Section A: Reading

This section is marked out of 27. Responses to this section should show the writer can
1. understand texts and compare them by selecting relevant aspects
2. distinguish fact and opinion and follow an argument
3. understand how language and presentation can have different effects.

Below are suggestions of the sort of content that may appear in responses. After these suggestions there is guidance on how to award the response marks.

Question 1 (a)

Read Item 1, entitled ‘New York, When to Go and Getting There’, on page 2 of the insert. You are being asked to distinguish between fact and opinion.

Choose three opinions. Write each one down and explain how you know each is an opinion and not a fact.

Marks
Award one mark for each opinion given and one mark for each explanation, up to a maximum of six marks. For example: “Summer is not a good time to visit New York”. This is the writer’s opinion, and later the writer admits some people may “enjoy feeling sweaty”.’ Or: ‘The writer says that New York “is still one of the most exciting cities on Earth”. This is an opinion as many other people may prefer other cities, and it is impossible to measure “exciting”.’

Question 1(b)

Why was the girl surprised that New York was foggy while the sky was clear elsewhere?

The answer could include any of the following points:
- The girl remembered the time when the law did not allow factories to burn coal.
- At the start of the war this law was dropped and factories started to work for 24 hours.
- The old law that prevented this was not changed back again at the end of the war.
- The factories were still burning coal when Alistair Cooke arrived in New York.
The girl did not know about the change to the law.

Marks should be allocated using the following guide:

1 Mark
Some copying of the language from the extract but also possibly some content that is irrelevant.

2 Marks
A structured response that shows the material has been taken in and organised, with some original language.

3 Marks
A clear and full summary showing understanding of the causes of surprise.

Question 1(c)

You are now being asked to compare Item 1, 'New York, When to Go and Getting There' with Item 2, Alistair Cooke's first 'Letter from America'.

Compare
- what they have to say
- the language used to say it.

The answer could include any of the following points:

Item 1

What it has to say:
- what you will notice in New York
- information about the weather
- information about flights and discounts
- information about security and rules
- information about arrival at airports

Language used:
- clear
- uses short sentences
- addresses reader as ‘you’
- mostly formal but sometimes conversational (‘Don’t even think of joking...’) or informal (‘info’ for information).
- written to inform

Item 2

What it has to say:
- a series of observations about the voyage
- descriptions of food
descriptions of the behaviour and speech of the people on the ship
the appearance of New York when the ship arrived

Language used:
- uses first person pronouns ('I', 'me', 'we')
- variety of sentence structures (simple, compound and complex)
- uses lots of American nouns
- uses descriptive and poetic language
- written to explain and describe
- uses metaphor ('crowned', 'casualty')
- a mix of literary and conversational language

Marks should be allocated using the following guide:

1 Mark
Some attempt to compare, although response tends to paraphrase and may not be focused on the task set.

2 Marks
The response makes a clear attempt to compare and to engage with both parts of the task. May keep some of the language of the original.

3 Marks
Shows a clear understanding of the task and the extracts. Uses some comparison.

4 Marks
The response shows a full understanding, covering both items and comparing throughout.

Question 2(a)

You are now being asked to read Item 3, Disabled Traveller, on page 4 of the insert, and Items 1 and 2 as media texts.

Compare the ways meaning is conveyed in the website text and images in Item 1, ‘New York, When to Go and Getting There’.

The answer could include any of the following points:

Text
- uses same font throughout
- headline in larger size but same font style
- sans serif font (may name it as Arial or sans)
- dark grey text on white background
- only one use of (blue) colour for emphasis
- broken into paragraphs and a bulleted list

Images
• picture of Statue of Liberty is identified with New York City in the minds of the audience
• Manhattan skyline is similarly a stock image
• the skyscrapers suggest the idea of a modern city
• the lighted buildings suggest the idea that the city never sleeps (24-hour culture)
• the other graphic elements (red borders and hyperlinks on the left) help guide the reader in using the page

General
• the candidate explains how the text and images are linked and work together to convey meaning to the audience (the users of the website)
• the candidate may comment on the placing of the images at the beginning and end of the text on the web page

Marks should be allocated using the following guide:

1 Mark
The response shows little understanding of the different effects of text and images. It may be unclear and have unnecessary detail.

2 Marks
The response identifies and attempts to explain some of the ways that text and images create meaning.

3 Marks
The response selects appropriate elements and explains the connection between text and images. Appropriate vocabulary is used.

4 Marks
Uses technical vocabulary to give a clear and detailed explanation of how text and images create meaning. The response is also logically organised.

Question 2(b)

How do the form, structure and language of Item 2, the radio broadcast, contribute to the effect of the Letter from America?

The answer could include any of the following points:

Form:
• a spoken ‘letter’ – radio broadcast that addresses the listener like a friend
• uses first person for speaker
• uses second person for audience
• has breaks/short paragraphs, to help listener follow (this may appear under structure)
• personal reflection (‘...it struck me that...’)

Structure:
• organised in short paragraphs
- has a narrative of a journey
- descriptions of incidents are mixed in with the narrative

Language:
- mixture of formal/literary and informal/colloquial language
- uses non-standard sentences, without verbs (‘No wonder.’) as in speech
- uses some American words
- uses some poetic devices (e.g., simile ‘like a playful puppy’; metaphor ‘crowned’; personification ‘a war casualty’)

General:
- Some comment that shows awareness of speaking on radio
- Perhaps candidate comments on this as more formal than speech on other (music) stations, or old-fashioned

Marks should be allocated using the following guide:

1 Mark
The response shows little understanding of the effects of form, structure and language.

2 Marks
The response attempts to identify and explain some of the ways in which form, structure and language create meaning.

3 Marks
The response is structured and selects relevant aspects, giving a clear account of how form, structure and language create meaning. Some technical vocabulary is used.

4 Marks
The response shows a clear understanding of how form, structure and language create meaning. The response is well organised and uses technical vocabulary throughout.

Question 2(c)

Compare Item 1 with Item 3, the two web pages.

How and why do the web pages use text and images about travel?
Explain how the articles inform the reader by the use of
- the images
- the text

The answer could include any of the following points:

Item 1
Images
- illustrate New York with typical (representative) sights
- show places tourists go to see
- frame the text at beginning and end
- are small and quite unobtrusive

Text
- gives the detailed information
- tells the reader more about New York
- covers many different subjects
- almost every sentence gives information.

**Item 3**
Images
- only one photographic image of a train
- does not obviously relate to disabled traveller
- more of an inspiring image independent travel
- suggests the kind of travel the site recommends
- avoids stereotyping (for example, by not showing a wheelchair)
- mountains in background suggest an exotic holiday destination
- graphic for Destination Finder suggests idea of help and giving user new ideas (‘Inspire Me’)

Text
- gives factual information
- appears to be one page in a series (this is one page in the Disabled Traveller section of the Holiday site)
- highlights possible destinations in blue (candidate may guess these are hyperlinks)
- addresses the reader directly as ‘you’
- refers to disability but avoids stereotyping or presenting it as problem
- positive: stresses that there are no reasons to avoid independent travel

Marks should be allocated using the following guide:

**1 Mark**
The response may have little content, with little understanding of the effects of text and images.

**2 Marks**
The response is general and descriptive of elements rather than explaining the effects achieved.

**3 Marks**
The response tries to explain the effects and identifies some of the ways in which text and images create meaning.

**4 Marks**
The response begins to compare relevant elements and uses some appropriate technical vocabulary.

**5 Marks**
The response is clear and compares relevant elements using appropriate technical vocabulary. It offers an explanation of the link between text and images.

**6 Marks**
The response is detailed and compares how text and images create meaning. Confident use of technical vocabulary. An organised and logical approach.
Section B: Writing to Argue, Persuade or Advise

This section is marked out of 27. Responses to this section should show the writer can
1. communicate clearly, adapting his or her writing to different readers and purposes, organising ideas into sentences and paragraphs. (Maximum of 18 marks)
2. use a range of sentence structures, with accurate punctuation and spelling. (Maximum of 9 marks)

Below are suggestions of the sort of content that may appear in responses, with examples. After these suggestions there is guidance on how to award the response marks.

Question 3

You are a writer for a magazine aimed at teenage readers. You are comparing places in Britain with those in other countries. Write an article where you argue the case both for travel in Britain and travel abroad.

Techniques used to argue may include the following:
- Direct address of the reader. For example: ‘If you don’t take the initiative, you’ll be missing out on life-changing experiences.’
- A clear sense of how the reader will benefit from the proposed changes. For example: ‘Travel will enable you to find out what life has to offer and help you to assess what you really want.’
- Use of rhetorical questions. For example: ‘Don’t you deserve to get more from life?’
- Emotive language. For example: ‘Exploring the treasures of the world will enable you to return to your family, who will be eager to learn from your unique experiences.’
- Facts and statistics. For example: ‘Scientists have discovered that travel lowers stress levels and improves general fitness.’
- Opinions. For example: ‘Travel is the best preparation for your future life.’
- The consideration of alternative points of view. For example: ‘Some may argue that travel is expensive and damaging to the environment but ...’

Question 4

You are a writer for a radio programme about travel and holidays. Write a script for a feature that tries to persuade the audience to visit a place that you think is special.

Techniques used to persuade may include the following:
- Direct address of the reader. For example: ‘Are you wishing for a magical experience?’

- A clear sense of what the writer hopes to achieve. For example: ‘I’m certain you should visit the Peak District.’

- A clear sense of how the reader will benefit from visiting the place. For example: ‘By visiting this breathtaking place you will have your sense of the natural beauty of the world restored.’

- Use of rhetorical questions. For example: ‘Who could ask for more from a holiday?’

- Emotive language. For example: ‘Rather than visiting a pre-packaged, uninteresting foreign beach you should take the opportunity to explore the natural wonders of Britain’s precious landscape.’

- Facts and statistics. For example: ‘30% of the UK population live just one hour’s drive from the Peak District.’

- Opinions. For example: ‘There isn’t a more rewarding destination.’

- The consideration of potential counter-arguments. For example: ‘You might think the weather will be a problem, but with so much to do you won’t have time to even notice the weather!’

**Question 5**

You have been asked to write a web page that gives advice to people who are thinking about travelling independently (on their own). Write a suitable advice article for the website.

Techniques used to advise may include the following:

- The sequenced presentation of information. For example: ‘First, you should make a list of possible destinations. Second, consult friends, family and the Internet for information about your possible destinations.’

- The offer of solutions to problems, rather than just a list of ‘do nots’. For example: ‘Travelling alone at night on public transport can be dangerous, but it can also be a way of saving money on accommodation. When travelling from one destination to another overnight, always ensure you are in a carriage with plenty of other people. Ideally you would find out if they’re going to the same destination as you, guaranteeing you won’t be left alone.’

- A helpful tone that is friendly. For example: ‘If you’re going to travel, you should plan ahead to make your trip really worthwhile.’

- Explanation of the benefits of accepting the advice. For example: ‘Following this advice will enable you to have a more fulfilling experience.’
The detailed explanation of the advice. For example: ‘Doing this will enable you to assess the possible benefits and risks of the places you are interested in. As an independent traveller it is vital that you are fully aware of the potential risks and solutions.’

Question 6

Write a script for broadcasting on a children’s TV programme, where you aim to
- **argue the case that foreign travel is good for teenagers**
- **persuade the viewers that they should travel abroad in a school holiday.**

For this question, responses should include elements of argument AND persuasion (see above). Ideally, the response should be structured so that the two are integrated throughout.

**[in a grid]**

**Communication and organisation (maximum of 18 marks)**

1-2 marks

The response contains one or more relevant points.

3-4 marks

The response has some sense of the purpose and audience, with points made that are appropriate to the type of writing (article, web page, script). There is an awareness of how formal or informal the writing should be.

5-6 marks

The response communicates clearly and has more sense of the purpose and audience, with points that are linked together, possibly using paragraphs.

7-8 marks

The response shows a sense of purpose and audience throughout. The ideas are developed in more detail and are linked together. The response begins to use techniques for persuading, arguing or advising.

9-10 marks

The response suits the purpose and audience. Paragraphs are used to organise the response. The response uses a variety of techniques for persuading, arguing or advising. The vocabulary in the response is more varied.

11-12 marks
The response is mostly structured, with a clear sense of purpose and audience. It is more detailed, with a variety of viewpoints presented. There is more purposeful use of techniques for persuading, arguing or advising.

13-14 marks

The response is more detailed and is matched to the purpose and audience. It uses varied vocabulary. Different viewpoints are used in a balanced way. There is confident use of techniques for persuading, arguing or advising.

15-16 marks

The response is thorough and fluent, with a style that is matched to the purpose and audience throughout. A range of sources are used to support points. The sentences, paragraphs and vocabulary are varied for emphasis.

17-18 marks

The response is assuredly matched to the purpose and audience. It is well crafted and uses a very wide range of vocabulary. Rhetorical techniques and effects of tone (such as irony) are used effectively. Complex details from a range of sources are included when appropriate.

Sentence structures, punctuation and spelling (maximum of 9 marks)

1 Mark

The response has some sentences, although the punctuation may be a little random. There is some accurate spelling.

2-3 Marks

The response is in sentences, with evidence of punctuation being used in a thoughtful way. The spelling of basic words is accurate.

4-5 Marks

A range of sentence types are accurately used, with some variation in punctuation. There is some evidence of the accurate spelling of more complex words. Full stops and capital letters are used in an accurate way.

6-7 Marks
The response is beginning to use sentence forms for effect, with punctuation used to make meaning clear. More complex words are included and are often spelt correctly. The response also begins to use some rhetorical devices for effect.

8-9 Marks

The response has confidently constructed sentences that are used for effect, with punctuation that is both accurate and varied. The response achieves a high level of accuracy in spelling. The response also uses rhetorical devices successfully for particular effects.

(The total mark for question 3, 4, 5 or 6 is out of a maximum of 18 + 9.)