked across and caught Elli's eyes, burning into him. He froze too.

(Grade 8)

- Tony gripped Marshall by the throat and shoved him back towards the kitchen door. Elli rushed forwards and pulled at her husband's shoulders, begging him to release the tall blond man, who could not breath and was starting to flap his arms helplessly and desperately. He looked like a dying fish.

Tragedy was in the air, but how had it come to this?

(Grade 7)

AQA GCSE English Language Workbook

Answers

4.

See pages 61 and 62 (above) for Mark Scheme

Example of a trigger section:

‘Elli, you deserve more from your life than just a new bathroom.’ Marshall sat beside her and took her hand. ‘You can’t spend the next fifty years being ‘comfortable’.’ It was as if he was spitting the word with distaste. ‘Matthew is boring and you deserve better.’

She looked into his eyes and they were full of foreign holidays and exciting evenings in clubs and fast car drives and crisp, fresh air. He was tall and beautiful and he was definitely not Tony. Despite herself, despite the fact she was certain it was wrong, she leant forward and touched her lips to his. She found it thrilling and a shiver ran up her spine. Her life had just come alive.

(Grade 8)

5.

See pages 61 and 62 (above) for Mark Scheme

Example of a climax:

Tony turned and looked at the two of them looking back at him. It was no good. He could see no way out of where he was. He had lost her and Marshall had won.

He turned away and looked up into the sun and then at the traffic below. The cars were like toys. The people were tiny, like ants. It was the perfect solution, the perfect exit. He shook his head one final time but did not look back at the couple by the fire door. He simply took one last huge breath of air and threw himself into the empty air, tumbling round and down to the street below.

(Grade 6)

6. The events should be suitable limited to, perhaps, two or three major incidents involving two or three major characters, should begin in an interesting way and build to a memorable ending.

7.

See pages 61 and 62 (above) for Mark Scheme

Example openings:

- My friend Ben has been having a terrible time. His wife died about six months ago and he can't get over it. He keeps seeing her and thinking she is watching him, even when he is in the house trying to get some peace. It is like she is haunting him.
- The power of the mind to create illusions is considerable. Semi-conscious, perhaps you imagine the perfect holiday destination, and in your dream you are there; you create some

(Grade 3)

Answers

incident in your past, and as you re-tell the story it becomes fixed as fact. It is as if there is a world beyond this one that we know and understand.

It should be no surprise, therefore, that someone like Benjamin Stoddard sees his dead wife. She inly died a year ago, but for him she still exists: a mist that binds itself together into a real, living , breathing person often...

(Grade 9)

- ‘So, Mr Stoddard, how are you today?’
‘As ever, doctor. No different.’
‘Ah. And, your wife?’
‘She is still there, doctor. She never leaves me. Every time I turn round, there she is. She haunts me, doctor.’
The doctor took off his glasses and balanced them on his desk. He pushed his lips together before he spoke.
‘Mr Stoddard... your wife is dead. You do understand that, don’t you?’
(Grade 5)
- Dani Stevens had always wanted a top project. This time the producer said she could do what she wanted in the program. It was an exiting project too because this was all about a man who could see his dead wife. ‘It’s really fun,’ Dani said to her friend Janey. She had found a madman and had been given the money to do a full hour documentary on him. Great.
(Grade 4)
- The man pulled the back of his hand across his eyes, then blinked and, finally, cried. His wife had been taken away from him – again. He was completely alone - again. He was inconsolable. How could God allow someone to die twice?
(Grade 7)

8.

See pages 61 and 62 (above) for Mark Scheme

Example endings:

- Ben gasped. Before him, the figure of his wife dissipated into a mist, then into nothing. Last of all, the forgiving, lovely eyes were gone, and where she had stood only seconds before there was nothing.

He sat, heavily, in his chair. He swept his hands across his brow, then dug his knuckles deep into his eyes. He looked again, but there was still the emptiness. After all the months of having her there again, after the pain and the hurt and, finally, the acceptance and the happiness she brought him; after all that, she was gone.

Once, he had cried and been tortured by his visions, but now the horror was that he would never see her again. Finally, his wife was dead.

(Grade 9)

- The doctor smiled. ‘You look so much healthier now, Mr Dillon. Are you sleeping?’
‘Yes, doctor... But...’
The doctor raised an eyebrow. ‘But..? The - apparitions, shall we call them..? - have gone, haven’t they?’

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Answers

‘They have. But...’

‘Yes?’

‘I don’t think I will ever be happy again, doctor. That’s all. I don’t think I will ever smile again...’

(Grade 7)

- Dani watched the credits move up the screen and paused the programme when her name appeared. She was happy with the results. She had been given another programme to make and felt she was on the way up. She smiled like the cat that got the cream. Then she thought of Ben and his wife and the smile went. It was so sad that he had killed himself to be with her. Still, things happen sometimes. It wasn’t Dani’s fault, was it? She consoled herself with the idea that God has a plan and we just have to follow it. In her case, it ment promotion. Great!

(Grade 5)

- So she was gone. Totally dead this time. Where he had watched her in the garden, there was just rain falling; where she had stood beside the kitchen table, there was just the chair and no other apparition at all; and where she had stood beside his bed, smiling at him, there was nothing. He did not know how to feel. Lost? Desperate? Broken?

He put on the kettle to boil but realised he had too much water. He was only making tea for one now. He would just have to get used to it.

(Grade 8)

9. to 13.

Some considerations:

- basic idea must be related to the task (perhaps about someone who has the chance to move from complete poverty because of the death of a relative they never knew... or a child whose father leaves them a fortune...)
- this will only be a beginning – perhaps when the news of the inheritance is received, maybe when someone is about to be evicted from their home and this saves them; or revealing the shock as an otherwise ‘ordinary’ person realises they will have a life of luxury for the rest of their life
- you might focus on a married couple, or rivalry (one child has inherited everything, the other has nothing), or the deceased’s angry partner, who has only inherited a CD collection...
- the setting will be important but must be described quickly, because of the pressures of time and the fact that this is only one element in your response
- the range of possibilities here is almost endless – you could go for sibling rivalry, the way money changes people, how it is better to be poor and happy than rich and uncaring, some angle involving charity and charitable donations.... In such a short response, you might only want to hint at a couple of themes, which would be expanded alter in the novel

14. and 15.

Answers

See pages 61 and 62 (above) for Mark Scheme

Exemplar extract

14.

There was a knock at the door which surprised Ali. It was unusually early for the postman and, anyway, even cold callers usually gave his house a miss. The state of the garden, the peeling paintwork and the two broken windows usually convinced them that they would not get a positive response to their wonderful deals on solar panels or double glazing. So, who was knocking now?

He peered through the living room window. Outside there was a postman, with an envelope in his hand. Why hadn't he just pushed it through, so that it could lie with the other brown envelopes, all containing bills?

Ali pulled on a vest and opened the door.

'Special Delivery, mate,' said the postman, glancing inside at the wreckage of his life that Ali had piled in the hall. 'Just sign here.'

Ali scribbled his name, took the envelope and shut the door quickly, without saying thank you. He feared this was a court summons. He shouldn't have accepted it. He knew no good would come of this letter.

(Grade 8)

15.

Ali sat on his settee. He looked at the photographs of his family on the table in front of him. Jaz was not going to get any of the cash, that was certain. He wouldn't give anything to Tajida either, or Adil.

In fact he thought he would keep it all to himself. He deserved it, didn't he? He had never had anything in his life and now he had something. And it was all cash. He felt wonderful. Satisfying. He beamed a huge smile and when he caught a glimpse of himself in the mirror he smiled even more. He was going to be happy for ever.

Of course he didn't know that a car was pulling up outside and three men with long knives were getting out and were about to hammer on his front door.

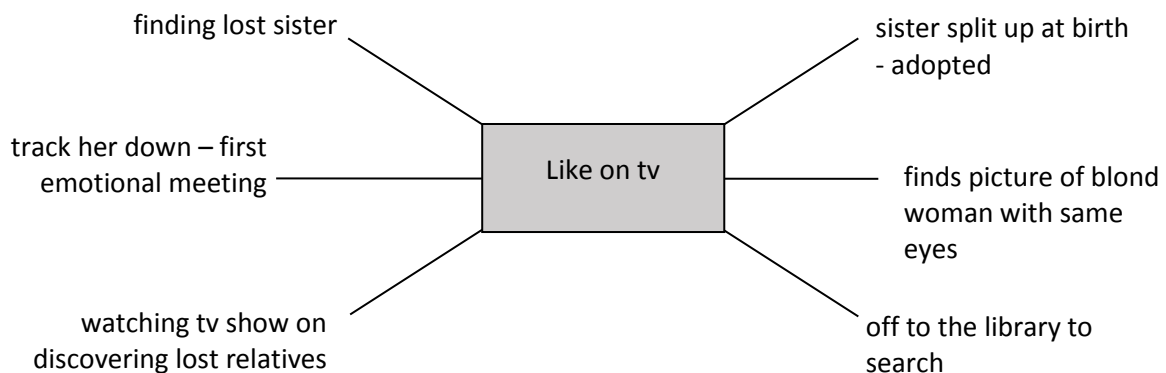
(Grade 5)

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Answers

Extended practice

Exemplar plan:



Detailed notes

1. Opening

Watching prog on finding lost family members looks at only photo of twin sister, not seen since age of three adopted by different families now 25 always been told they used to say 'like two peas in a pod'

2. Section 2

How to find sister? programme not interested in helping adoptive parents can't help tries internet – no use, different name? goes back to agency told sister moved to Blackburn, somewhere limited information but exhilarated to have a 'lead'

3. Section 3

Arrival in Blackburn where to start? appeal on radio? Could get tv coverage? No progress. walking around gazing at people: some unpleasant reactions ('What you staring at? Eh? Eh?') staying in small b and b owner suggests local paper

4. Section 4

days spent going through old papers dismay like finding a needle in a haystack then, picture of contest winner like looking at a mirror it must be her?

5. Ending

contest organisers – give her an address tentative on doorstep there is never a happy ending: could be a disaster door opens past flashes before her eyes gaze at each other sisters re-united just like on tv

Answers

Mark Scheme

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AQA GCSE English Language Workbook

Answers

Example extract

Steph was in her living room watching television. It was all the usual stuff – exactly the same programmes she seemed to watch every night. She yawned. Suddenly, though, a new series was starting: ‘Find the one you’ve lost!’ She turned up the volume. This seemed more interesting.

The presenters spent the next hour reuniting people who had not seen each other for years. Everyone was in tears and the audience kept clapping. Steph looked at the photograph of her twin sister that she always had on her coffee table. She hadn’t seen her sister for over twenty years. Could the program find her? People had always said they looked just like two peas in a pod. There must be a chance, mustn’t there?

(Grade 5)

Assessment comment

This has a range of punctuation and the spelling is generally correct. It is clearly focused on the task, the ideas are connected and these two paragraphs are appropriate.

To improve the grade...

It would be better if it had more engaging vocabulary and greater sentence variety. The opening could be more dramatic – maybe employing a more original simile, some speech or a flashback.

Answers

Writing with a viewpoint, p.90

1. Some ideas:

Qualities	Weaknesses
Rhetorical opening	Colloquial ('Else...')
Two questions to begin	Chatty style throughout ('Well...')
List of three	Contradicts itself
Short sentence for effect	Imprecise vocabulary ('the other stuff')
Example of Fuerteventura	Unconvincing final sentence

2. Some suggestions:

- 'Britain has the most varied and successful holiday industry in western Europe'
'I always take my family abroad: it's cheaper, hotter and much more relaxing.'
- 87% of those interviewed said they would always take holidays abroad if they had the money
60% of British holidaymakers now go abroad for their breaks
9 out of 10 holidaymakers thought their foreign break was good value for money
- Tale of the one time I have had a holiday in Britain in the last ten years and it rained throughout the week
- Airports are like time-sinks – all your precious hours drain away
A week in Spain can be like a year in a mental institution – in comparison, Britain is sane and sensible
British holiday resorts are often like rubbish tips, but with the sea beside them
- Can you honestly say you would prefer Portsmouth to Paris?
Is there any sane reason for staying at home if you can fly away from all your troubles for a week or so?
Who would be foolish enough to spend a fortune visiting Rome when you could enjoy the uniquely English atmosphere at Robin Hood's Bay?

3. Suggestions:

Clearly.... Therefore, there can be no doubt that.... This all proves that... Who could doubt..? So, in any logical world... Because this is true....

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Answers

4. Exemplar layout:

4 Waterton Road
Lupset
Wakefield
West Yorkshire
WF2 6JB
30 June 2015

The Editor
The Yorkshire Evening Post
17 Armley Road
Leeds
LS5 1NT

Dear Sir,

5. 6. 7.

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5. Exemplar answer:

There is no doubt that it is possible to have a wonderful summer break without travelling abroad. After all, this is what the British have done for a hundred years. Having said that, Britain is wet. It is very wet. And who wants to spend their hard-earned money sitting in a flat in Clacton on Sea watching the rain fall when they could be on the beach in Lanzarote in 80 degree heat..? The fish and chips are better in Clacton, but perhaps it is only the food that is better.

(Grade 6)

6. Exemplar answer:

We did, once, meet a British tourist who didn't like the 'foreign stuff'. We came across him in a hotel in Tunisia. He got up every morning and sat out in the blistering sun all day, every day, complaining about the heat and imbibing pint after pint of beer. His skin burnt nearly black and I imagine his liver turned a very sickly colour, but neither effect made him feel any better.

He was a rarity though – I imagine he would have complained wherever he went. He was not typical at all.

(Grade 7)

7. Exemplar endings:

- So you could have your holidays in England because it is a good place with lots of things to do and to see and things. I have a great time with my mum, and dad even if it rains. If you go abroad it can be good to though. We always stay in England or go to Wales every year and stay by the sea. I like swimming. My best times are in Britain, that's what Olly Murs says.

(Grade 2)

AQA GCSE English Language Workbook

Answers

- It is quite obvious that Britain has some stuff to offer. Especially it has tasty food. There is no point spending a fortune heading to Greece if you might get just what you want here. It might not be as hot but who wants to eat a frog's leg anyway? Mm they are lovely. Not. Curries are much better. However, I guess if you want sun, hot sand and pretty girls it is better to go abroad. So you just have to make up your mind what is best for you.
(Grade 3)
- When you weigh up the alternatives it's easy to see why the British go to Europe for holidays. It is a much better place. It has got: sunshine, clean seas and it is cheaper. In fact, in a recent survey almost 100% of people asked said they might never go to a British holiday place again after they had been to Spain. That is very convincing and that is why I think you do have to go abroad to have a good holiday. It is obvious.
(Grade 4)

8. Possible list:
- Pollution
 - Nuclear weapons
 - Wars/terrorism
 - Over-population/food shortages
 - Climate change

9. 10. 11. 12.

See pages 71 and 72 (above) for Mark Scheme

9. Exemplar paragraph:

Because there are now so many terrorists in the world, it could all end in tears. Nobody seems to be able to get on with anybody else because of their religions and beliefs and it could end up with wars all over the world. All it would take would be for one of these 'religious' groups to get hold of a nuclear weapon and all hell would be let loose... I believe that is what we should fear the most and it is what threatens mankind more than anything else.

(Grade 5)

10. Exemplar improvement:

Any right-thinking person should realise we are living in a time of real danger. When will governments realise they have to work together to overcome the terrorist threat? How many people will have to suffer before they come to their senses? And has anyone considered what might happen if ISIS, for example, obtain a nuclear weapon? If such lunatic fanatics were to get their hands on a weapon of truly mass destruction, the result could be catastrophic. Devastating.

(Grade 6)

11. Exemplar paragraph:

Answers

Mankind is seems doomed in so many ways. It is difficult to see how nuclear Armageddon can be avoided – and even if we were to somehow manage to avoid that kind of total obliteration, we would then have to cope with the multitude of other problems. Not least amongst those is the dilemma of how we can possibly manage to feed the world's mushrooming population. We have too many people and not enough food: 65% of people in the world are already hungry; by 2050 that number might be approaching 75%. Action is needed, urgently, but nothing happens, again and again.

Surely no one can remain sceptical about our apparent trajectory towards total self-destruction?

(Grade 9)

12. Exemplar conclusion:

Amazingly, there are still people who think we can sail along and everything will be fine. I have to wonder what sort of dream world they inhabit. The truth is that we are running out of food and water; we are faced with nuclear oblivion; we are poisoning our waters and air. What is more, it is all our own fault. Still, who cares, so long as there might be another series of X Factor on television. After all, that is much more important.

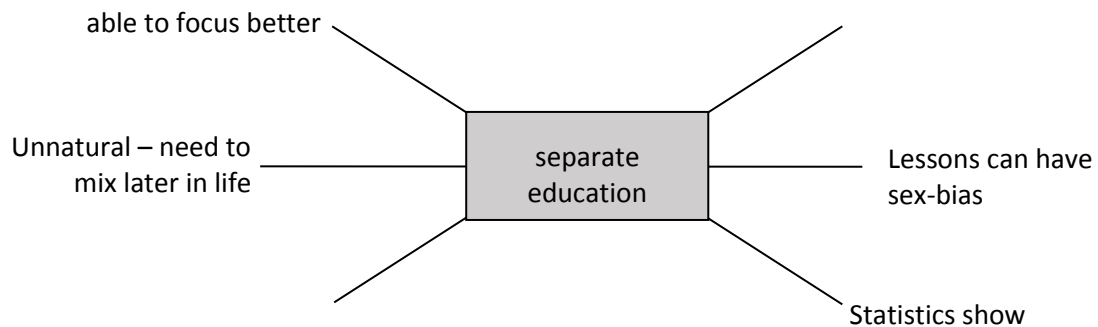
(Grade 7)

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Answers

Extended practice

Exemplar plan:



Detailed list

Opening (remember – be appropriate for purpose and audience)

What is wrong with schools as we have them? Boys often underachieve? girls can be intimidated? Rarely grandma: 'All they think about is sex' – but she is out of touch

Para 2

Problem: sometimes unable to focus distractions as teenagers c/o hormones 'love affairs' can limit learning leads to showing off and not working hard example of Patrick and Sarah

Para 3

Advantage of single sex lessons: lessons can sometimes have sex bias – girls and boys interested in different things (kinds of poetry, topic of news articles...) anecdote: when we did love poetry but single sex school girls do better in science/boys more interested in languages

Para 4

Unnatural though? Have to mix later in life need to understand the opposite sex girls can be a maturing influence boys need better examples

Para 5

statistics 69% of boys do better in mixed situation no evidence girls do better in single sex environment 91% of students say they would prefer to be mixed

Ending

This is 21st century integrated society: men and women sitting together in audience and in government and on buses would you want it any other way? Neither do the students!

Answers

Response:

Mark Scheme

Content and Organisation

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none"> • Writing is compelling with extensive and ambitious vocabulary • Perfectly matched to purpose, form and audience • Highly organised, and incorporating many complex ideas • Consistently well-organised paragraphs are linked fluently with integrated connectives
5, 6	<ul style="list-style-type: none"> • Clear and effective writing with increasingly sophisticated vocabulary • Clearly targeting purpose, form and audience • Interesting writing, with detailed and connected ideas • Suitable paragraphs throughout with connectives to link ideas
3, 4	<ul style="list-style-type: none"> • Mostly successful writing with varied vocabulary • Attempts to target purpose, form and audience • A variety of linked and relevant ideas • Some paragraphs and connectives
1, 2	<ul style="list-style-type: none"> • Simple communication of ideas with simple vocabulary • Simple awareness of purpose, form and audience • A few ideas, possibly linked • Random attempts at paragraphs, or no paragraphs at all.

Accuracy

Grades	Descriptors
7, 8, 9	<ul style="list-style-type: none"> • a wide range of punctuation used accurately • uses a full range of sentences to create effects and has control of grammar – Standard English consistent • extensive and ambitious vocabulary, spelt correctly
5, 6	<ul style="list-style-type: none"> • a range of punctuation, mostly successful • uses a variety of sentences for effect and mostly controls the grammar – mostly in Standard English • increasingly sophisticated vocabulary generally spelt correctly
3, 4	<ul style="list-style-type: none"> • a range of punctuation, with some control • attempts a variety of sentences with some grammatical control – some Standard English • varied vocabulary with some accurate spelling of complex words
1, 2	<ul style="list-style-type: none"> • some punctuation • simple range of sentences and limited control of grammar – occasionally in Standard English • simple vocabulary with accurate basic spelling

Exemplar answer:

Answers

I feel honoured to be invited to speak to you today – but also distressed that what I am about to say needs to be said at all.

It is hard to believe that in the modern world we are discussing the possibility of returning to Victorian approaches to education. Some claim that mixed sex schools foster boys' underachievement and that girls can be intimidated, yet there is no clear evidence to support such beliefs. The idea that boys and girls have to be educated separately is a throw-back to times gone by. My own grandma says it is all wrong nowadays because in school 'all they think about is sex'. However, my grandma is over seventy years old – and very out of touch.

The argument for single sex schools has been rehearsed many times. We hear that if there are attractive students around them, boys and girls are unable to focus on work. Apparently, it is all about their hormones running riot. We are led to believe that boys and girls sit in class holding hands under the desk and whispering words of love into each other's ears whilst Miss Prendergast is trying to explain how the Hundred Years War came to last one hundred and sixteen years. It is a ridiculous image!

In fact, two friends of mine, Patrick and Sarah, were in a relationship for over a year, yet it had no effect at all on their studies...

(Grade 9)

Assessment comment

The writing here is perfectly matched to the task, and maturely presents complex ideas which are fluently linked. It is accurate, controlled and ambitious.