



**GCSE**  
**English Language (NEW)**

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**Comp: 8700/1**

**Qn 1**



## Section A: Reading

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Rosabel from this part of the source.

[4 marks]

- 1 she was a pleasant lady
- 2 works in a hat shop ✓
- 3 she takes risks for her own dinner.
- 4 she's ~~brave~~ <sup>brave</sup> girl.

1 mark

4



**Section A: Reading**

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Rosabel from this part of the source.

[4 marks]

- 1 Her feet were horribly wet.
- 2 She bought a bunch of violets ✓
- 3 She was wearing a skirt ✓
- 4 She was wearing a coat.

2 marks - other 2 are wrong because taken from incorrect part of text

4



## Section A: Reading

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Rosabel from this part of the source.

[4 marks]

1 She had wet feet

2 Hardworking ✓

3 Worked in a hot shop ✓

4 She likes to eat her food.

2 marks

4



## Section A: Reading

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Rosabel from this part of the source.

[4 marks]

- 1 Rosabel works in a bus shop ✓
- 2 Sh Rosabel would sacrifice her soul for a good dinner ✓
- 3 Rosabel lives near Oxford Circus
- 4 Rosabel uses the bus to travel ✓

3 marks

4



## Section A: Reading

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Rosabel from this part of the source.

[4 marks]

- 1 She bought a bunch of violets ✓
- 2 She had not much money for her hair ✓
- 3 She works hard ✓ in the hat shop ✓
- 4 She doesn't want want to get her clothes off dirty.

4 marks

She works hard = 1 mark

She works in a hat shop = 1 mark

She works hard in a hat shop = 2 marks

4



## Section A: Reading

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Rosabel from this part of the source.

[4 marks]

- 1 Rosabel thought she would have sacrificed her soul for a good dinner. ✓
- 2 She had so little tea ✓ for a scone and a boiled egg.
- 3 Rosabel bought a bunch of flowers. ✓
- 4 As she swung onto the step of the bus, grabbed her skirt with one hand and clung to the railing with the other. ✓

4 marks

4

NB - verbatim of whole (lines 1-5) is not ok as there is no evidence of identification or selection  
- verbatim that is selected is ok - i.e. it's a quote, + there is evidence they have identified relevant points.





## Section A: Reading

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Rosabel from this part of the source.

[4 marks]

1 Works in a hat shop. ✓

← 2 She wants food and is hungry ✓

3 Likes violets ✓

4 Gets the bus ✓

4 marks

N.B. hungry is ok; starving is not.

4

same point







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**Qn 2**



0 2

Look in detail at this extract, from lines 6 to 14 of the source:

Rosabel looked out of the windows; the street was blurred and misty, but light striking on the panes turned their dullness to opal and silver, and the jewellers' shops seen through this were fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat would be coated with black, greasy mud. There was a sickening smell of warm humanity – it seemed to be oozing out of everybody in the bus – and everybody had the same expression, sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face.

How does the writer use language here to describe Rosabel's bus journey home?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

simple and lang.

content

simple use of subj. term. simple verb-det

simple comm on fr of lang.

(The writer uses language through quite a miserable way) as Rosabel's journey has been an awful ride, Rosabel is shown as uncomfortable as the atmosphere is piled with a bad smell she can no longer take, "there was a sickening smell of warm humanity" The (word) "sickening" suggest to use that the smell was making Rosabel feel sick) and made her want to get off, as the journey carries on Rosabel is still not happy with the way people are sat and staring.

→ P10



The writer uses language such as adjectives (to presents Rosabels journey, may took place in an very awful ~~horrible~~ atmosphere and had made Rosabel feel horrible, The writer shows this "her feet were horribly wet" this suggest Rosabel was not wanting ~~to~~ or willing to move as she was stuck in her position, she also had a feel about her jacket being muddy "one knew the bottom of her skirt and petticoat would be coated with dirt" which had as made Rosabel feel in a state.)

all content

The writer represents language through out this extract such as listing. Rosabel listed quite a few things as her journey went on, "everybody had the same expression, sitting so still, staring in front of them" The writer uses this technique as it shows more one one thing is taking place during Rosabels journey, "same expression" almost like nobody wanted to be there as ill faces were shown.

not a list

Simple aw. lang (start with umbrella term) as fixes it in the level  
 simple comm on fr of lang.



0 4

simple refs.

P2 content not lang

4  
 2  
 8

this cannot screens  
 17/8700/1  
 2

can tell without looking at name

message = written a lot but v. little said.

0 2

Look in detail at this extract, from lines 6 to 14 of the source:

Rosabel looked out of the windows; the street was blurred and misty, but light striking on the panes turned their dullness to opal and silver, and the jewellers' shops seen through this were fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat would be coated with black, greasy mud. There was a sickening smell of warm humanity – it seemed to be oozing out of everybody in the bus – and everybody had the same expression, sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face.

How does the writer use language here to describe Rosabel's bus journey home?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

The writer describes her journey home in a mysterious and intriguing way as the writer begins by using pathetic fallacy by describing the street with adjectives such as "misty" and also creating a negative lexical field when describing the conditions she was in such as "blurred and misty" and that "her feet were horribly wet". The writer uses the adverb "horribly" to show the disgust feeling Rosabel had during her bus journey and to emphasise that it wasn't ~~good~~ <sup>relaxing</sup> and comfortable but was causing discomfort. This is

some use of subj. rem.

combined att. to comm only by lang.

Ⓢ Whole section is L2: Find comment first + annotate to correct level / then unpick what builds up to it + annotate



0 3

further emphasised by the <sup>✓</sup> simile of the "sickening smell" which <sup>has</sup> ~~was~~ a repulsive <sup>now</sup> ~~tone~~ to show ~~the~~ unappealing the journey was.

act. to comm  
shown repeating  
this point to  
show moving  
further into level

The writer also uses long sentences with multiple clauses to further build up this tension and unpleasant bus journey <sup>as it creates</sup> ~~by the use of long~~ ~~set~~ apprehension as if ~~multiple~~ <sup>to show the journey</sup> ~~breaths~~ <sup>was being</sup> taken out

not relevant,  
not time,  
doesn't add.

also builds up the description to create the overall disgust she felt from the bus journey. This is especially created through the sentence "-and everybody had the same expression, sitting so still, ~~staring~~ <sup>staring</sup> in front of them". This use of ~~not a~~ a list also creates a

not a list.

← ~~staring~~ in front of them". This use of ~~not a~~ a list also creates a

wrong.

← mysterious atmosphere and shows (the boring and tedious bus journey she was on) as if to suggest that

all at the of long sent.

she wasn't taking it for the first time and as if it were a routinely journey men from the lack of expression shown through the character.

noting

L2

(4)

Some und. lang. act. to comm or fr

} suggest L2 4 mks not L2 3 mks.



some text det. some use of subj. term.



0 2

Look in detail at this extract, from lines 6 to 14 of the source:

Rosabel looked out of the windows; the street was blurred and misty, but light striking on the panes turned their dullness to opal and silver, and the jewellers' shops seen through this were fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat would be coated with black, greasy mud. There was a sickening smell of warm humanity – it seemed to be oozing out of everybody in the bus – and everybody had the same expression, sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face. 7

- complex

metaphor

2.

How does the writer use language here to describe Rosabel's bus journey home?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

In this extract, Mansfield uses language in a range of different ways to describe Rosabel's bus journey home. The use of metaphors, complex sentences and sensory imagery helps the reader get a sense of how the bus journey is for Rosabel.

into para.

some use of subj. tem.

act. to comm. on fr.

not right

act. to comm. on fr.

The writer uses sensory imagery in the line 'sickening smell of warm humanity'. This has been used to magnify the uncomfortable-well that Rosabel feels in the bus. The use of sibilance in 'sickening smell' also emphasised the feeling to really prompt the feeling of ~~unhappy~~ uneasiness within the reader. 'Sickening' prompts feelings of distaste and being unwell, creating this instant negative tone. The 'smell of warm humanity' suggests the bus is cramped and she is left

not in this context

Turn over ▶



to breath hot and stuffy air which supports the feeling of being uncomfortable.

L2 so far

acc. use of subj. term.

rel. text. det.

clear expl. of writer's choices of lang.

At the end of the extract, Mansfield uses a metaphor within the complex sentence, 'Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face.' This metaphor suggests that the bus was dull and lifeless. The fact of the people looked like so alike they morphed into one, showing Rosabel's disinterest of who they are and why they are there. It makes the bus ride seem boring and tedious - almost like robotic. It makes the bus journey ~~point~~ (prompt) the negative tone again but also creates ~~the state of~~ tedious and robotic feelings about the journey. Bringing that into the first part of the extract sets the tone for the upcoming events.

clear und. of lang in final para.

one clear R of lang

L3  
(5)

(\*) get eg to show one clear R gets response into L3 at lower end.

(+ that just below all 3 bullets are annotated in body of script - does not make this a 6)



0 2

Look in detail at this extract, from lines 6 to 14 of the source:

Rosabel looked out of the windows; the street was blurred and misty, but light striking on the panes turned their dullness to opal and silver, and the jewellers' shops seen through this were fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat would be coated with black, greasy mud. There was a sickening smell of warm humanity - it seemed to be oozing out of everybody in the bus - and everybody had the same expression, sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face.

metaphor - precious, captivating

silence transferred epithet

evocative imagery

sentences are long - overwhelming

How does the writer use language here to describe Rosabel's bus journey home?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

The writer uses jewel and fairy imagery to portray Rosabel's awe of the <sup>on the street</sup> jewellers' shops. The metaphor of the shop displays as being 'turning their dullness to opal and silver' reflects their captivating nature and their beauty; this further being conveyed by the juxtaposition of light and dark imagery - between 'dullness' and 'opal and silver'.

clear expl. of lang.

The choice of the words 'opal and silver' have connotations of glamour and decadence, which is a direct con due to them being expensive materials. This contrasts with Rosabel's own <sup>social</sup> situation as being a lower class girl.

gd clear expl. of lang.

emph. contrast clear.

The writer also uses transferred epithet and simile to convey Rosabel's ace. subj. form



this para is L2, but there is <sup>still</sup> acc. subj. term + acc. text det. Do not write  
acc. L. like  
L2

→ feelings of disquiet towards the other people on the bus. The simile of 'sickening smell' gives the phrase a ~~stiffer~~ tone 'sickening' tone - the sounds reflect the meaning. The writer's use of transferred epithet in the phrase 'smell of warm humanity' engages the reader's senses and ~~paints a~~ makes them think of rancid ~~smells~~ to bodily smells to place the reader in the scene with Rosabel on the bus.

o d. ast.  
L2+

true (+ valid)   
not to guide ←   
when it's a long   
sent.

clear -   
summing   
up previous   
pts, + egs   
came earlier,   
so no need to   
repeat.

The writer ~~also~~ uses long sentences to convey the overwhelming nature of being inside the bus. The descriptive sentences (force the reader to engage with the scene on the bus, whilst overloading them with ~~descriptive~~ descriptive language) making them feel as if they were in the bus with Rosabel.

L3

6

clear und. lang.

clear fcs.

range of rel. text. det.

acc-subj term.

don't don't be   
anything other   
than 6.



0 2

Look in detail at this extract, from lines 6 to 14 of the source:

Rosabel looked out of the windows; the street was blurred and misty, but light striking on the panes turned their dullness to ~~opal and silver~~ and silver, and the jewellers' shops seen through this were ~~fair palaces~~. Her feet were ~~probably wet~~ and she knew the bottom of her skirt and petticoat would be coated with ~~black~~ greasy mud. There was a sickening smell of warm humanity – it seemed to be ~~coming~~ but of everybody in the bus – and everybody had the same expression, sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face.

How does the writer use language here to describe Rosabel's bus journey home?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

one shaped pt - perceptive analysis

Mansfield uses the contrast of imagery of the streets, which in <sup>windows</sup> reality ~~was~~ <sup>were</sup> "blurred and misty" but to Rosabel seemed "opal and silver" under the light. This ~~is~~ the second description seems almost magical and creates an ethereal atmosphere which gives the reader an insight into how Rosabel views even the "dullness" as beautiful. These ~~are~~ <sup>images</sup> imagery also both allude to jewels creating a sense of luxury. This is emphasised by how the "jeweller's shops" seemed like "fairy palaces". This is an image that incorporates both ~~an~~ <sup>other worldly</sup> ~~unworldly~~ as well as rich elements, suggesting that Rosabel does not see <sup>beauty in</sup> all things under the horrible weather, but rather just the jewellery shops.

perceptive

dev. fr.



perceptive + detailed

They are also made to seem unobtainable as fancy fancies are not of this world, suggesting that Rosabel feels the jewellers' shops are not a part of her lifestyle and suggests to the reader that she might be feeling envious.

not L4 - doesn't matter, don't annotate.

This ethereal imagery sharply contrasts to how Rosabel then views the rest of the scene. She knew that her coat would "be coated with black, greasy mud". This is a sharp contrast to the previous descriptions and ~~also makes~~ makes the reader pity Rosabel.

back to L4

The colour black also connotes lack of splendour and ~~and~~ the image of the mud highlights the contrast between Rosabel's <sup>poor</sup> situation ~~and~~ compared to the more comfortable and magical alternative previously described.

note the use of the alliteration - stress - but use of words - L4 para.

The people in the bus are also described as dull, showing their lack of appeal to Rosabel and how she does not have interest in them. Alliteration of "sitting so still, staring" is used to show their monotonous actions <sup>suggesting to the reader</sup> a lack of life and movement.

They are also described to have the "same expression" with a "whole row of people" becoming "one meaningless, staring face". The lack of individuality <sup>creates a sense of</sup> dullness while ~~the~~ how they're on the "opposite seat" ~~shows~~ uses space to show how Rosabel feels they are distant and opposite in nature from them.



det + perceptive use of lang. analysis of writer's choices judicious range of text det. soph use of subj. term. } 8

8 L4



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**Qn 3**





0 3

You now need to think about the whole of the source.

This text is from the beginning of a short story.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

At the beginning of the source, the writer focuses attention on Rosabel, as she's introduced in the first sentence. This structure interests the reader as it could form a 'bond' between the reader and Rosabel; they immediately know (a lot) about her because she's the first thing introduced. As a result of this, the reader's interested because they may want to see what happens to her in the rest of the text.

simple  
comm on  
of str.

simple  
comm on  
of str.

The writer changes the focus in the middle of the text by changing the time frame in the story. The story returns to what happened before Rosabel was introduced.

simple  
ref

⊕ lacks context - only text det so far is word 'Rosabel'



True -  
simple  
subj. term

Do not write  
out the  
box

did be  
any  
story!

This change of focus interests  
the reader as they can link  
what they have read in the  
middle of the text to the beginning  
(it isn't in chronological order) so  
the beginning is explained from  
the middle of the story. This  
interests the reader as it gives  
them the explanation from the  
beginning.

^  
myst<sup>erious</sup>

Simple as  
of str.  
feat

Furthermore, the writer changes  
focus through the characters; a  
girl is introduced and it adds  
further perspectives to the  
story. The settings ~~is~~ <sup>changes</sup> as  
it's seen in the perspective of  
other people and interests the  
reader as something new is introduced  
and they would read on to find out  
more about the new perspective.

simple

The first part of dialogue is  
also introduced, so the climatic  
point of the text is reached and  
events begin to unfold. The  
reader is interested as the  
events continue so it adds a sense of

revelation

simple av. str. feature  
lacks context throughout -> did key story

(2)  
L1



1st para best  
simple conn fr  
simple exp + simple use of subj term

0 3

You now need to think about the whole of the source.

This text is from the beginning of a short story.

15 - 25

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

Rosabel herself → engage reader  
 flashback → recall experience → time  
 description of her → important  
 dialogue

Focus Shift

[8 marks]

At the beginning of the source, the writer describes the main characters, Rosabel. ~~she who we know has had~~ the writer <sup>starts</sup> opens up with two long sentences solely about Rosabel in order to open up the story, and to interest the reader, and make them

Simple comm on the system

feel intrigued. <sup>zooms out</sup> The focus then shifts to a description on the environment around Rosabel. The writer describes the weather, the people, and the atmosphere around Rosabel which is done to build tension, and continue the story. The writer focuses on ~~smaller~~ smaller, then bigger things, which allows the

att to comm on the system

The writer uses a flashback to allow ~~the~~ Rosabel to reflect on her "hard day's work". The

some subj. term + approp of earlier



flashback is done while Rosabel is on a bus which indicates her bus journey was ~~the~~ boring and dull since ~~the~~ her mind drifted off onto something else. ~~As~~

poss

A flashback is used to possibly imply that the next actions she carries out may have been influenced by the events that took place in her day, ~~the day~~ as we see in the flashback.

empty comment

There is a heavily detailed description of a hat in this extract which shows the reader it must have some <sup>significant</sup> value ~~due~~ to the high amount of attention to detail.

nothing

L2  
3

some use of str. features on P1 - P2 doesn't  
Latt to comm on P2 add.



0 3

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You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

The writer begins the source by focusing the reader's attention on the poverty of Rosebel, saying that she would have 'sacrificed her soul for a good dinner', which immediately makes the reader feel sympathy for her, and want to discover why she is in this situation.

all to comm. on str. feat.

long. slight in movement

(The writer (they) focuses the reader on the discomfort and monotony that Rosebel experiences, by describing her bus journey) using ~~complex~~ many complex, compound sentences, perhaps to further ~~enhance~~ convey the ~~overall~~ dullness and tedium of the bus journey, and indeed Rosebel's life as a whole.

Q2 sent (long) not str.

Next, the writer focuses the reader's attention on Rosebel's customers, in particular 'a girl with beautiful red hair'. By the juxtaposition of the customer and Rosebel 'well dressed' customer and Rosebel, the writer ensures that the reader

acc. str. feat



Rosalind ↓

feels even more sympathy towards ~~Rosalind~~ as  
her poverty appears greater in contrast. By ending  
the passage with the red-headed girl saying 'I  
shall go straight home and put it on before I  
come out to lunch with you', the writer shows the  
reader that she has a lot more (power) than <sup>wrong</sup> ~~wrong~~  
Rosalind, due to her higher status in society, leaving  
the reader feeling angry at the injustice of the  
inequality between the two girls, and feeling pity  
for Rosalind.

clear fr of  
str. feat

clearish but  
not clearly  
explained

L3

clear end of str. feat.

(5)

1 clearly expl. fr.

② fd of of L2 until final para, when L3 = 5.



0 3

You now need to think about the whole of the source.

This text is from the beginning of a short story.

How has the writer structured the text to interest you as a reader?

You could write about:

TUMP

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

At the beginning of the extract, <sup>important</sup> the writer <sup>immediately</sup> describes Rosabel's physical state; notably of hunger. This shows her poverty and longing for wealth and luxury ~~as she describes~~ as she describes how she would have 'sacrificed her soul for a good dinner'. This (foreshadows) the anger she feels towards the wealthy <sup>girl</sup> ~~person~~ later in the extract. (The writer then goes on) to describe her surroundings, <sup>(outside bus)</sup> contrasting them with ~~her~~ Rosabel's own state and once again emphasising the ~~difference~~ difference between <sup>Rosabel's life</sup> Rosabel and ~~George~~ luxury. The writer then describes Rosabel's memory of the day, <sup>✓</sup> and ~~places her~~ places her description of Rosabel's feelings of anger just before the end of the extract to emphasise that her behaviour at the end of the extract is concealing her true feelings. (by ~~partly~~ <sup>her</sup> talking to her own - ~~note missing~~)

Also, the writer changes the mood of ~~the~~ <sup>her</sup> writing as the extract goes on. She begins by describing Rosabel's most basic feelings: hunger and dislike of pity. During the ~~part~~ part of the text where Rosabel's memory of Harry and the wealthy girl (is being described), Rosabel is not the focus of attention until her anger is described; this makes this paragraph stand out, and draws attention to the suddenness and vividness of her anger. The short length of the paragraph emphasises this ~~as well~~ as well. Furthermore, the writer (changes the extract's pace) ~~and~~ as it goes on.   
 valid.

clear expl. of str. fr moving through text

clear expl - we know it's outside but bits of this comment

not quite right word - 'explain' maybe - clear mind!

note missing

(sole focus)

lacks precise exp

Turn over ►



deserve v. clever para

clear expl.

It begins fairly fast, as Rosaline gets on the bus and goes home, but the passage describing Rosabel's memory of the day is especially long.

emphasizing the ~~vividness~~ vividness of Rosabel's memory and the length of her day, and reflecting the 'hard day's work' described in the first paragraph.

→ gd clear - the passage provides evidence of the ~~delight~~ work L3

The writer also changes the location throughout the extract. It begins on the bus, and moves on to describe the hat shop in retrospect. The simultaneous

change of time and location makes the description vivid and interesting to the reader.

adds our end of text.

clear expl. of str.

lacks precise egs in places - but with precise egs on p6 and have been a 7 - lots of clever stuff

better than S3 on 5.

L3

(6)





0 3

You now need to think about the **whole** of the source.

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You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

Overall, the structure of the extract jumps between different time / places / scenes, from Rosabel in the present time

The structure of the extract is split into two sections, the first being the present time that Rosabel is in - carrying on with her mundane routine of tea and the bus journey home. The second is a flashback of 'all that had happened during the day' at Rosabel's hot shop. These two sections are directly contrasted and juxtaposed in the actions Rosabel - through a number of ways: the actions Rosabel herself carries out, the actions of the people she is with and the setting of each of the scenes. The fact that Rosabel is the one character that remains constant throughout the extract suggests that she is a central character to the plot of the story. Initially, the writer immediately sets up the time, manner and place of the story. The focus is placed primarily on Rosabel in the beginning with her

clear and  
of str. feat.

clear fo.



~~buying~~ buying 'a bunch of violets' and having 'so little [for] tea'. This allows the writer to set up the scene and setting for the extract. (Note) the focus changes to Rosebel getting onto the bus. The fact that the <sup>second</sup> paragraph shifts from 'the street' to 'everybody in the bus' reflects the external nature of the outside world compared to the internal environment of the bus. The fact that the writer ~~also~~ changes the focus constantly, allows the reader to be brought inside of the bus. The (focus narrows further) to Rosebel's own (external insights) of her feeling 'dazed'. This change in focus provides a smooth (transition) to the second part of the extract, Rosebel's flashback.

Lead... to next section

perceptive analysis of s.c.f.

perceptive analysis - we've left behind the shops, the passengers etc + her thoughts

The writer shifts the focus to Rosebel's memory of the days she experienced at her 'hat shop'. The writer juxtaposes two of <sup>Rosebel's</sup> customers, 'a girl who tried on every hat' and 'a girl with beautiful red hair'. This juxtaposition makes the description of the second customer <sup>rather than the other girl</sup> stand out, placing significance on her for the reader. This enables the reader to experience the flashback with greater understanding. The writer changes the focus to Rosebel's experience with

perceptive



**Paper Reference:**

87 0 / 1

**Examination Date:**

06 06 17

Write the two digit question number *inside* the boxes next to the first line of your answer

**Answer**

Leave blank

02

The customer 'with beautiful red hair'. The fact that the only bits of dialogue in the extract are from Rosabel's interaction with this customer, reflect the importance of the pair's conversation. This creates mystery around the customer. The fact that the writer ends with the cliffhanger of 'Rosabel heard her say' creates more mystery and foreshadows the later parts of the extract, making the reader interested. The fact that the writer shifts from Rosabel's present experience to her flashback, narrows the focus to Rosabel's internal thoughts which makes the extract more interesting to the reader. (The fact that the narrative perspective remains the same reinforces the fact that clear.



**SLAB 4**

Write the two digit question number *inside* the boxes next to the first line of your answer

Answer

Leave blank

Rosabel is a central character which intrigues the reader to find out what happens to her.)

L4

det + perceptone und of str. feat.

analyses the feat of str.

8

judicious range

subj term confident + fearlessly embedded

leave blank

leave blank

leave blank





**GCSE**  
**English Language (NEW)**

**Comp: 8700/1**

**Qn 4**



0 4

Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

copied from intro box

wrong section

simple eval. comm.

simple resp. to focus of stat.

speculation not interpretation

(I understand that Rosabel is a lower class girl who works in a hat shop, Rosabel clearly doesn't get a lot of many working there but it's better than nothing. This ~~red-haired~~ red-haired girl is clearly quite ~~wealthy~~ rich. I understand Rosabel getting angry because this red-haired girl can afford to eat, shop and transport (carriage). Rosabel skipped on food as she wanted to get a ~~big~~ bunch of violets.

simple text det.

Yes the red-haired girl has many advantages but she was possibly married or born into that unfortunately Rosabel, yes she was right to get angry but (she kept it to herself because if Rosabel had lashed out she would have more than likely lost her job because of it. She ~~longed~~ longed to throw the lovely, ~~but~~

little text det but embedded within irrelevance



perishable thing in the girl's face, and bent over the hat, flushing"; this shows the reader that yes Rosabel was angry at the red-haired girl but stayed calm. rep. same pt as before.

L1 simple <sup>was</sup> ~~response~~

simple comm.

4

ltd resp. to statement.

(3)

no methods.





0 4

Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

ROSBABEL IS RIGHT TO BE ANGRY

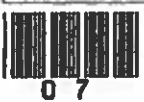
I fully agree with this statement because the red-haired girl is quite selfish and vain. When she 'glanced at Rosabel laughingly' it suggests that the red-haired girl is trying to troll Rosabel because they are looking for a specific type of hat. This is one of the girl's advantages in life as she is able to say and do what she wants. Rosabel's reaction to the red-haired girl is completely understandable as Rosabel is a lower class girl and is jealous of the girl. The use of verbs by the writer suggests that Rosabel's anger was uncontrollable.

Simple comm

wrong

cusping

\* NEW PARAGRAPH.  
 some eval. comment in rel to focus of st. B1/B4 both!



Turn over ►

and powerful. The verb 'sieved'

has connotations of detainment,  
being controlling and also justice.

The word 'sieved' could be used  
when confiscating illegal objects,

this implies that Rosaline's anger  
fully controlled her and that

there was no way back. The anger  
could be a metaphor for getting

justice for the lower classes  
and also for Rosaline, because  
of the way the red-haired girl  
treated her.

The writer structures the dialogue  
at the end of the source to  
make the red-haired girl seem  
very selfish. After Rosaline

spoke the girl 'swept out  
to her carriage'. This implies

that the girl does not care  
about Rosaline and that she  
just wants to leave. The verb

'swept' has got connotations  
of escaping and quickly getting  
away. This implies that the  
girl is trying to escape from

not in  
this  
context

right but  
same pt.

wrong

wrong -  
she  
comes  
back

no

wrong fr



wrong context

the hat shop, maybe because the shop is run by a lower class citizen. After the girl left it says that 'Harry [was] to say'. This ~~illustrates~~ reinforces the fact that the girl has got many advantages in life including her own personal bath that pays for her. The reader therefore empathises with Rosalind because the reader would also ~~be~~ be jealous and angry towards the red-haired girl.

L2 some att. to eval both ideas + methods  
 much mis-reading

(T)



0 4

Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

I agree with the statement, the red-haired girl is obviously from a higher class than Rosabel, so has more money. "her carriage at the door" ✓

This suggests ~~she~~ the girl has her own transport so doesn't use public transport like the lower class.

Rosabel doesn't have this advantage. As the reader you can understand Rosabel's anger towards the girl. ✓

The girl makes Rosabel try on the hat and pays her a compliment. "It suits you beautifully" ✓ text ref.

Rosabel might be angered by this because she knows she could never afford a hat like that, because she's of lower class. ✓

~~the~~ Rosabel might feel jealous of the girl because she has a man to pay for her hat, the girl doesn't have to pay for it herself.

"the girl swept out to her carriage and left Harry to pay" Rosabel ~~will~~ has to earn

some eval. comm + suppl

some resp. to focus of st.

eval. resp. to focus of st.

some.



her money and pay her way but the  
girl doesn't.

some eval. ideas

all at same level

supp. with text refs.

L2

no method.

9

v. brief.

(8/9)



0 4

Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

I agree, that in this extract, the red-haired girl is clearly shown to have many advantages in her life but I believe that Rosabel's anger was only justified to an extent. ✓

The girl is shown to be blessed as in our first impression of her it is shown that she is blessed with good looks. Colour imagery is used to make her seem more appealing in 'red hair', 'white skin' and 'eyes the colour of that green ribbon shot with gold'. It is also the colour of her eyes is also compared to ribbon 'they had got from Paris'. Paris is known as a centre of fashion and it's reputation make her appear more beautiful and of higher class. ✓

The girl also (seems) to be somewhat spoiled and it is clear that she could have anything she wanted. This is shown when it is said that 'Harry would demand the

conclusively,  
clear eval  
+ red text det.

clear and  
of meth.



impossible' and which seems hyperbolic. She also cries out 'I must have that!' and 'swept out to the carriage' leaving Harry to pay. This shows that she expects that things will go as she wants them to and the speed of the verb 'swept' shows that she has no doubts that Harry will do what she wants him to.

clear eval +  
clear and  
methods.

pos.

Rosabel is justified in her anger as the two people had been difficult to please as they she was almost in despair' and she was 'breathless' running 'breathlessly' to try and satisfy them.

wrong

However Rosabel's anger also seems a little absurd as she seems to think that the girls is mocking her by telling her that the hat 'suits [her] beautifully' which is not necessarily true.

L3

clear eval of ideas + methods

12

final 2 paras = L2

1st para = intro

' only 2 paras in L3



04

Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

I agree that the red-haired girl is presented as having many advantages in life. ~~It is~~ This is evident from one of the very first descriptions of the girl's eyes colour as 'green rikebot shot with gold'. The colour ~~is~~ <sup>imagery</sup> of 'gold' has connotations of royalty and treasure, both ~~show~~ suggesting she is of a higher ~~status~~ ~~class~~ class than 'Rosabel'. In addition, the use of <sup>and the exclamatory statement</sup> the ~~verb~~ imperatives <sup>in</sup> the red-haired girl's speech ~~starts~~ <sup>in</sup> 'Let me' and 'I must have that!', demonstrate the great authority and power the red-haired girl acquires. ~~Furthermore,~~ This shows she has many advantages as she is able to have whatever she wishes. Moreover, ~~the~~ Rosabel calls the

clear method  
+ supp.

clear method  
+ supp.

↓  
leading to  
clear resp.  
to focus.





clear  
eval.

red-haired girl 'Madam' which strengthens her superiority and Pres. likens 'Rosabel' to a servant, therefore distinguishing greatly between the two. Furthermore, the red-haired girl 'left Harry to pay', presenting her great sense of entitlement that as she can simply assume things will be done for her.

3rd clear-  
cropping Lt-  
depends what  
comes next → cross  
ref with Sb.

~~On the other hand, I do not necessarily~~  
However, I do not ~~as fully~~ agree that Rosabel has a right to be angry. This is because the red-haired girl kindly compliments Rosabel and says 'It suits [Rosabel], beautifully'. This is presented to be quite a genuine statement and the comma slows down the pace, making the red-haired girl's speech seem <sup>gentler</sup> ~~more genuine~~. This idea is further strengthened by the red-haired girl who <sup>is</sup> 'smiled again' at Rosabel. A smile is thought to be an affectionate gesture and is normally associated with happiness and kindness. Therefore, in some ways it seems almost unreasonable for Rosabel to

clear resp.  
to focus of  
state.

wrong.

L2



clear but same pt.

Do not write outside the box

be angry. ~~Moreover~~ Furthermore, Rosabel's anger is described as ~~On the other hand, in some ways I can understand and believe that Rosabel does have the right to be angry~~ 'sudden' and 'ridiculous' and both imply that Rosabel's anger is rash, ~~and~~ impulsive and without thought. ~~The~~ In addition, the anger 'seized' Rosabel suggesting how powerful and (reckless) it is and can be interpreted to overpower rational feelings.

clear network

wrong. She's not reckless. She contains herself. She wants to throw but she doesn't.

Therefore, although I do agree that the red-haired girl is advantageous, I do not believe it is necessary right for Rosabel to be so furious.

L3 (15)

clear + relev. eval in rel. to focus of statements  
 clear and writer's methods  
 range exemplified

method driven - starts with methods & evaluates ideas from them - other way round more usual - other way fine.



Turn over ►

0 4

Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

I agree with this student, as the red haired girl seems to have come from a higher class background, with more privileges. She seemingly carries an air of grace and respectability, carefree but with high standards. This is shown throughout her dealings with Rosabel, for example when she found the perfect hat, the girl exclaimed 'Isn't it adorable', 'I must have that!'

gd clear evat + supp.

The use of 'must' here shows how used she is to getting her own way, as she feels no need to ask or even use manners, she merely gets what she wants, when she wants. Even after she said this, she goes on to compliment how well it suits Rosabel. This (almost) suggests naivety, as though the red

cursing - x ref ss but goes further



perceptive.

headed girl doesn't realise not everyone likes like her and can afford the luxuries she can.

poss but doesn't add.

This is very contrasting to Rosabels life; as she works tirelessly for the upper class who care not for her, and she gets little reward.

Rosabels 'sudden, ridiculous feeling of anger' seems to be the point of rage at the system she is stuck in, serving hats to wealthy women with rich tastes. The writer's use of 'ridiculous' makes it seem as though Rosabel doesn't want to be angry at the woman, and the use of the verb 'flushing' shows how she contains herself.

'Flushing' almost shows embarrassment at the anger, as though a girl like her shouldn't be angry with what she has, she has steady income, and for some people this would be reason for her not to be angry as she is making a livelihood.

Perceptive eval. of ideas in para 2. words to method though but but ideas much stronger

16



0 4

Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

In the second part of the source, the writer describes the red-haired girl to be very privileged, which upsets Rosabel. This is somewhat justified, but there are many reasons why it is not fair for Rosabel to be angry.

From the beginning, the girl is described very carefully and in much detail. Her "beautiful" hair and "white" skin have connotations of purity and angelic features, which are inevitably enviable qualities. The writer describes the girl's eyes as green like "that green ribbon shot with gold they had got from Paris last week". By including "gold" and "Paris", the reader associates the

overview -  
knows where  
readings.

clear  
method



perceptive and  
of writers  
methods -  
ideas linked  
in 4 way

girl with opulence and grandeur. This shows her wealth and status immediately, suggesting that she has been given many opportunities in life, a notion which is emphasised by the appearance of her "carriage".

and judicious range.

The writer also describes the girl's company in order to show that the "young man" is also "well dressed" and therefore of the same social status. The contrast between Rosabel and the girl is emphasised by the girl's companion, as it outnumbers Rosabel. → original idea

perceptive - clever idea  
und. of methods  
leading to perceptual eval.

The writer ~~also~~ describes simultaneous actions to emphasise the contrast further - as the girl speaks to the man, Rosabel "took the pins out of her hat, untied her veil and gave her a hand-mirror". This portrays Rosabel as a servant, and shows her social inferiority clearly, as does the phrase "the girl glanced at Rosabel laughingly". The verb glanced makes Rosabel seem insignificant in the eyes of the girl, and the adverb "laughingly" wrong



has a mocking<sup>x</sup> tone) The phrase "they had been very hard to please" also shows the high standards of the customers, and the desperate and eager tone of "She had run up, breathlessly," emphasises how much Rosabel wants and needs to make the sale, further emphasising her social standing.

fab.

The "untouched box" creates an idea that this hat was special, reinforcing the idea that this girl is deserving or worthy of such an object. The "velvet rose" and "great, cured feather" add to the idea of opulence that surrounds the girl.

clear

The command of "let me see" shows how the girl can easily use her position to make orders to Rosabel, ~~as~~ as does the fact that she "swept out to her carriage and left Hamy to pay and bring the box". This suggests that the girl is accustomed to being catered for and waited on.

Rosabel is heavily contrasted to



clear but judicious selection.

the girl throughout the passage, even in their appearances, with the girl's "beautiful red hair" and Rosabel's "brown hair". In contrast, Rosabel seems plain and dull.

It is clear that Rosabel feels threatened and inferior to the girl, as the "sudden, ridiculous feeling of anger had seized" her. The

impr. convincing, critical response

adjectives used indicate that Rosabel is aware of the foolishness of her emotions, but the "sudden" feeling that "seized" her is passive, and powerful, suggesting that Rosabel can neither stop nor comprehend her feelings. The emotive and violent

not clear what is being said.

imagery used of "she longed to throw the lovely, perishable thing", "bent over" and "flushing", shows a physical power over Rosabel that is caused by these emotions.

wrong

Although Rosabel's reaction was provoked by the girl "smiling" (and calling Rosabel beautiful,) Rosabel is mostly justified in feeling angry, for the feelings are





Write the two digit question number *inside* the boxes next to the first line of your answer

Answer

Leave blank

04

taking control of her senses, and are out of her control. Throughout the passage the girl is shown to be entitled, wealthy and "hard to please"; as well as taking Rosabel's assistance for granted. She also perhaps unknowingly taunts Rosabel by making her try on the hat, and exclaiming that she "must have that!"

But whilst the girl can't be blamed for being born into her privilege, and she doesn't actively say anything malicious or rude to Rosabel, it is still unjust for Rosabel that their class division is so wide. It is very likely that Rosabel's anger is not directly towards the girl, but towards society in general, which is completely justified.

Convincing, critical response

L4  
20

L6 will guide examiners into L4  
there is much higher  
it shows what can be done  
cards don't have to be triggered to be 20

leave blank

leave blank

leave blank





**GCSE**  
**English Language (NEW)**

**Comp: 8700/1**

**Qn 5**



**Section B: Writing**

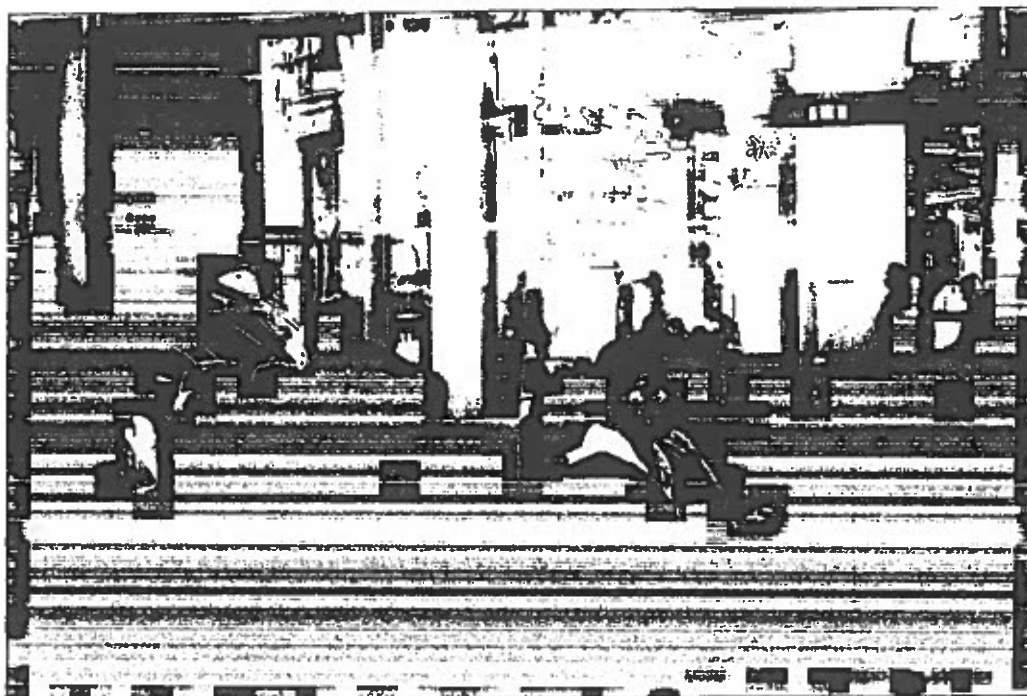
You are advised to spend about 45 minutes on this section.  
Write in full sentences.  
You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

**Either**

Describe a journey by bus as suggested by this picture:



or

Write a story about two people from very different backgrounds.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

A boy named William  
who came from a  
very rich background

Turn over ▶



C+O  
Simply  
linked ideas

was trying to get into  
a private school but  
unfortunately (there was)  
no spaces left so  
William had to go to  
a normal primary school.  
his parents were extremely  
disappointed and could  
not homeschool as they were  
always at work. (Whilst  
William was at school  
no one really payed  
attention to him as  
kids bullied him for being  
pushy.) A big small boy

TA  
att. a  
variety  
of sent.

C+O  
simple ans.  
- telling a  
story.

approached him named  
Jay. he lived in a poor  
area just below the hill  
where William lived upon,  
they started playing and  
got along well. As William  
got home and told his  
mother about his new  
friend she wasn't too  
pleased about the origins  
of Jay's name and  
told William it's best

C+O  
Simple  
dets.

TA  
sent. demarc.  
mostly sec  
+ siting  
acc



CTO  
simple focus on given topic -  
diff. backgrounds

Do not write outside the box

CTO  
Simple str. feat.

not to talk to him.  
(The next days) when Tay tried to play with Will, Will told him to leave him alone, Will didn't want Tay to leave him alone but he didn't want to disobey his mother as he would be punished.

CTO  
~~CTO~~  
random paras

The next day the teacher paired Will & Tay together for a music project, Will was really into for classic jazz where as Tay was into gangster rap.

CTO

Simple comm; simple aw. para (but plot weak);  
simple str. features. U1-1 (6)

TA

Better, esp. sent - typical of cond. mostly writing in sent but not correctly done then v. often L2 (6)



**Section B: Writing**

You are advised to spend about 45 minutes on this section.

Write in full sentences.

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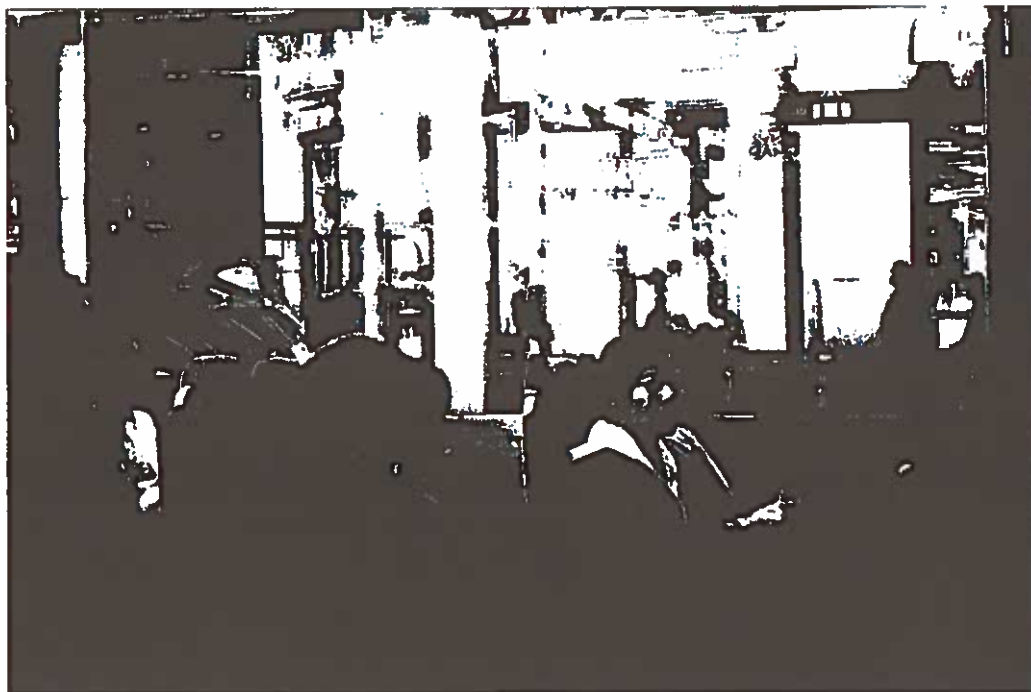
You should leave enough time to check your work at the end.

0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

Either

Describe a journey by bus as suggested by this picture:



or

Write a story about two people from very different backgrounds.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

*The difference between  
Rich and poor.*





There was a man named  
 Joe Smith who worked  
 as a ~~as~~ successful eye surgeon  
 who lived in the suburbs. ✓  
 He owned a large, flashy ✓  
 mansion which was surrounded  
 by extraordinary ✓ scenery.  
 There was lush green  
 grass with wonderful  
 fluffy sheep grazing the  
 surrounding land.

C/O  
various  
vocab.

As a child Joe was  
~~totally~~ lucky as his parent  
 had successful careers  
 allowing him to have every  
 resource at his disposal.

TA  
all  
variety  
of  
sent

C/O  
all to write  
in para.

His parents drove around in  
 extremely expensive cars  
 which ~~was~~ <sup>were</sup> as fast as  
 a jet. The car was  
 as yellow as the sun  
 and the <sup>chrome</sup> rims ~~let up~~  
 reflected a ~~strong~~ sunlight  
 as it drove down the  
 densely populated highway.

less  
successful  
- L1.

'some success' so far



L1

Joe's house was as large as the White House and as colourful as a rainbow throughout every room.

Joe was also allowed to attend private school which allowed him to have an extremely successful education.

There was also another boy named Ethan.

Ethan was an orphan who moved from home to home and was based in London.

One day Ethan was abandoned by his parents and left to fend for himself at the age of 12.

plot  
breaks  
down

TA  
some all  
sp. of more  
complex words

no  
all to focus  
on given topic -  
diff b'grounds



He had now ~~was~~ become homeless and had to turn to begging for money and food.

This little ragamuffin boy owned no shoes or socks with only a pair of pants and a shirt in his possession. He had blonde hair and blue eyes and was extremely slender like the neck of a giraffe. He was also extremely malnourished and for most of the time he had to look for food in wheelie bins.

!!

TA some acc. sp. of more complex words

For the next few years Ethan had to live on the back streets of London picking pocketing money from extremely rich individuals and eating rubbish

C10 Some successful comm; abt to match plauds; desc. chars but v. little plot. L2 (9)

TA some acc. sp. of more complex word - vocals credited in



+ abt. a variety of sent.

L2 (8)

TA add more mark  
IB/R/Jun17/8700/1

11 + 7

**Section B: Writing**

You are advised to spend about 45 minutes on this section.  
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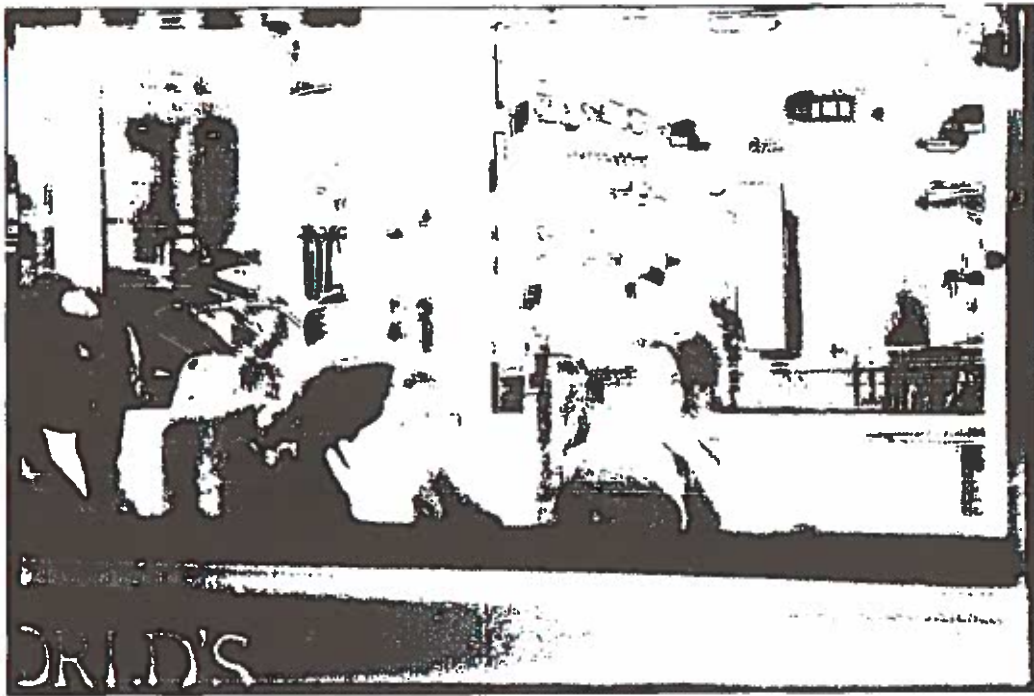
0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

Either

Describe a journey by bus as suggested by this picture:

see  
smell  
hear  
touch



or

Write a story about two people from very different backgrounds.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

I waited for the bus  
to come, late again! I  
got onto the bus and

✓



Sense  
confusion

sat down at the nearest  
seat i can find, near a window  
of course, it was going  
to be a long journey,  
the bus was quite empty  
when i got on it was  
silent, i decided to put my  
headphones in and listen to  
my music, as the music is  
playing i carry on looking  
out the window trees

Cro desc.  
at purpose

Passing so fast at i see is ✓  
(a smuged line of deep green)  
i enjoyed looking at the world  
so much to see, birds flying  
around, leaves blowing gently  
in the wind, (the swaying  
trees standing tall slowly  
swaying in unison) Then  
a man dodged past my  
chair getting on and sat  
down across from me,  
a smell of after shave filled  
the bus and stuck to the  
back of my throat. I  
look around the bus it  
was filthy, rubbish all over

Cro  
conc. use  
of vocabs



the Floor chewing gum  
 on the seats, graffiti all over,  
 chairs filled with muck. I take  
 out my headphones to  
 understand what I'm seeing  
 as I take them out the  
 sound of sneezes and coughing  
 filling the bus I edged closer  
 to the window. leaning my  
 arm on the odd dusty ledge.  
 We stopped. ✓ more people  
 got on one woman on  
 the phone sat two seats  
 behind me and two little  
 girls get on and sit  
 at the front of the bus  
 The bus sets off yet  
 again with a big jerk,  
 as that occurs someone's  
 bag crashes to the  
 floor all belongings scattered  
 filling out the bus. The  
 woman was (tumbling and  
 ✓ stomping) to get all her  
 stuff back nobody helped  
 her just looked at  
 her in disuse. ~~so I decided~~

TA  
 some  
 sent.  
 variety



one by one the rusty cold bus was filling up getting heavier and heavier. people shouting, screaming and laughing, some people on phones, some eating food and dropping the greasy rubbish down along the side of the bus. This was not a nice place to be the atmosphere was horrible it was going to be a long journey.

CTO some successful comma, conse. abt pland, conse vocab; no para UL 2 (11)

TA weaker than S2 on 8. some sent. variety but tense confusion L2 (7)

how well does bullet pt.  
 dot 1 2 3 + 5 well

\$ T6  
 no + 50  
 well

= find  
 forms

= 11 not  
 12



13 + 9 LL2

S4

**Section B: Writing**

You are advised to spend about 45 minutes on this section.  
Write in full sentences.

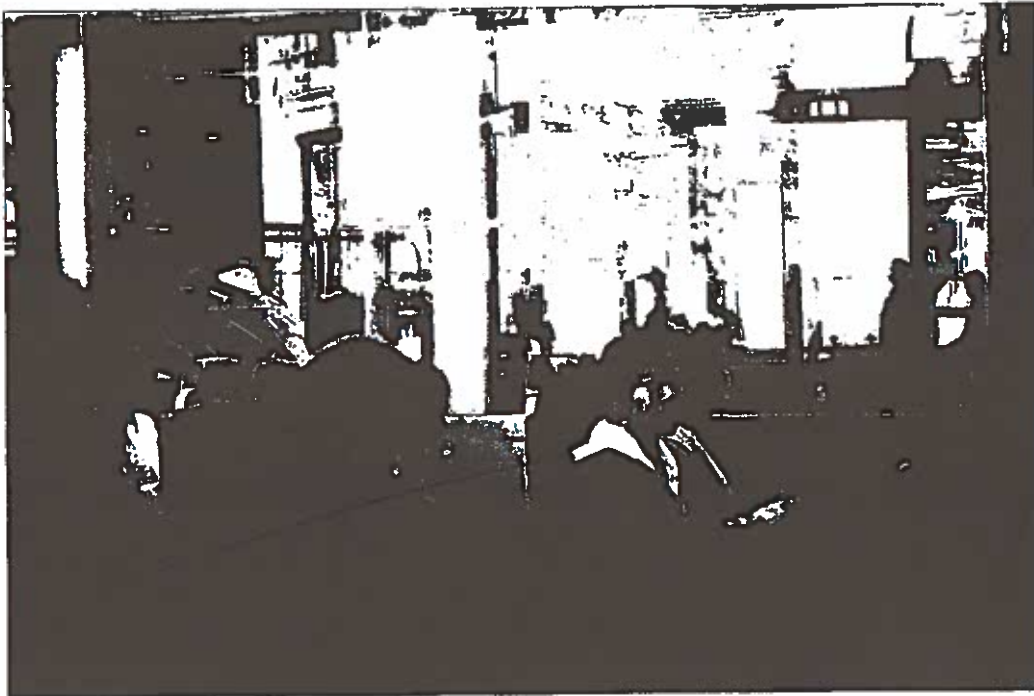
You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

**Either**

Describe a journey by bus as suggested by this picture:

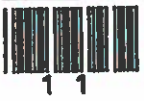


or

Write a story about two people from very different backgrounds.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

I was sat on the  
bus on my way home  
from work surrounded by



Turn over ►



people from all different cultures such as ~~Africa~~ African and Chinese people. The bus was mostly filled with women coming home with their shopping or from a hard days work. The ~~bus~~ bus began to fill up when made me quite nervous as I am a shy person. I always dread having to sit next to a stranger as it is socially awkward. The seat next to me was the only seat left on the bus.

Go  
heading  
towards  
clear-comm

Then a large man stepped on to the bus.

"Oh no," I thought to myself as I feared the worst. That he would come and sit next to me. He slowly started to waddle towards the free seat so I pretended to be on the phone and



gazed ✓ out of the window  
into the lively streets.

It was Friday night so ✓  
the streets were <sup>flooded with</sup> full of  
people ready to party. The  
streets were well lit by  
shop signs and street  
lights. ✓

But then I spotted something  
unusual a man dressed  
in black ~~knickerbocker~~ in the  
bank.

The lights in the bank  
suddenly turned off. Had he  
cut the power? I needed to  
get off the bus but I  
was ~~barricaded~~ barricaded  
in by a huge man. I  
attempted to reach for  
the buzzer but the feral  
beast was like a ~~brick~~  
brick wall guarding the  
buzzer.

Go  
clear  
comm.

now lapses  
into silly  
narrative

Go  
some  
succm.



I eventually gave up on trying and sat there. I knew I had to do something so I slowly built up the courage to ask the man if I could get off the bus.

"Can I please get past" I asked politely.

The seat creaked and groaned as the man edged off. ~~the seat~~ I pressed the buzzer to let the driver know that I wanted to leave the bus at the next stop. The bus eventually stopped.

I left the bus and began to sprint down the side walk back to the bank. The bus had drove at least a mile so I knew I ~~would~~ would have to work hard to run all that way.

L2 page - some success.

TA  
variety of  
seats for  
eff.

TA  
gen. sec



1/3/24 + 9/16.

After half an hour or running I eventually reached the bank. I could see the man's flash light searching the bank for an escape route. How could any body not see this? I thought to myself.

I then saw the man climbing quickly down the ladder on the side with two duffle bags. I sprinted to the back of the bank not knowing what would await me

C+0 clear comm overall - begins well w/ under-  
pl + vocab, but then lapses into silly narrative.  
Used eg of a response that it just clear overall. LL3 (13)

TA gen. sec sp/punct/gram - just into B3.  
L3 (9)

⊕ Useful <sup>benchmark</sup> script - scores L3 in both C+0 + TA

END OF QUESTIONS



15 + 12

S5

**Section B: Writing**

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

Either

Describe a journey by bus as suggested by this picture:



or

Write a story about two people from very different backgrounds.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

~~Just Rebecca Joyce was  
 annoyed. Not only had the  
 bus been delayed, but now~~



Turn over ►

She was having a heated discussion ~~was~~ with her father ~~was~~ as to why her daughter had not ~~been~~ cleaned her room after what felt like the millionth time of asking. Angrily, Rebecca hung up and returned to staring aimlessly out of the window.

The night sky was filled with reflections of fluorescent lights.

<sup>Jade</sup>  
She sat huddled on the back window seat of the 89 bus. Her fingertips were like ice blocks as she tried to unravel herself from her makeshift cocoon. She cautiously looked out and surveyed the bus like prey waiting for the predator to pass. No-one else was near her but at the front

cro  
clear  
comm +  
clear vocals

less  
successful  
- more  
contrived



of the bus ~~she~~ <sup>Jade</sup> could see ~~two~~ <sup>two</sup> women. One sat on the right of the bus, looking out of the window whilst angrily shouting down the phone - possibly a husband possibly a son. Behind ~~her~~ <sup>the woman</sup> sat a young woman who was ~~also~~ admiring the ~~psycho~~ ~~advertisements~~ ~~psycho~~ ~~advertisements~~ fluorescent scenery of endless adverts and promotions. (The rusty old bus) jerked to a stop ~~at~~ outside McDonalds. Both women confidently left the bus and a young man casually strode on. A sense of warning began to form in ~~her~~ <sup>Jade's</sup> stomach. She recognised him. He was there that night. Goosebumps the size of golfballs appeared on her skin. ~~Sweat~~ ~~the~~ Cold sweat trickled down her (pale white face.) As quietly as

TA effective sent form for eff

→ C to mc, soap words

less successful

2 adj + noun.

no clear-  
ans when  
read.

2 adj  
noun



C to no paras so far.

Turn over ▶

C+0  
2 adj + noun  
devices becoming  
less natural +  
'i. less effective  
- + chair / seat?

she could, she sank back  
into her ~~chair~~ (musty yellow  
yellow chair) and prayed  
a silent prayer. ~~to~~ She  
watched his every move  
~~between~~ from between a  
tiny crevice ~~between~~ in  
the two seats in front of  
her. ~~She looked~~ His beady  
black eyes were prominent.  
~~His face had a determined~~  
~~and his eyes were like~~  
His face was angry and  
ready for action.

C+0  
clear vocab  
choices

C+0  
eff. use of  
str. feat - but  
1st para so far

Three stops left. That's  
all she had to wait. ~~Then~~  
She carefully glanced  
out of the window. The  
bus had long left the city  
behind and ~~the~~ the bus  
~~was~~ was <sup>(ambly)</sup> ~~ambly~~  
towards her ~~final~~ stop.

can  
bus  
amble?

Two stops left. The bus  
passed the forest near  
her flat. She admired  
the calmness of the trees  
questioning and respecting





incr. soph vocab but obscures any meaning -  
15 not successful

Do not write  
outside the  
box

{ their ability at such a tense  
time.

One stop left. She had to  
plan her escape. She  
quietly shoved her  
belongings and ~~bag~~ <sup>bag</sup> ~~free~~  
~~into~~ into her rucksack  
and subtly ~~patron~~  
adjusted her big fur  
coat. As the bus pulled  
into her stop, he moved.  
She froze. And they  
looked into each other's  
eyes.

C+0 clear comm but not consistent, incr  
soph vocab in some places counter-balanced  
against places where it doesn't work at all;  
some eff str. features balanced by 2 pages  
without paras L3 (15)

TA gen see sp/punct/gram with feat variety.  
Does all L3 L3 (12)

END OF QUESTIONS

40



20 + 15

**Section B: Writing**

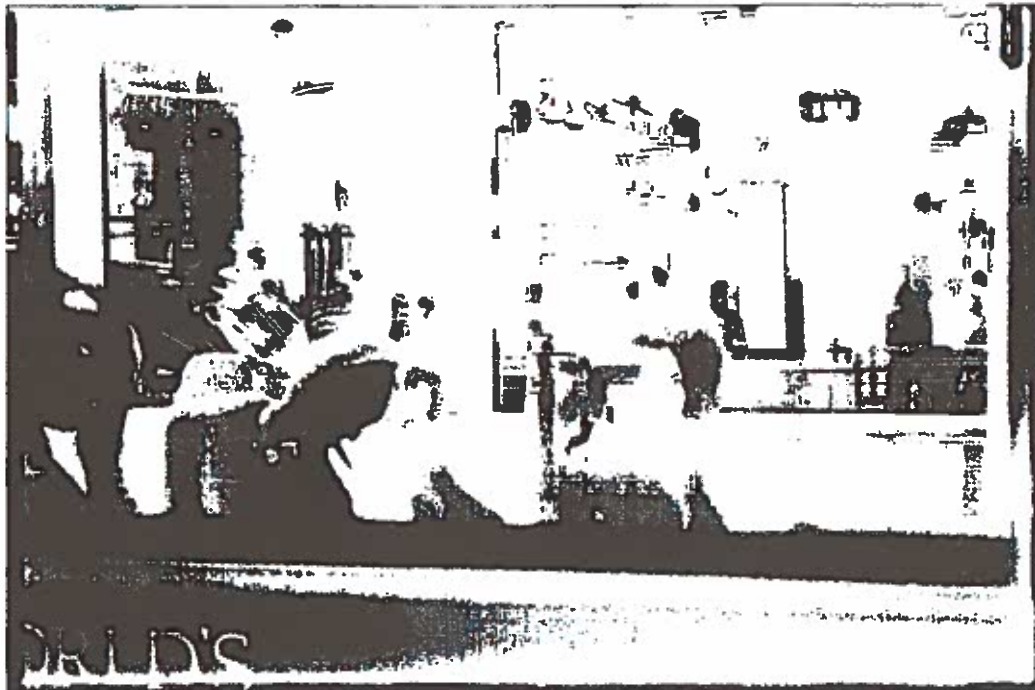
You are advised to spend about 45 minutes on this section.  
Write in full sentences.  
You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

**Either**

Describe a journey by bus as suggested by this picture:

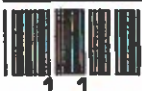


or

Write a story about two people from very different backgrounds.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

It's always the same.  
As the slow, continuous drone of  
the dirty engine rumbled below the



passengers of the number seven bus,  
the overwhelming world flew past them  
(just as it did every day).

too  
some  
succes

Although the sun had  
escaped from the sky (many) hours ago,  
the city that peeked through the (many)  
windows was as (bright) as ever.  
(Brightness.)

TR  
sent. form  
for fr

A sign of optimism and hope - but  
not today. Not ever. Not on this  
bus. As the vehicle crawled by,  
the blinding curse of neon lights  
and billboards pierced through the  
eyes of every lifeless passenger.

Distant cries for help could be heard  
from police cars, and conversations  
of passers by drifted through a  
small gap where one (derelict) window  
would no longer shut.

too  
effective  
idea but  
wrong word

Why did things have to be  
this way?

Outside of the bus lived  
a cruel, relentless creature: The city.  
It was a monster. Nothing more.  
Cars grinded furiously on their  
way past, and tall, soulless  
structures had risen from the



cro  
cont-craft

ground like sharp teeth. Some people (the fools) were smiling. It was almost depressing. They had been tricked. Tricked into believing that this was a safe, calm place. They were wrong - all they had to do was look.

TA  
high level of acc. sp.

Inside of the odd, metal bus, was a true representation of city life. Sat uncomfortably on the offensively coloured seats were people... But they weren't people, oh no. They were dead. Lifeless.

cro  
str-daw.

Half of these unusual beings had their eyes closed, and half had ~~them~~ were fighting desperately to keep them open. Maybe it was for the best.

less effective

However, their closed eyelids did not stop the damp, sickening smell of the creature <sup>outside</sup> from ~~reaching~~ visiting their nostrils, unwelcomed. How could such a common part of our miserable lives be so unpleasant?

Just past an old, derelict building, the creature had developed ~~at~~ beginning to overcraft

Turn over ▶



a new structure: A skyscraper.

~~think about that name~~ Skyscraper

This particular skyscraper certainly lived up to its name, aggressively scraping away what was once a peaceful sky, and replacing it with its ugly presence. ~~One~~ On the base of this structure sat countless

advertising boards, forcing unwanted brands into the ~~sun~~ dead faces of those who passed.

Buy this! It will make you happy! Isn't that what you want right now?

They were right.

People did want to be happy.

But the monstrous black shadow that blanketed the bus from the structure had the opposite effect.

Moisture ran slowly down ~~the~~ each window of the bus like salty tears. At

the front of the vehicle, a single headlight was cracked. Quietly,

the dark headlight sat, surrounded

by <sup>other</sup> bright, dazzling lights, as if it were as lonely ~~and~~ as

those who sat in the bus.

Cx0  
effective  
passage



In the far distance, an unusual color  
could be seen: Green. It was a hill,  
belonging to the lush countryside that  
awaited the passengers at the end  
of their ~~journeys~~ seemingly never-ending journey.  
There it was.

Hope.

It was there all along.

C10 Convincing comm but not compelling,  
concise craft but extended metaphor  
loses effectiveness + piece is over-crafted,

L4

(20)

TA High level of tech. acc + range of form  
forms for eff

L4

(15)

END OF QUESTIONS

40



Section B: Writing

You are advised to spend about 45 minutes on this section.  
Write in full sentences.

You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

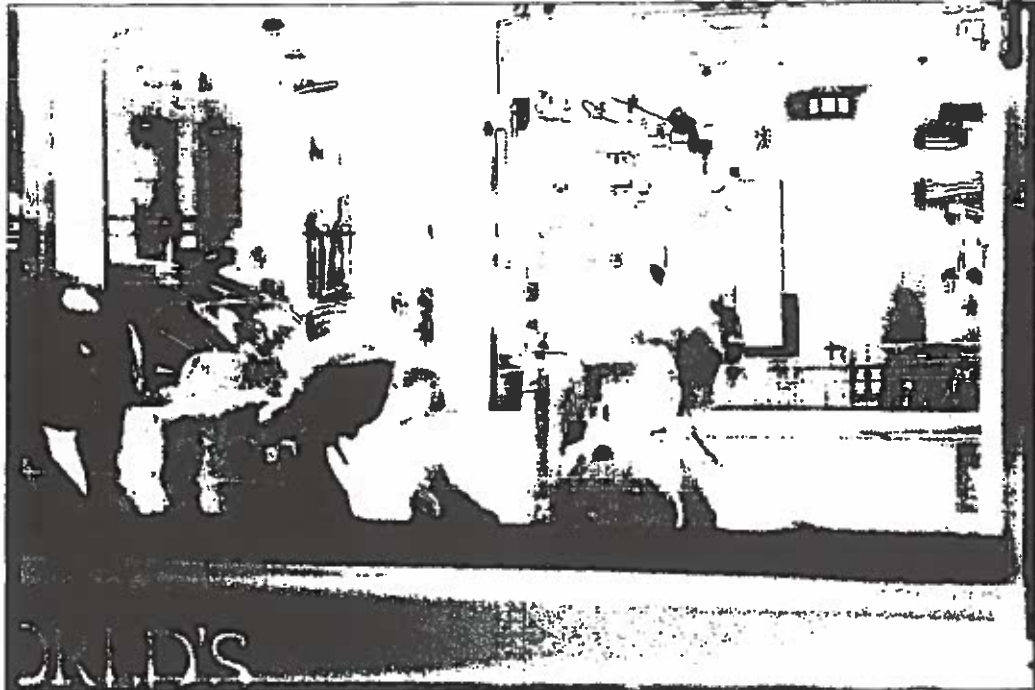
0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

Either

Describe a journey by bus as suggested by this picture:

Plan:  
 city man + country man  
 Reginald Rupert  
 'Reggie' ~~Bella~~  
 Jessie  
 Bella



or

Write a story about two people from very different backgrounds.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

Jessie had just finished milking the cows when  
 the mailman came. "Here's for you, Mrs  
 'earse." He pronounced 'Hearse' without the



'It, his rough country accent mimicking the rest of the small population of Combury. ~~He~~ ~~rough~~ The envelope shared a rather elegant looking envelope in the basket that they used for a mailbox, and strode away, whistling.

Puzzled, Jessie wiped her hands on her apron, before bustling over. It was ~~too~~ heavy, no doubt made with a sort of expensive paper, with a seal that looked like a coat of arms.

Frowning, she carefully walked inside, handling the letter as though it were some priceless treasure. "Pupert!" she called out to her husband, ~~he~~ who seemed to be fiddling with the boiler pipes, again. He appeared soon after, (his sandy hair ~~an~~ unruly mess, his fingers covered in grime). His eyes lit up when he saw the seal, obviously it meant something. Snatching the letter from Jessie's hand, he opened it, like a child with a new toy. "It's from Rego!" he exclaimed delightedly "My best friend from the 'igh school. And he wants us to come for dinner... today." His face turned slightly panic-stricken. "Must've got lost in the post", he whispered hoarsely. The young couple ~~looked~~ <sup>looked</sup> at each other, wide eyed and silent, before suddenly launching into chaos.

CSO  
highly  
engaging -  
telling details

CSO  
sustained  
crafting

TA  
assured  
control of  
direct speech





Cso  
convincingly  
compelling

An hour later, after much garment changing and hair washing, Jessie stepped out of the cottage, wearing her best blue and white frock, her husband behind her, with borrowed dungarees. A limousine pulled up, its smooth black tyres now respectably mud-splattered and came to a halt at the fence. A rather middle-aged man got out, and opened the door for them, his dazzling white glove contrasting with the sleek darkness of the vehicle.

Cso  
amusedly  
watched

When the vehicle <sup>car</sup> drove off, Rupert almost started in surprise. This was much unlike their old tractor; it felt like they were gliding over the earth, rather than rumbling through country lanes. In what felt like 5 minutes (in reality, it was over an hour), the car stopped, and once again, the doors were opened for them. Jessie stepped out, taking in her ~~surroundings~~ surroundings in awe.

They were in the middle of a great-great courtyard, surrounded by ~~with~~ windows that looked like a thousand gleaming gems. One could say it was too bright to see, however in Rupert's case, there was simply too much to see. There was a fountain in the middle, water cascading down, so clean, and sparkly, all of a sudden Jessie, in her best



blue and white frock, suddenly felt filthy, and very, very out of place. She glanced at her husband, although he seemed to be just as fascinated as she was.

With a boom, the oak doors in front of them slowly opened, and they hesitantly went inside; the lions on either side almost seemed to be bowing at them, their majestic stone manes elaborately elaborately carved, almost sparkling in the heat of the sun.

"Rupert!" exclaimed a young man, of a similar age, as he strode forward. Rupert, and offered his hand. Reginald, or Reg, as he liked to be called, obviously expected a handshake, so no one was more surprised than he when his friend fatched him in a bear hug. Lightly, so as not to appear impolite, Reg dusted off his jacket before turned turning to Jessie "And you must be Jessie. Here's my wife Bella. I'm sure you two will get on beautifully." A woman stepped out from behind ~~the~~ Reg, her long dark hair tumbling cascading down in such a way that reminded Jessie of the fountain outside.

The farmer's wife gaped at her. She was beautiful. Although in her best blue and white frock, she felt ashamed, as though she were wearing rags. Of course, she was not the only one. Out of the

C+O  
sustained  
copying

TA  
with  
all  
punct



corner of her eye, she saw Rupert fidget nervously in his dungarees, as he, too, took in the magnificent grey gown, diamonds twinkling, reminding Jessie of the stars they could see from their farm. The ghost of a smile was still etched on her face, as she sighed inwardly, and shook Bella's gloved hands. This was going to be a rather uncomfortable evening. ✓

C+O Convincing, compelling comm; assuredly  
matched with telling det to eng-integrated  
searchingly; gentle tone L4 (24)

TA highly acc; fluent; written with flair  
L4 (16)

Ⓟ Reads like an opening chapter of a novel.

END OF QUESTIONS



