



General Certificate of Secondary Education

**English/
English Language**

Unit 1 H Tier

Understanding and producing non-fiction texts

Mark Scheme –Version 2.0

2012 examination - Jan series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same, correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the ‘best fit’ rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

SECTION A: READING – Assessment Objectives

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- iii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

SECTION B: WRITING – Assessment Objectives

- i. Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structures and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

| Assessment Objective | Section A |
|-----------------------------|---|
| English AO2(i) | ✓ |
| English Language AO3(i) | |
| English AO2(ii) | |
| English Language AO3(ii) | |
| English AO2(iii) | ✓ |
| English Language AO3 (iii) | |
| English AO2(iv) | |
| Section B | |
| English AO3(i) | ✓ |
| English Language AO4(i) | |
| English AO3(ii) | ✓ |
| English Language AO4(ii) | |
| English AO3(iii) | ✓ |
| English Language AO4(iii) | One third of the marks available for Section B are allocated to this Assessment Objective |

Read Source 1, the on-line newspaper article called '*Britain's big problem with water*' by Geoffrey Lean.

- 1** What do you learn from Geoffrey Lean's article about the issues of rainfall and flooding in Britain? (8 marks)

| AO2, i English AO3, i English Language | Skills |
|--|---|
| Mark Band 4 'perceptive' 'detailed' 7 – 8 marks | <ul style="list-style-type: none"> • offers evidence that the text is fully understood • shows a detailed engagement with the text • makes perceptive connections and comments about the issues raised in the text • offers appropriate quotations or references to support understanding |
| Mark Band 3 'clear' 'relevant' 5-6 marks | <ul style="list-style-type: none"> • shows clear evidence that the text is understood • shows clear engagement with the text • begins to interpret the text and make comments about the issues raised in the text • offers relevant quotations or references to support understanding |
| Mark Band 2 'some' 'attempts' 3-4 marks | <ul style="list-style-type: none"> • shows some evidence that the text is understood • attempts to engage with the text • makes some reference to the issues mentioned in the text • offers some relevant references or quotations to support what has been understood |
| Mark Band 1 'limited' 1-2 marks | <ul style="list-style-type: none"> • shows limited evidence that the text is understood • shows limited engagement with the text • makes limited reference to the issues referred to in the text |
| Band 0 | <ul style="list-style-type: none"> • Nothing to reward |

1. Indicative Content

Candidates' responses may include:

- There is a 'water divide' in Britain between the wet North and West, and the drier South and East.
- The North and West gets more than it wants and the South and East less, and the South and East is more densely populated.
- Parts of the UK are drier than some 'largely desert nations' like those in North Africa and in the Middle East which the reader might find a strange fact.
- The 'dampness divide' will get worse in the next 70 years because even more homes are planned for the over-crowded South and East where there is less water...
- ...and global warming will make the wet North and West even wetter. We need to have plans for this. Government and planning agencies seem to have been inept. Rationing and penalty charges have been suggested.
- A further connected problem is flooding, exacerbated by building in flood-endangered areas.
- Flooding is set to get worse, especially in the damp part of the country: flood defences are inadequate and already 'flooding is twice as frequent as it was 100 years ago'.
- The cost of flood damage is estimated to rise from £2 billion to £25 billion by 2080.
- It has been suggested that buildings be adapted, e.g. with living areas on the first floor and that 'hospitals and other vital buildings' be put on high ground; this will affect people and will need planning ahead.
- Some progress is being made but it is not enough; more needs to be done.

Now read Source 2, the article and the picture which goes with it called ‘Four amputations, 13 hours - one extraordinary swim’ by John Lichfield.

- 2 Explain how the headline, sub-headline and picture are effective and how they link to the text. (8 marks)**

| A02, iii English A03, iii English Language | Skills |
|--|---|
| Mark Band 4 ‘perceptive’ ‘detailed’ 7 – 8 marks | <ul style="list-style-type: none"> offers a detailed interpretation of how the headline and sub-headline are effective presents a detailed explanation and interpretation of what the picture shows and its effect links the picture and the headlines to the text with perceptive comments offers appropriate quotations or references to support comments |
| Mark Band 3 ‘clear’ ‘relevant’ 5-6 marks | <ul style="list-style-type: none"> shows clear understanding of how the headline and sub-headline are effective makes clear and appropriate links between the headlines and the content of the text offers a clear explanation of the effectiveness of the picture links the picture to the content of the text with relevant comments supports ideas with relevant references or quotations |
| Mark Band 2 ‘some’ ‘attempts’ 3-4 marks | <ul style="list-style-type: none"> shows some evidence that the effectiveness of the headline and sub-headline are understood attempts to link the headlines to the text offers some explanation of how the picture is effective attempts to link the picture to the content of the text |
| Mark Band 1 ‘limited’ 1-2 marks | <ul style="list-style-type: none"> offers limited or simple comments on the effectiveness of the headline and sub-headline offers a limited or simple explanation of what the picture shows shows limited appreciation of how the picture and headlines link with the text |
| Band 0 | <ul style="list-style-type: none"> Nothing to reward |

2. Indicative content

Candidates' responses may include:

The headline is effective because

- a bold font is used for dramatic effect.
- the words ‘amputations’ and ‘extraordinary’ are arresting, eye-catching and dramatic (the words should be explained to show that candidates know what a ‘quadruple amputee’ is)
- the use of numbers ‘Four’, ‘13’, ‘one’ punches home the ideas: it’s a list.
- the words hint at the story behind the headline but do not explain it.
- the headline draws the reader to the picture – ‘amputations’ and ‘swim’ seem incongruous.

The sub-headline

- is less bold and summarises the article.
- uses another number, ‘16’ to continue the style /list.
- names the ‘hero’ and says what he’s done.
- employs alliteration twice which engages the reader and adds rhythm to the sentence.

The picture

- is colourful and in close-up.
- is dramatic –heavy seas, looks like hard work, lots of movement, professional kit.
- the flipper-like arm may not be noticed at first but is arresting, poignant, evokes interest, wonder, sympathy.
- the watch exacerbates the amputation and is an essential part of the equipment.
- the eyes are straight at the viewer and show determination, perhaps an appeal etc.
- the gold jacket stands out and suggests that he is heroic.

Links with text because

- the links are direct since the text tells the story of who Phillippe Croizon is, what happened to him and his achievement.
- the narrative and moral of the text contextualises what we see in the picture.
- the 'treacherous' tides are evident in the picture.
- the arduousness of his disability and task referred to in the title are explained.
- his determination 'that you always have to fight', expressed directly by his words in the text, is clear in the picture.

Now read Source 3, '*Ferry across the lake*' which is an extract from a non-fiction book.

- 3 Explain some of the thoughts and feelings Christopher Ondaatje has about his experience of Lake Victoria. (8 marks)**

| A02, i English A03, i English Language | Skills |
|---|---|
| Mark Band 4 'perceptive' 'detailed' 7 – 8 marks | <ul style="list-style-type: none"> engages in detail with the events described in the text offers perceptive explanations and interpretations of the thoughts and feelings expressed employs appropriate quotations or references to support ideas |
| Mark Band 3 'clear' 'relevant' 5-6 marks | <ul style="list-style-type: none"> shows a clear understanding of the experiences described in the text clearly explains and begins to interpret thoughts and feelings employs relevant quotations or references to support understanding and interpretation |
| Mark Band 2 'some' 'attempts' 3-4 marks | <ul style="list-style-type: none"> shows some engagement with the experiences described in the text attempts to make some comments to explain thoughts and feelings offers some quotations or references to support ideas |
| Mark Band 1 'limited' 1-2 marks | <ul style="list-style-type: none"> shows limited engagement with the text offers limited or simple comments to explain thoughts and feelings may offer copying or irrelevant quotation |
| Band 0 | <ul style="list-style-type: none"> Nothing to reward |

3. Indicative content

Candidates' responses may include the following :

- He thought about 'the role the lake had played' in explorations of the past as he sat by it.
- He thought the bird sounds were a wonderful way to wake up and he was thrilled by their cries.
- He thought the spot was idyllic and it would be a good way to start every day.
- He was not sure they'd get on the ferry because of the crowds which shows some concern about their plans.
- He could feel the day getting 'hotter and hotter'. He seems to have felt uncomfortable, maybe closed in or claustrophobic. There's a build-up of concern at the journey, almost fear.
- 'Hot as hell' suggests that it was unbearable, unpleasant, stifling so his feelings have *changed* from his idyllic waking up.
- His thoughts about the ferry sinking, about the weight and 'wondering' how much it could carry sounds as if he was increasingly concerned, worried, even in a panic.
- He 'couldn't believe' that it was staying afloat but sounds a bit more relieved when it is actually moving –'We felt a bit of breeze' indicates relief.
- He seemed surprised they were moving 'stern first'.
- The 'teeming mass' of people at Mwanza reinforces his feeling at the beginning that Mwanza 'seemed to grow even as we watched it'.

Now you need to refer to Source 3, '*Ferry across the lake*' and **either** Source 1 **or** Source 2.

You are going to compare the **two** texts, one of which you have chosen.

- 4** Compare the different ways in which language is used for effect in the **two** texts.
Give some examples and analyse the effects.

(16 marks)

| A02, i, iii English A03 i, iii English Language | Skills |
|--|--|
| Mark Band 4 'perceptive' 'detailed' 13 – 16 marks | <ul style="list-style-type: none"> offers a full and detailed understanding of the texts in relation to language analyses how the writers have used language differently to achieve their effects offers appropriate quotations in support of ideas with perceptive comments focuses on comparison and cross-referencing between the texts |
| Mark Band 3 'clear' 'relevant' 9-12 marks | <ul style="list-style-type: none"> shows clear evidence that the texts are understood in relation to language offers clear explanation of the effect of words and phrases in the different contexts offers relevant quotations or references to support ideas offers clear comparisons and cross references between the two texts |
| Mark Band 2 'some' 'attempts' 5-8 marks | <ul style="list-style-type: none"> shows some evidence that the texts are understood in relation to language offers some appreciation of the effect of words and phrases in the different contexts attempts to support responses with usually relevant quotations or references attempts to compare language use and make cross references |
| Mark Band 1 'limited' 1-4 marks | <ul style="list-style-type: none"> shows limited evidence that the texts are understood in relation to language offers limited appreciation of the effect of words and phrases in the different contexts offers very few examples with simple comment shows limited ability to compare or make cross references |
| Band 0 | <ul style="list-style-type: none"> Nothing to reward |

4. Indicative content

Candidates' responses may consider some of the following examples of language use:

Source 3

- vivid language and imagery includes: *Water hyacinths floated in front of us, huge and beautiful expanse of water, a vibrant African city, the fish eagles screeched their mocking cry, hideous shriek as it flew across the bay, spectacular sunrise, glimmers of golden light, ...silhouetted themselves against the rising sun, An idyllic spot, dresses of red, violet, indigo, blue, green, yellow, and orange, It was as hot as hell, a floating mass of metal and people, decrepit old ferry boat, huge, heavy weight away from the slender landing pier, bit of a breeze (pun).....*
- there are also devices such as alliteration, antithesis, varied sentence length.

Source 1

- vivid language includes: *mind might fly, arid, prosperous part of our green and pleasant land, soggy nation, "the rain it raineth every day", sharpen the dampness divide, plonked down*
- other linguistic devices: short sentences, the use of statistics and numbers, discursive markers, the Shakespeare quotation, the visual idea of upside-down houses. The essential comparison is that this is factual reporting, with embellishment.

Source 2

- vivid language includes: *quadruple amputee, calamitous electric shock ,It's crazy', "prove that I'm still alive", prosthetic legs with built-in flippers, treacherous Channel tides, sofa sportsman*
- other linguistic devices: varied sentence length, direct speech /quotation, exclamations, alliteration, use of numbers and statistics,

moral/life-enhancing statements. The essential comparison is that this is reporting but is anecdotal, highly personal and has a high degree of emotional content intended to engage the reader sympathetically.

NB

Candidates need to take these or similar examples, explain their effects on the reader, and compare their uses for different purposes in the contexts employed by the writers.

Candidates may include person, tense and devices but these need to be exemplified and their effects explained for higher marks.

- 5 Write a letter which you hope will be published in your local newspaper. Inform readers what leisure facilities are available for young people and families in your area and explain how you think they could be improved.

(16 marks)

| | |
|---|--|
| A03,i,ii English A04, i, ii English Language | |
| Band 4 8-10 marks 'convincing' 'compelling' | <p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way |
| Band 3 5-7 marks 'clarity' 'success' | <p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences |

| | |
|---|--|
| Band 2 3- 4 marks 'some' | <p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • sustains awareness of purpose and audience, with increasingly conscious attempt to suit needs • attempts to engage the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence |
| Band 1 1-2 marks 'limited' | <p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • limited engagement of the reader by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features |
| Band 0 | <ul style="list-style-type: none"> • Nothing to reward |

| AO3, iii | Q5 |
|---------------------|---|
| Band 3 5-6 marks | <ul style="list-style-type: none"> uses complex grammatical structures and punctuation with success organises writing using sentence demarcation accurately employs a variety of sentence forms to good effect including short sentences shows accuracy in the spelling of words from an ambitious vocabulary uses standard English consistently |
| Band 2 3-4 marks | <ul style="list-style-type: none"> writes with control of agreement, punctuation and sentence construction organises writing using sentence demarcation which is mainly accurate employs a variety of sentence forms shows accuracy in the spelling of words in common use in an increasingly developed vocabulary uses standard English usually |
| Band 1 1-2 marks | <ul style="list-style-type: none"> writes with some control of agreement, punctuation and sentence construction organises writing using sentence demarcation which is sometimes accurate writes simple and some complex sentences shows accuracy in the spelling of some words in common use uses standard English sometimes |
| Band 0 | <ul style="list-style-type: none"> Nothing to reward |

5 Indicative content

Candidate's writing should be succinct and focused. What is required is focused information and ideas reflecting the 16 marks available.

Candidates may:

- Show that the task is understood, that the letter is informing readers about the facilities available for young people and families in the writer's local area.
- Show that the purpose, to explain, is addressed: in what ways the facilities might be improved.
- Show awareness that the audience is the readers /local people, with an additional focus on families and young people.
- The content may not necessarily be entirely negative or complaining about a lack, it may be positive about what is on offer. However, some ideas, perhaps inventive, explaining how to improve facilities are asked for.
- Conclude the letter in a rounded way.

6 ‘Life is too easy for young people today. They lack challenges and don’t have to fight for anything.’

Write an article for a magazine of your choice which persuades your readers that this statement is **either right or wrong**.

(24 marks)

| | |
|---|--|
| AO3, i, ii English AO4 i, ii English Language | |
| Band 4 13-16 marks 'convincing' 'compelling' | <p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way |
| Band 3 9-12 marks 'clear' 'success' | <p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences |

| | |
|----------------------------------|--|
| Band 2 5-8 marks 'some' | <p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • sustains awareness of purpose and audience, with increasingly conscious attempt to suit needs • attempts to engage the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence |
| Band 1 1-4 marks 'limited' | <p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • limited engagement of the reader by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features |
| Band 0 | <ul style="list-style-type: none"> • Nothing to reward |

| AO3, iii | Q6 |
|---------------------|--|
| Band 3 6-8 marks | <ul style="list-style-type: none"> uses complex grammatical structures and punctuation with success organises writing using sentence demarcation accurately employs a variety of sentence forms to good effect including short sentences show accuracy in the spelling of words from an ambitious vocabulary; uses standard English consistently |
| Band 2 3-5 marks | <ul style="list-style-type: none"> writes with control of agreement, punctuation and sentence construction organises writing using sentence demarcation which is mainly accurate; employs a variety of sentence forms shows accuracy in the spelling of words in common use in an increasingly developed vocabulary uses standard English usually |
| Band 1 1-2 marks | <ul style="list-style-type: none"> writes with some control of agreement, punctuation and sentence construction organises writing using sentence demarcation which is sometimes accurate writes simple and some complex sentences shows some accuracy in the spelling of words in common use uses standard English sometimes |
| | <ul style="list-style-type: none"> Nothing to reward |

6 Indicative content

Candidates' responses should be expansive and developed, showing evidence of thoughtful and considered ideas, persuasively argued, reflecting the 24 marks available.

Candidates may include some of the following ideas in the article:

- Show that the topic is understood –that it is a polemic intended to fire a response- and suggests a negative view of young people today.
- The implications are that they have security, affluence and diversions like no generation before them.
- Perhaps recognise the link with Source 2 which describes a challenge and achievement which required courage, hard work and determination in a life that was not easy.
- Arguments articulated *against* the statement might explain that life for some young people is little more than a continual challenge concerned with attainment, peer pressure, ambition and success as well as any personal, familial or relationship fights they might have.
- Alternatively the writing might explore the ease with which we take for granted well-being, comfort and luxury compared with others in the world and that some young people are lazy, feckless and disaffected with no idea of the challenges facing young people elsewhere.
- For higher marks candidates may widen the response to a generalised / moral position e.g. it's good to have challenges and to fight for what you want or believe in; alternatively, that such things are underrated, enthusiasm should be avoided and life is too short to be a hero.

Candidates may employ anecdote and personal narrative –but sparingly for higher marks, where comment, and considered, persuasive ideas will be more evident.

| Assessment Objective | Section | |
|---------------------------------|----------------|----------|
| | A | B |
| 2(i) | ✓ | |
| 2(ii) | | |
| 2(iii) | ✓ | |
| 2(iv) | | |
| | | |
| 3(i) | | ✓ |
| 3(ii) | | ✓ |
| 3(iii) | | ✓ |