

Reading answers

pages 100–101

Purpose = to describe the setting and introduce the character

Audience = teenage readers of the book

Text type = prose, descriptive fiction writing

1 Any one of:

- 'Matt heard it and looked up briefly.'
- 'the crowd meant nothing to him.'
- 'He wasn't part of it.'

(1 mark)

- 2 The writer emphasises Matt's isolation by starting and ending the extract with a description of him by himself. The first sentence is actually a paragraph of its own, which makes it more of a striking statement. The final descriptions of him at the end of the extract are firstly a short statement and then a broken sentence. This sandwiching effect is contrasted with the chaos and confusion that is going on around him. The busy street is juxtaposed with Matt as an individual and helps to make him seem different and apart from it.

(2 marks, one each for any two of the above points)

3 Example of descriptive language	The impression it gives
'commuters were fighting their way out of the station.'	This gives the impression of pressure and chaos.
'a tangle of cars, taxis and pedestrians'.	Everything seems confused and busy.
'Somebody leant on their horn and the noise blared out'	The noise seems loud and ugly.

(1 mark for each up to a maximum of 2 marks)

- 4 Matt is made to seem isolated by the way he is set apart from the rest of the world and the language that has been used. The structure of the piece emphasises his isolation – he is described at the beginning and end of the extract and this description is juxtaposed with the busy commuter scene. Secondly, we are told he doesn't really react to what is going on around him, even though it is noisy and chaotic: 'Matt heard it and looked up briefly'. This suggests he is in a world of his own. Finally, we are told that the world around him is 'fighting' and a 'tangle' but he is just 'sitting'. This lack of

movement makes him seem different and therefore isolated.

(3 marks. Notice there are three main points made. You would get a mark per point you make.)

- 5 It is clear that something bad is going to happen because we are told Matt knows he is 'making a mistake'. Perhaps he is going to do something that goes against the law or society. He is shown as being isolated, which suggests he does not feel like he is part of society, so maybe he doesn't care about doing something bad.
- (2 marks)

pages 102–103

Purpose = to describe and entertain

Audience = teenage/adult readers of the book

Text type = prose, descriptive fiction writing

- 1 He is being told what to do by someone who has no right to do so.

(1 mark)

2 Any two of:

- 'narrowed his eyes'
- 'wished he were taller, stronger and eight years older'
- 'a ball of anger exploded inside him'
- 'made him wish he had the courage to say exactly what he wanted to say'

(1 mark)

3 Quotation	What it tells us about Bruno's state of mind
'Bruno narrowed his eyes and wished he were taller, stronger and eight years older'	Bruno is in a confrontational mood and wants to be as big, strong and old as the person he is angry with so that he can taken them on.
'A ball of anger exploded inside him'	This suggests a powerful knot of anger has been building up but it has now been let loose.

(1 mark each)

- 4 He doesn't like the Lieutenant telling him what to do and thinks he has no right to. He has very little respect for the Lieutenant, as shown by the sneering way he refers to his title as a 'fancy title'.
(1 mark)
- 5 Bruno is made to seem young by his use of the proper nouns 'Mother' and 'Father'. The fact he has not abbreviated them shows he is doing exactly as he is told and does not think of his parents in any way other than their relationship to him.
(2 marks)
- 6 The writer makes us take Bruno's side by focusing on his thoughts and feelings. We never learn what the Lieutenant thinks and that means we can't be as sympathetic towards him.
- The description of the 'ball of anger' exploding shows us this exchange is really affecting Bruno.

It suggests he has been trying to stop feeling angry for a long time but he has finally been pushed too far. However, he realises his limitations and his lack of courage: 'made him wish that he had the courage'. This also makes us side with him as it shows he is realistic and feels like he has no hope of standing up for himself.

The reference to 'Mother and Father', names which have been made into proper nouns to show these are the names by which Bruno thinks of them and refers to them, reminds us that Bruno is a young child. The fact he hasn't abbreviated these names suggests he is obedient and respectful towards his parents; characteristics which also make us take his side.

The language is very precise and careful, and we get the impression we are in Bruno's mind. When you follow a character's thought process you are more likely to side with them.
(5 marks)

pages 104–105

Purpose = to promote summer events in Woking

Audience = 7–16 year olds and their parents

Text type = magazine article

1 Activity	Details
drama workshop	Develop theatre skills, explore exciting scripts, meet others, final performance to friends and family
cinema crafts workshop	Make costumes and props, afternoon film
arts workshop	African drumming, Mexican crafts,
Craft Co. workshop	T-shirt painting, salt-dough modelling, card-making, pot-decorating
dance and poetry	Work with professional dancers, contribute your ideas, final performance

(2 marks, 1 from each column)

2 Examples of language used	What it suggests
'a packed programme'	The alliteration makes it sound fun and exciting.
'a huge range of activities'	The adjective 'huge' emphasises the large amount of activities to choose from.
'chance to shine'	The verb 'shine' is positive and makes it sound like a brilliant opportunity.

(2 marks)

- 3 The article makes the opportunities seem exciting and attractive through the use of positive language, making it clear you can try new things, and by using bright colour and clear layout.
- The activities are made to seem exciting and fun by language such as 'packed programme of activities' and 'get your creative juices really flowing'. The alliteration of the 'p' in 'packed programme' makes the phrase really bouncy and energetic, a bit like the activities they are trying to

promote. The lists of activities also make it sound like there's lots to do which is really good when you're a teenager as you can get bored easily.

It might seem scary to join in with a workshop if you don't know anyone, but they mention the fact you can make new friends – 'meeting other young people'. This makes it seem more attractive as it's always good to meet other people with the same interests as you.

The presentation is attractive. The picture is of young people acting, which helps to show the

sort of things you might do. Bold print is used for each activity and this helps the reader as they can scan through the article and not have to read the bits they are not interested in.

(5 marks)

pages 106–107

Purpose = to persuade the reader to join

LeisureTime Plus

Audience = Ms Holroyd/adults concerned about health and fitness

Text type = letter

- 1** Join LeisureTime Plus
(1 mark)

- 2** Ms Holroyd seems like someone who is interested in keeping fit and healthy but has not found it easy. Perhaps she has had a bad experience of gyms and fitness instruction.
(2 marks)

- 3** Any two of:

- The letter uses statistics to support its claims about the value of exercise.
- It provides a list of benefits, suggesting there are lots of good results to be had from exercise.
- It uses positive language to describe the benefits of exercise.
- It uses 'experts' to support its claims.

(2 marks. Note, the question does not ask what the letter says, it asks about the methods used.)

4	Example of negative phrase	Why the language is used in this way
	'crowded, sweaty gyms'	The negative adjectives make the gym sound horrible.
	'sergeant-major fitness instructors with the bark of a bulldog'	The adjective 'sergeant-major' makes the fitness instructors sound strict and nasty. The 'bark of a bulldog' emphasises this impression.

(1 mark each)

- 5** For example:

- Informal, colloquial phrase: 'a walk in the park'
- Why it is used: it makes it sound like the writer of the letter is friendly and approachable. This colloquialism makes the whole letter seem informal and as if the writer knows how the reader will find exercise.

(2 marks)

- 6** This letter makes joining LeisureTime Plus seem a good idea by making exercise seem like a vital part of life and explaining the benefits it might have. It uses opinion disguised as fact, 'Everybody knows the need to live a healthy lifestyle', to make its ideas seem logical and believable.

The letter has a friendly, approachable tone: 'but we'll be with you all the way'. This makes the company seem friendly and approachable which means the reader is more likely to join it.

It uses emotive language and the benefits of exercise are shown: 'fitter, healthier and happier'. This list of three makes it sound balanced. It also seems balanced and considered because it admits that exercise used to be unpleasant: 'crowded, sweaty gyms and sergeant-major fitness instructors with the bark of a bulldog'. Juxtaposing this with what LeisureTime Plus offers makes its product seem even better. It also seems more truthful because it admits how bad exercise used to be.

Finally, by addressing the reader directly, 'you'll notice', it makes it more personal which is effective.
(5 marks)

pages 108–109

Purpose = to inform of the decision to give mobile phones to schoolkids

Audience = adults

Text type = newspaper

- 1** Any two of:

- Personal organisers
- Record lessons
- Set alarm to remind to do homework
- Use the memo
- Research using the Internet
- Share ideas in class
- Manipulate sounds in music
- Morning alarm

(1 mark for the two answers. 1/2 marks are not given.)

- 2** By the use of the connective 'However'. This tells us the information that follows will be different to the ideas that have already been presented.
(1 mark)

- 3** It suggests the world is modern and changing. The abbreviation 'techno' creates the impression of something fast-moving.
(1 mark)

- 4** Having a quotation from a named education advisor gives the story credibility and makes it seem more factual, despite the fact that he is just expressing an opinion.
(1 mark)

5 Any two of the following. A total of two marks are available, one for each word or phrase selected with explanation.

- 'claiming' suggests the teachers' view is just opinion and not correct
 - 'constantly interrupting' makes the phones sound like a real ongoing nuisance
 - 'demand' makes the teachers sound unreasonable
 - 'dilapidated' emphasises the poor condition of the school buildings in an emotive way
- (2 marks)

6 The views are not presented in a balanced manner. Firstly, the positive, government view is given more space and a quotation is included. Secondly, the teachers' views are presented with negative vocabulary and finally, the students aren't given a voice at all.

The mobile phone deal is presented in a positive way, with 'celebrating' by ministers and being described as 'a huge step forward'. These words and phrases create a positive impression of the deal and don't question it at all. Describing the world as 'techno' reminds the reader it is

changing quickly and so learning must also change to keep up.

Wayne Daniels is presented as an expert and his views are presented as fact, giving the whole scheme credibility. The example of how students might use the phones to help organise themselves and make them do homework is a very positive view. Any potential negative outcomes are ignored totally. The phrase 'reel off lists of benefits' creates the impression that the benefits are so numerous that it's easy to list them.

The view of the teachers is presented very negatively after this innovation has been presented in such a positive way. We are told the teachers are 'claiming' and 'demand', words which sound very negative and aggressive. This tone makes us regard the teachers' view with suspicion.

Although the students are said to be 'celebrating', no student's view is reported so they aren't really given a voice. The use of the exclamation mark suggests that it's inevitable that students will celebrate and implies that the reporter didn't even go and interview them.

(5 marks)

pages 110–111

Purpose = to describe

Audience = teenage to adult

Text type = poem

- 1 The blackberries go mouldy and start to decay.
(1 mark)
- 2 It suggests they are desperate to collect all the blackberries so use any container they can get hold of.
(1 mark)

- 3 The final line, 'Each year I hoped they'd keep, knew they would not.' is balanced and shows that, although the narrator hopes they will keep, he knows they will rot. It gives the idea of a child clinging to hope when he or she knows deep down that time is passing and the natural world decays.
(1 mark)

4	Simile	Explanation
	• 'hard as a knot'	This image describes how the unripe berries look and reminds us how hard and tightly formed they are. It also suggests they are dry and without their juice, as they are not yet ripe.
	• 'like thickened wine'	This image makes the berry seem luscious and reminds us of its thick, potent juice.
	• 'like a plate of eyes'	This is a horrible image and makes us think of the texture of the berries and the fact they have been stripped from the bush. They are shiny and reflecting all that is around them.
	• 'palms sticky as Bluebeard's'	Bluebeard was a murderer, so this suggests the blackberry pickers are also murderers – they have picked all the berries, even though they know they won't keep.

(3 marks, one for a simile and two for its explanation)

- 5 The blackberry pickers seem eager, focused and hard-working. The speaker in the poem has a 'lust for picking', which suggests a desire you

associate with a child rather than an adult. When the berries are ripe they use anything they can to collect them in, 'milk-cans, pea-tins, jam-pots',

suggesting this is not an organised or professional harvesting. They don't mind the briars that scratch them as they are just focused on picking the berries.

The comment at the end, 'I always felt like crying' suggests the speaker was a child at the time of the blackberry picking, who hadn't yet learnt that the berries would rot and go off. (5 marks)

- 6 The poet presents this memory as one that is good, but there is sadness mixed in with it. The excitement of the first 'glossy purple' blackberry creates 'lust', perhaps reflecting childish wonder at the natural world. However, there are many sinister images used in the poem which warn us that these wonderful berries are not the juicy treats they seem at first. We are told they are full of 'summer's blood' and there are other aspects of the natural world mentioned, such as the briars attacking them when they are picking the blackberries. This suggests they are robbing nature and shouldn't be taking so many berries.

By the end of the first stanza they have hands like 'Bluebeard's', likening them to a murderer. The sinister tone continues as we find the hoarded berries start to rot, 'rat-grey fungus, glutting on our cache'. Nature has won after all and although they have picked the berries they are not able to enjoy them all. Perhaps this is why there is a tone of sadness at the end of the poem. The adult poet looks back and realises it is not worth fighting nature. He is sad at his younger, naïve self, who will soon learn to stop hoping. (5 marks)

pages 112–113

Purpose = to instruct the reader how to make a pizza

Audience = children/young people

Text type = recipe

1	Put the mozzarella on the pizza	2
	Put your favourite toppings on the pizza	3
	Make the tomato topping	1
	Put the pizza in the oven	4

(1 mark)

- 2 This recipe is written for children or young cooks. I know this because of the language used such as 'fave' and 'scrummiest' and the way it suggests the reader gets an adult to help use the oven. (3 marks)
- 3 Any one of:
- First
 - Next
 - Now
 - When

These words are all connectives. They create a sense of order and logical progression. The reader knows not to move on to a new step before completing the previous one.

(3 marks)

- 4 For example:

- 'How to make the scrummiest pizza'
- 'our fave toppings'
- 'plaster it with the tomato topping'

You'll also need an explanation along the lines of this one:

Using the abbreviation 'fave' makes this recipe seem fun and the author seem friendly. It's aimed at young cooks and it makes the writer seem like someone who will enjoy the same sort of food. Pizza is also a fun food so this word fits it well.

(2 marks)

- 5 It says 'Sometimes simple is best' because cheese and tomato sounds really boring when you think of all the toppings you could have on a pizza. It acknowledges this fact but reminds the reader that this classic topping is actually really nice. (2 marks)
- 6 I think this text will make young people want to make the pizza. It makes the recipe seem fun by its use of colour and bright layout. It also uses language to make cooking seem exciting, for example 'fave' and 'mouth-watering'. It makes it clear that you can make the pizza with any toppings you like, 'there are no rules', and this sounds really creative and fun.

The text makes a connection with the reader by addressing them directly with the pronoun 'you' and by using language that the young cook might use with their friends, 'scrummiest' and 'fave'. This makes the reader think that the pizza is going to be suitable for a young person to eat and won't be boring food like you normally get in recipe books.

It also makes the recipe seem easy by using words such as 'plaster', which suggests you don't have to be really careful with everything, and saying 'there are no rules', which is really appealing for a young cook!

(5 marks)

pages 114–117

Purpose = to entertain

Audience = adults

Text type = prose fiction

- 1 He was in prison because he murdered his brother-in-law but he has now escaped. (1 mark)
- 2 The jailer is called Burton Duff. (1 mark)

3	Example of descriptive phrase	Impression it creates
	'the moon sailed into a patch of unclouded sky'	The moon is free and moves easily. This contrasts with the actions of the fugitive.
	'as white as death'	This simile suggests danger and evil and warns us that the figure pointing Orrin towards the jail might be a ghost.
	'the livid mark of the iron bar'	The word 'livid' stands out just as the mark left by the iron bar. It is shocking and creates the impression of violence and danger.

(2 marks)

4a) The first sentence tells us that Orrin Brower comes from Kentucky, murdered his brother-in-law and has escaped from the law.

(1 mark)

b) It tells us lots of information very quickly to get us interested in the character and the story. It also means we know the background so the story can get going.

(1 mark)

5 For example:

'he saw, indistinctly, the figure of a man' or 'as white as death'.

You need an explanation such as:

The fact Orrin doesn't see his captor properly suggests something is strange about it. It doesn't speak to him, just points, and this is also unusual for someone capturing a wanted murderer.

(2 marks)

6 The author makes the ending of the story very dramatic through sentence lengths and repetition.

The penultimate paragraph is very detailed and this helps you to get a good picture of what is happening. The repetition of 'Straight' emphasises the fact that Orrin is not resisting arrest at all and is returning straight to jail. We are given lots of detail about him opening the door, 'laid his hand upon the knob of the heavy iron door', which slows the pace down and raises the tension and suspense. This is followed by two very short sentences, almost as if we are seeing the scene in real life and following Orrin's thought processes.

The final twist in the tale, that the person who captured Orrin and returned him to jail was the person he killed earlier in the story, is made even more shocking by putting it in a paragraph by itself. This makes it stand out more and so we spend more time reading it as it tells us Orrin was captured by a ghost.

(5 marks)

pages 118–119

Purpose = to review and entertain

Audience = anyone interested in film

Text type = review

1 Be careful with this type of question! It wants to know more than that the film got 5 out of 5.

The five stars show the reviewer likes the film and they make the reader want to know more about it. They are a quick and easy way for someone to find a review of a good film.

(1 mark)

2 For example:

- 'the poor long-suffering Gromit' which reminds us that Gromit is easy-going and bad things always happen to him.
- 'cheese-loving Wallace' which tells us more about Wallace and reminds us of his character traits.

(1 mark)

3 The repetition of 'big' builds up our anticipation and makes the film seem even better.

(2 marks)

4 For example:

Fact: it has been ten years since the last Wallace and Gromit film. (Note you have to leave out the words 'long' and 'poor long-suffering' as these are opinions.)

The reviewer starts the review with a fact embedded in opinion to make the whole review seem more factual. This will make us more likely to believe it.

(2 marks)

5 For example:

The phrase 'Maybe that means they weren't really needed?' is friendly and informal because it is as if the reviewer is just thinking aloud. This makes the reader think they are being very genuine and sincere, and we are reading their real thoughts.

(2 marks)

6 The positive language and tone of this review help to create the impression that this film is worth watching. Words such as 'Another' in the first line remind us that previous films have been fun to watch and suggest that if you enjoyed them you'd enjoy this one.

The use of exclamation marks creates a sense of excitement and this adds to the idea that the film is really good. Furthermore, words and phrases such as 'guaranteed to delight' are big

claims and make it clear the reviewer likes the film, even without the five stars.

The reviewer includes positive language such as 'joy' and 'energy' to make this a positive review. Mentioning Computer Generated Imagery provides us with contrast and something to measure this film against. Recent CGI films have been really impressive, and this comparison is suggesting this film is even better.

The final sentence is a paragraph on its own which makes it stand out more. Finishing with the reminder that it won an Oscar helps to promote the film in a positive way.

(5 marks)

pages 120–121

Purpose = to promote the school and invite prospective parents to an open day

Audience = prospective parents

Text type = formal letter

- 1 The head has written this letter to promote the school and to invite prospective parents to an open day.
(1 mark)
- 2 The head mentions Oxbridge twice. This suggests he regards students getting into those universities as his greatest successes. He doesn't mention other school-leavers. It also suggests this is what he thinks the parents are interested in.
(2 marks)
- 3 The head uses 'we' to show that he represents the whole school. It makes it seem as if he can speak for the whole school and that they are a united community. He wants to create the impression that the school is working well as a community and that they all get on and want the same things.
(2 marks)
- 4 This letter uses short paragraphs to help categorise the information and make it easier for the reader to understand. It also makes it more formal as it makes it seem as if it is all very organised and there is no room for change.
(1 mark)
- 6 Bordondown School is made to seem very organised and successful with the mention of 'examination results' and Oxbridge. By saying they are looking forward to 'Another year' of top results it implies previous years have been really successful.

The school also seems very strict. It mentions learning three times but gives examples about uniform and homework showing that it thinks

these are important. The phrase 'we find an organised student is a successful student' is almost robotic and reminds me of the Demon Headmaster! The use of the word 'insist' shows there is no choice.

It mentions 'many' extra-curricular activities, but it doesn't list any, instead it suggests the parent 'browse' through the prospectus. The word 'browse' is one of the only informal words here, perhaps suggesting that the head doesn't really know what activities are available?

Overall, the impression the letter creates of the school is one of an organised and strict place with good exam results.

(5 marks)

pages 122–135

- 1 Staff look out for darker donations because these might have bacterial contamination or have been stored incorrectly.
(1 mark)
- 2 Any two of:
 - Donors will read it before they read the article and it will reassure them the process is safe.
 - Donors will read it before they read the article and it will interest them in the whole article.
 - It reassures potential donors that the process is safe.
 - It outlines another safety check that is undertaken.
 - It makes the staff seem like trained experts.
 - It includes lots of safety checks.
 (2 marks)
- 3 Describing the staff as 'scientific' increases our trust in them and makes them seem like professional experts who know what they are doing.
(1 mark)
- 4a The writer uses modal verbs such as 'can', 'could' and 'may' to show you cannot draw a direct conclusion from the colour of plasma.
(2 marks – 1 for the term 'modal verb' and one for the use of examples. You do not need all three examples.)
- 4b You might have one of the following ideas:
 - The writer has done this to introduce ambiguity and show there are many possibilities.
 - It will ensure the reader does not jump to conclusions – it is too complex to do so.
 - It makes the whole process seem very complicated and the people who deal with it seem very skilled.
 (1 mark)

- 5** The subject matter is obviously going to be of interest to the audience as they are all blood donors. It has probably been included in this booklet to help explain what happens to the blood that is donated and to encourage people to keep being donors. It shows that the blood is really cared for and this implies how much it is needed.

The piece has been written in an informal but informative way. The facts give it authority and the rhetorical questions such as 'Have you been concerned your blood looks more like Ribena than the finest Merlot?' help to engage the reader in a fun and everyday way. The use of 'finest Merlot' when talking about blood also introduces a sense of humour. Although the language contains lots of technical terms such as 'haemoglobin', these do not make the piece off-putting as the rest uses everyday language.

The whole article is presented in an accessible way. The columns break the writing up and the eye is drawn to the pictures and information in boxes. Once you have read that you are more likely to read the whole article.

(5 marks)

- 6** Platelets help to clot blood. If your blood doesn't clot you won't stop bleeding when you get cut.
(1 mark)

- 7a** The headings help to break the information up into chunks that are easy to read and learn.
(1 mark)

- 7b** The bullet points help students to learn the information. This is a textbook, so the information needs to be very clear and obvious. Students don't have time to pick information out from long paragraphs.
(1 mark)

- 8a and b** You might have provided any of these answers:

- (microbes) This gives a technical name for the organisms. Students can still understand the sentence even if they don't know the technical name.
- (blood proteins) These brackets provide more detail about the other chemicals in the blood.
- (slightly yellow) These brackets provide more detail about the 'almost colourless liquid'. The extra detail might help a student to remember it.
- (glucose, amino acids, fats) These brackets provide detail and specific examples of what the dissolved food is made up of.
- (carbon dioxide, urea) These brackets provide more detail about the waste products in plasma.
- (about 95 000 km) This provides the specific detail about the distance around the Earth.

(1 mark for the information in brackets and its explanation)

- 9** You might have one of the following ideas:

This text has been written to:

- help students to learn about blood.
- explain about blood.
- provide information about what blood is made up of.

(1 mark)

- 10** The extract makes the topic easy for the reader to follow by the use of layout and the general structure of the information. For example, sub-headings such as 'Red blood cells' and 'White blood cells' make it really clear what the paragraph is going to be about. This helps the reader to navigate as s/he can scan the text to find the section s/he needs. The pictures also help as they are really clear and link directly to the text – they illustrate it. Bullet points also help to break the text into easily manageable pieces.

The language is very technical because this is a technical subject. However, many technical terms are put into brackets so that the student can follow the text without them, or they are explained clearly, for example 'plasma'. On the whole the language is clear and simple, which means the reader is not going to be put off completely. Even if s/he doesn't understand the technical term it is likely they will be able to work it out. There are a lot of numbers in this extract, especially in the final paragraph. These give the piece credibility and make it seem more factual.

The piece is structured with many simple or compound sentences, mostly pretty short. This is because it needs to explain its knowledge quickly and clearly. It is not about revealing the interesting information with tension and suspense – it is about making it fast and clear.
(5 marks)

- 11** You might have one of the following:

- Watson thinks Holmes is clever. We know this because he asks how he knows about Afghanistan 'in astonishment'.
- Watson thinks Holmes is dedicated to his studies. We know this because he calls him a 'student ... absorbed in his work'.
- Watson thinks Holmes gets very excited about things. We know this because he describes him as 'delighted as a child with a new toy'.

(2 marks: 1 for the idea and 1 for the quotation/evidence)

- 12** Holmes claims his idea is important because it will help apply justice and find out if a mark on the clothes of a suspect is blood or not.
(1 mark)

13 The writer has used alliteration of 'l' in 'lofty', 'lined' and 'littered' to make the room seem really big. The phrase 'lined and littered' emphasises the fact that it is full of scientific equipment. The sight seems almost overwhelming and this is supported by the word 'countless'.
(2 marks)

14 Sherlock Holmes is made to seem like someone fixated on an obsession in this extract. At first the whole room has been given over to his experiment; you can't even count the bottles of chemicals. Holmes is 'absorbed' and bent over the table – this makes him seem really obsessed.

However, when people enter the room he is excited and gives 'a cry of pleasure' which makes

him seem more human. However, all he wants to do is show off his powers of deduction and the result of his experiment. This makes him seem quite selfish – he doesn't ask why they have come to visit, he just says, 'The question now is about haemoglobin'.

Finally, my impression is of someone who actually wants glory as well as justice as he names the test after himself – 'The Sherlock Holmes test'! He thinks he has made a great breakthrough for the world and is really pleased with himself. Overall, my impression is of someone who is self-interested and clever.

(5 marks)

Writing answers

pages 138–139

1	Text	Intended audience	Purpose
	1	Local council members	Inform, describe, persuade
	2	Your whole year group	Persuade, argue
	3	Head teacher	Persuade, argue
	4	Potential customer (head teacher)	Persuade, inform, explain
	5	Project manager	Advise, review

2 Level 7 (mid)

Bridge School
Bridge Lane
Liverpool L13 7DG

Managing Director
Premium Cycle Sheds

Dear Sir,

Re: Cycle Sheds at Bridge School, Liverpool

It is with regret I have to complain about your product which was installed at my school last summer; they are simply not up to the job. As a consequence I wish to claim on the guarantee and have all the affected Sheds repaired or replaced immediately.

As a school we have made tremendous efforts to encourage students to take the healthy option and cycle to school; we hoped your product would be the finishing touch that helped them take this decision – we were providing them with state-of-the-art sheds to store their cycles away from the elements and potential thieves. This has not proved to be the case and the use of cycles has fallen dramatically as a consequence; that is very disappointing and frustrating.

I have tried to telephone you but have not been able to speak to you in person – I find this rather concerning and hope you will telephone me by return to discuss this issue and resolve it.

I look forward to hearing from you,

Tim Potter
Headteacher

This is level 7 because:

Sentence structure, punctuation and text organisation

- **Layout is correct** for a formal letter.
- **Full range of sentence structures** (simple, compound and complex) used for effect.
- **Ideas are developed and clarified.**
- **Connectives** such as 'as a consequence' have been used to signpost the train of thought to the reader.
- **Range of punctuation** to control and structure the letter.

Composition and effect

- **Tone matches task and audience.** The writer sounds authoritative.
- **Develops the ideas** to highlight the impact the problem has had on the school.

Spelling

- **Accurate, including complex, irregular words** such as 'immediately' and 'tremendous'.

- 3 Purpose = advise
Audience = radio controller
Text type = report

pages 140–141

1	negative	neutral	positive
	dull	ordinary	stimulating
	boring	normal	essential
	tedious	necessary	exciting
	mundane	commonplace	interesting
	dull	usual	vital
	wearisome		crucial
	monotonous		

'Challenging' could be used in a positive or a negative way!

- 2 There are lots of verbs available, for example:
- a** go: move, proceed, depart, journey, travel, advance
 - b** said: cried, shouted, mumbled, whispered, sobbed, pronounced
 - c** sleep: doze, slumber, nap, snooze, rest, drowse
 - d** cry: sob, wail, weep, bawl, howl, snivel
 - e** walk: stroll, saunter, plod, trudge, stride, march
- 3 Here are some you might have thought of:
- a** This product is really *excellent* / *top class* / *first class* / *exceptional*.
 - b** I'll *talk to* / *call* / *meet* you later.
 - c** I *am not sure* / *don't know* / *am undecided* as to what to suggest.
 - d** *Hello* / *Good morning* / *Good evening* / *Good afternoon*.
 - e** We don't want to be *overcharged* / *given a bad deal*.

4 Here are some possible similes:

- a** a really fierce deputy headteacher: as fierce as a bulldog
- b** a jolly and cheerful football coach: like a beach ball on a sunny day
- c** a huge grey factory: like a field of concrete
- d** a small boat out at sea: as vulnerable as a butterfly
- e** a child skiing down a mountain: like a fearless cannonball

5 For example:

- a** Yob attacks grandmother.
- b** The Guildford Flames slaughtered their opposition.
- c** When the sun is blazing a cold drink tastes wonderful.
- d** We are trapped inside the house by blankets of snow.
- e** The ancient cat attempted to catch a bird and failed.

6 For example:

- a** The man was attacked by the bear.
- b** The woodland was damaged by a fire.
- c** He quickly ate his burger.
- d** She cried out as the young man took her handbag.
- e** The old school buildings could be dangerous.

pages 142–143

1a I am very excited because I am going on holiday to America tomorrow! My whole family are going; what's really good is that I am allowed to take my best friend.

1b Cats are natural predators; when they see a bird or mouse it just means excitement to them. Sometimes they kill without the desire to eat their prey or can be shocked when they catch something.

2a The market was full of exciting smells, colours, noises, people and new things.

2b Music can create the atmosphere you need to learn; it can even help you to remember ideas. When you come to revise you can listen to the same music and it will help you to recall the original idea; your memory will have made a link.

3 There are lots of possible answers. Here are some examples:

- a** At the end of the garden, beyond the tree, was the silent lake.
- b** In the car, sitting quietly as directed, the boy watched the events unfold.
- c** In the corner of the room, hidden by the shadows, crouched the murderer.

d Under the floorboards, in a dusty envelope, was the secret plan.

4 In answers a–c, the main clauses are underlined and the subordinate clauses are in italics.

a I hid under the duvet shaking, as the storm raged outside.

b Claire, who was filled with a sense of relief, left the stage.

c Until the power cut hit, Paul refused to leave his computer.

Here are three possible answers for d–f:

d Sally loved the book; she missed her bus because she was reading it.

Sally, who missed a bus because she was reading, loved the book.

Even though she missed her bus, Sally loved the book.

e The computer finally died; it had been used non-stop.

The computer, which had been used non-stop, finally died.

Due to its non-stop use, the computer finally died.

f Amanda bought some new pink shoes; she loved shopping.

Amanda, who loved shopping, bought some new pink shoes.

Loving shopping, Amanda bought some new pink shoes.

pages 144–145

1 When you first see my house you might think it's a bit dull and dingy because there are plants growing up the front wall and the path is a bit overgrown. I like to think this adds character and makes it more exciting when you come and visit me.

Stepping through the front door for the first time is normally a bit of a shock because we've painted the inside really bright colours. The woodwork (that's the doors and skirting boards) is pink and the walls are purple. My gran hates it, but we sat down and made a family decision so it's fine by us.

Once you are in you'll probably be drawn into the kitchen as there's generally something good cooking and that's where we tend to be. It's funny really, as it's the smallest room in the house but it's where we spend our time together. (Well, not the smallest, but you wouldn't all sit round the bathroom to talk about the day, would you?)

If I trust you, and the others say it's OK, I might take you to the end of the garden to see our den. It's taken us years to create it and it's simply the best place to be in the summer.

2 "Look, I'm really sorry," said Barry with frustration, "but this is just not going to work and that's an end to it." He threw down the play script and stood up to go.

Laura looked up at him, "I'm really sorry as well," she said with sarcasm, "I'm really sorry that we've wasted so much time rehearsing with you in the lead role when we could have had Lance. He would at least have listened to our ideas."

"That's just typical," replied Barry, "and that's why I'm leaving. You've never wanted me in this stupid play. Well, if you think Lance will have anything to do with you when he hears how you've treated me you've got another think coming!"

The rest of the cast sat watching with amazement as he coolly collected his jacket and walked out of the rehearsal room. Laura sat stunned.

"Did that really just happen?" she asked, "Did we finally get rid of that idiot?"

"Yes!" shouted Sian with joy, "Well done, you finally did it!"

3 Firstly, pre-heat the oven to 180°.

Secondly, take your vegetables and chop them into 1cm size cubes.

Then lightly oil the baking tray and arrange the vegetables on it so they are evenly spaced.

Next put the tray in the oven and set the timer to 40 minutes.

Finally remove the vegetables from the oven and enjoy!

pages 146–147

- 1**
- Your address in the top right: *letter*
 - Impersonal phrases: *report*
 - The date: *letter, newspaper story*
 - Snappy headline: *newspaper story*
 - Alliteration: *letter, newspaper story, leaflet, speech*
 - Short paragraphs: *newspaper story, leaflet, report*
 - Bullet points: *leaflet, report*
 - Sign off of 'Yours faithfully, Yours sincerely' or a more informal phrase if you know the person: *letter*
 - Rhetorical techniques: *letter, newspaper story, leaflet, speech*
 - Entertain and inform: *letter, newspaper story, speech*
 - Informal style: *letter*
 - Repetition: *letter, newspaper story, leaflet, speech*
 - Clear but lively: *speech*
 - Factual: *report*
 - Formal address: *report*
 - Short sentences: *newspaper story, report*

- Clear statement of purpose: *report*
- Sub-heading: *newspaper story, leaflet*
- Modal verbs: *leaflet, report, speech*
- Emotive language: *letter, newspaper story, leaflet, speech*
- Personal pronouns: *letter, leaflet, speech*
- The address of the person you are writing to in the top left: *letter*

- Formal style: *letter, newspaper story, leaflet, report, speech*
- Quotations from experts: *newspaper story, speech*
- Pattern of three: *newspaper story, leaflet, speech*
- Varied length of sentences: *letter, leaflet, speech*

2

headline

PET FISH FRIED

sub-heading


Fish lover left red-faced

Paul Roberts, fish owning expert, was left red-faced yesterday, after he managed to fry hundreds of pounds worth of Koi Carp.

Roberts, who travels the world advising on the care of these creatures, fitted his own water filter system, something he advises his readers to leave to the professionals.

Unfortunately, he made a fatal error with the wiring and managed to heat his pond to near-tropical temperatures! The poor fish didn't stand a chance, as their home boiled and then exploded.

The stone pond exploded under the pressure of the boiling water and the boiled carp were sent flying. "My cat thought it was wonderful as cooked fish came flying through the air" explained Roberts' neighbour, Brian Downing, "although it was a horrendous noise!" Roberts wasn't available for comment, but his wife said he was shocked and very saddened.



£400 Koi cat food

caption *illustration*

3

alliteration

“Everybody knows that litter is dirty and dangerous. So why do we just drop our litter?”

repetition

Rats are attracted to places with lots of litter, such as our school. Now, you might have an idea of rats as cute and cuddly, but they actually spread dangerous diseases such as cholera, typhus and leptospirosis. We do not want these around our school, so why do we just drop our litter?

alliteration *list of three*

We need to make a stand. We need to make a difference. You need to make a difference.

repetition/ list of three

Firstly, take responsibility for your own actions. Put your litter in a bin or your bag.

Secondly, take responsibility for our community. Challenge anyone you see dropping litter. Explain what the consequences could be and ask them to put their litter in a bin.

Finally, if you see a piece of litter, don't walk over it: deal with it. By doing this you will make a difference.

emotive language

repetition

pages 148–149

- 1** **a** I am going to the shop to buy some crisps and my dog needs to walk.
b The shopping centre banned teenagers as they were bad news, they thought.
c James and Amanda are going to France to learn to ski; I hope they enjoy it.
d I can't believe Top of the Pops is still going after all these years; it's really amazing.
e My English teacher is going to be really impressed with my improved writing skills.
- 2** **a** You will need a pen, a pencil and a ruler.
b I had a great birthday, thanks.
 OR I had a great birthday – thanks.
c Jane likes Shakespeare; Caroline prefers modern drama.
d The bread (which was actually put out for the birds) had been eaten by the cat.
 OR The bread, which was actually put out for the birds, had been eaten by the cat.
 OR The bread – which was actually put out for the birds – had been eaten by the cat.
- 3** **a** I'm **b** it's **c** they're **d** you're **e** we're
- 4** **a** he is **b** let us **c** could have **d** can not
e we have
- 5** **a** Lucy's cats were hungry.
b Let's all go round to Wayne's flat for a party.
c I won all the prizes at my school's sports day.
d My town's provision for young people is inadequate.
e My brother's car is a heap of junk.

pages 150–151

- 1** **a** buses **b** tries **c** potatoes **d** churches
e children **f** sheep **g** foxes **h** cars
i tomatoes **j** businesses **k** calves **l** rushes
- 2**
- | | | |
|---------------------|------------|-----------|
| a to run | running | ran |
| b to stop | stopping | stopped |
| c to drop | dropping | dropped |
| d to decide | deciding | decided |
| e to watch | watching | watched |
| f to form | forming | formed |
| g to admit | admitting | admitted |
| h to prefer | preferring | preferred |
| i to benefit | benefiting | benefited |
| j to state | stating | stated |
| k to fight | fighting | fought |
| l to begin | beginning | began |
- 3** **a** accommodation **g** interesting
b assessment **h** marriage
c audience **i** people
d business **j** receive
e embarrass **k** secondary
f explanation **l** separate

- m** sincerely **o** tomorrow
n surprise **p** weird

- 4** **a** Lance and Susan are looking forward to *their* holiday.
b "Whose homework is this?" asked the teacher.
 "It doesn't have a name!"
c The old house was very creepy at night because it was so *quiet*.
d "You may all go to lunch *except* Katie."
e You need to explain the *effect* of the metaphor.
f Oh, look! My pen is over *there*.
g "Who's up for swimming?" asked Andrea.
h I was *quite* pleased with my homework but the teacher didn't seem impressed.
i I've got to go up in assembly to *accept* a prize on behalf of my tutor group.

page 152 **Level 7 (mid)**

Dear Alex,
 Thanks for your email, it must get really boring stuck in hospital and you've made me feel bad about moaning about school – I'll try to be more positive about it.

I'm really pleased you're getting better and I can't wait for you to come out – I've been reading more with you away so it's funny you should ask me to recommend a book

The best book I've read for a long time is the first of a series, which means there are more should you enjoy this one, starring a teenage spy called Alex Rider. Alex is only our age but he ends up being recruited by MI5 to go undercover. He doesn't really want to, but they make him (I won't spoil it by telling you how!)

Anyway, he has loads of really exciting adventures and ends up crashing through a roof! It's such a good read; as soon as I finished it I went back to the school library to borrow the following book.

I really don't want to give the plot away, but I can give you a few more details to explain why these books are so good. Firstly, Alex is funny and normal – he really could be you or me! Secondly, each chapter contains something exciting which means you don't get bored. Finally, Alex has these really cool gadgets: a Gameboy which is also a bug deceptor, zit cream which dissolves metal and exploding chewing gum are just three of the wonderful things that have been invented for him

Interested yet? Go on, give it a go, you'll love it!

Sorry I don't have more time to write but I want to get back to my book!

See you soon,
 Max

This is level 7 because:

Sentence structure, punctuation and text organisation

- **Full range of sentence structures** used to control the writing and create different effects.
- **Ideas are developed and clarified** – and, like Sebastian, Max provides evidence to support his ideas. However, he is better than Sebastian because he develops these ideas with more detail.
- **Controlled and fluent.** This email really flows well from the start to the finish. He has used a variety of techniques to do this such as the sentence structures, punctuation and connectives.
- **Use of connectives, summarising and generalising.** These also help the reader to follow the argument, especially, ‘firstly’, ‘secondly’ and ‘finally’.
- **Range of punctuation** to clarify meaning and create particular effects. Max is very fond of the dash ‘–’ and uses it to add ideas on. This is suitable in this piece of writing as it creates a sense of someone chatting informally to a friend, as he has been asked to do in this task.

Composition and effect

- **Tone matches task and audience.** The structure and vocabulary help to create an informal but informative tone – exactly what is required.
- **Thoughtful and supported.** Max has obviously planned his ideas before writing.
- **Developed and rounded.** The whole email provides the details and ideas asked for.

Spelling

- **Accurate,** including complex, irregular words. Max is a good speller and gets complex words such as ‘recommend’ and ‘dissolves’. However, he isn’t perfect – can you spot his error?

page 153 **Level 7 (high)**

Results of the uniform survey

The survey demonstrated a comprehensive desire to change the current old-fashioned and impractical school uniform. It was felt that the current uniform was uncomfortable and restricted movement in lessons such as drama, especially for girls who would like the opportunity to wear trousers.

As a consequence we advise a change of uniform.

In order to get full student approval the survey suggests an elected team of students should help to design three uniforms from which the students could then choose via a vote. The uniform should be practical and simple, not replicating today’s fashions, but aiming to be timeless. Furthermore, KS4 students would like to wear something slightly different, perhaps a different coloured jacket, to distinguish them from the lower school.

We suggest the following:

1. Ask students what they want in a uniform.
2. Elect a student group to contribute to the decision-making team.
3. Produce three options.
4. The whole school votes for the best uniform.

This is level 7 because:

Sentence structure, punctuation and text organisation

- **Range of sentence structures,** including embedded subordinate clauses (‘The uniform should be practical and simple, not replicating today’s fashions, but aiming to be timeless.’). These make the writing sophisticated and allow the writer to add in little comments which add to the whole commentary.
- **Range of punctuation,** used accurately, to support meaning and help the piece to flow.
- **Good use of connectives** such as ‘furthermore’ and ‘as a consequence’ to give clarity and move the ideas on.

Composition and effect

- **Tone and structure match purpose and audience.**
- **Appropriate and thoughtful.** This commentary is balanced and provides real ideas and reasons for those ideas. This is exactly what is required.
- **Range of stylistic devices,** such as the numbered suggestions, help to make this a sophisticated piece of writing.

Spelling

- **Secure spelling,** including advanced vocabulary such as ‘comprehensive’ and ‘distinguish’.

page 154 **Level 7 (high)**

My great-grandmother is a fascinating and inspiring lady, even if she is slightly scary at times.

She has amazing stories of her experiences in the war; she was a taxi-driver for the army and got to see things she shouldn’t have seen and go places she shouldn’t have gone. She tells you her stories, and you can imagine every tiny detail: her memory really is amazing.

One of my favourite stories is when she helped a group of soldiers get back to their base after dark, when they should have been back hours ago. She got some ladders, put them in her car and drove to the back wall of the base, reversing right up to the wall. Working together, they balanced the ladders on the car and managed to climb up and over! Then she dismantled them and drove away without lights so she couldn’t be seen! Apparently the soldiers got away with it and they always made sure they had her as a driver after that!

The only problem with my great-grandmother is she gets really frustrated: she's been all over the world and done so many things but now she's stuck in a nursing home. I can understand her frustration but it really upsets my mum when we get home after visiting.

She's a great person though, and I'm proud to be related to her.

This is level 7 because:

Sentence structure, punctuation and text organisation

- **Range of sentence structures** used to develop the argument and clarify ideas.
- **Use of colons and semi-colons** is accurate and helps to structure and pace the description.
- **Paragraphs of different lengths.** This moves the writing on and creates impact (such as the last sentence being a paragraph by itself).

Composition and effect

- **Tone fits purpose and audience.** This is a formal piece about a personal subject so this can be difficult to do.
- **Individual viewpoint acknowledges other perspectives.** The comment about the great-grandmother being frustrated and the mother being upset shows understanding – this helps to create depth.
- **Appropriate and individual style** conveys thoughtful and balanced ideas.

Spelling

- Accurate.

page 155 **Level 7 (low)**

The holiday for us

I know we all like doing different things, that's why I think this is our ideal holiday.

There is something for each of us, and something different for every day for those of us who get bored quickly (that's you I'm thinking of, Tim).

For example, Tim, you like music and outdoor sports. This holiday offers both of these at a really exciting level. If the weather's good you can learn to windsurf or even dive; if bad you can stay in and improve your drumming. In fact, you might even meet your future super-star band members here!

Mum likes gardening and that's available too. She can learn more about plants and develop her skills; this will be great for all of us as it might stop her killing things when we return home!

And as for me? Well I don't really know where to start: can I try everything?

You see, it's the holiday for us. You know it is.

This is level 7 because:

Sentence structure, punctuation and text organisation

- **Range of sentence structures** used to develop the argument and clarify ideas. The use of add-in comments in brackets adds a sense of the personal, which is appropriate for this purpose and audience.
- **Expanded noun phrases**, such as 'your future super-star band members', add detail.
- **Range of devices** such as connectives give clarity and help the reader to follow the line of argument.

Composition and effect

- **Tone fits purpose and audience.** The direct address to Tim really helps here.
- **Individual viewpoint but sees the problems involved.** The response makes it clear that the family will all want something different and addresses those issues.
- **Appropriate and individual style** showing thoughtful and balanced ideas. The summary of the different options for each family member shows the writer has thought of each of them.

Spelling

- Accurate.

page 156 **Level 7 (mid)**

The air was finally silent.

Ann's body was finally still.

They had landed on Planet X; the first humans ever to get this far into space; the first humans to land on this planet. If all went to plan they would also be the first humans to walk on Planet X.

Ann forced herself to breathe. She turned to her team-mates hoping they wouldn't see how ridiculously excited she was.

"Ready?" she asked.

"Ready," came back the confirmation. Slightly nervous from Mark, she thought, but then, who wouldn't be.

"I've done the final checks. It all looks good. We can move to Phase F." said Afsheen trying to disguise his desperation to get out there and explore. He knew the dangers. It was just he also knew of the adventure ahead. He was such an adrenalin junkie. Ann smiled to herself. She also wanted to get out there, get away from this spaceship after a whole painful year of being stuck inside it, drinking meals that tasted of chemicals and having to put up with these two!

She looked at the viewing screens again. It looked beautiful outside. Pink mists swirled around as if

dancing, begging her to join them. The checks were clear; she would soon be out there.

“Come on Ann, get on with your tasks and stop daydreaming!” laughed Afsheen who was operating computer equipment as he spoke. She shook her head and did as he said.

Eventually, after all checks and double-checks and treble-checks were complete, they were ready. Ann and Afsheen lined up to go into the air lock. Ann turned to pat Mark on the back, “here goes!” she said.

With a hiss the first door opened. They stepped through.

The air lock drained and external air was sucked in.

Afsheen signalled to continue and the exterior doors opened. They stepped out into the beauty of Planet X.

This is level 7 because:

Sentence structure and punctuation

- **Wide range of sentence structures and paragraph lengths** manipulate the pace.
- **Narrative controlled in a sophisticated way.** The opening makes you think Ann is dead and then you realise she is in space – this is really clever as it involves the reader and makes the story exciting.
- **Wide range of punctuation**, such as the semi-colon.

Text structure and organisation

- **Shaped and controlled.** It starts and ends really cleverly, making you want to read more.
- **Cohesive and develops clearly.** The story is easy to follow and interesting.
- **Shaped and balanced.** The story is the chapter that is asked for – it opens and ends in a clever way and makes you want to read on.

Composition and effect

- **Controlled sequencing of narration with careful use of dialogue.** The student has obviously planned really carefully as it develops so well throughout the piece. Speech is used to add to the story and tell us more about the characters and events but it is not relied on to do the whole thing.
- **Viewpoint effectively sustained** throughout.
- **Well-chosen vocabulary and images.**

page 158

Level 7 (mid)

My Town – worth a visit?

Sleepy, pretty and just a little bit dull: that’s my town for you! If you just drive through you’ll be left with an impression of chocolate-box houses and gardens, which is fair enough: the houses and gardens are pretty. It’s just that pretty doesn’t always make somewhere a good place to live.

The beautiful setting is matched by a sleepy atmosphere, at least, sleepy on the surface. When you’ve lived here for a few years (as I have), you’ll realise it’s actually full of really bored teenagers who simply have nothing to do in the evenings if they can’t nag a parent or older sibling into driving them out of the place.

Local Life – what’s going on

As you will have guessed from what I’ve already written, there’s not much going on if you can’t get out of the place. The cinema, sports centre, ice-rink and youth club are all in the next town – 7 miles away! There are shops, I’ll give you that, but what teenager wants to shop in the Ye Olde Corner Shoppe more than once a week (and that’s if they let you in, but I won’t go there).

If you are an old person this must be a great place. You can wander around and drink tea with your friends day after day. If you’ve got a car, this must be a great place: you can get out. If you are a kid, this must be a great place: you can meet your friends at the primary school. It’s just once you hit secondary school age it all goes horribly wrong. Just imagine: I actually look forward to coming to school just so I can see my mates and do something!!! Surely that’s unhealthy for a thirteen year-old boy??!

The best bits

Well, these obviously depend on the sort of person you are, but here’s mine:

- The school bus – it’s generally late but it provides a good opportunity to gossip about what happened at school the day before.
- The Ye Olde Corner Shoppe – let’s face it, they do a good range of soures.
- The tree in my garden – ok, so I’m stretching it a bit. But it is a good tree. The best!

And that’s about it. Sorry.

Things that need to be changed

This is a difficult one. OK, so the place is hopeless for teenagers, but there are only 7 of us. Maybe we just need a regular bus route? Or enough money for taxis out of here (dream on). My mum loves it here and is always going on about the fresh air and peaceful surroundings. She wouldn’t change a thing.

Overall

Well, overall I reckon this is a good place to live if you can get out when you need to. Without transport you’ll go mad!

This is level 7 because:

Sentence structure and punctuation

- **Wide range of sentence structures.** There are simple, compound and complex sentences, all used to lead the reader and control the pace and tone.

- **Ideas controlled** and in a sophisticated way. The writer takes you with him to the conclusion and manages to give you a real sense of his village.
- **Wide range of punctuation** used to enhance meaning and create particular effects. The pattern of three complex sentences, 'If you ... , this must be a great place ...' is a sophisticated technique that is used to very good effect.

Text structure and organisation

- **Shaped and controlled.** The whole piece really takes you through the experience of living in this village as a teenager. By the end you are really on the side of the writer.
- **Cohesive and develops clearly.** This is obviously planned as it develops confidently towards a shaped ending. Every part of it contributes to the whole.

Composition and effect

- **Attractive voice, clear and engaging.** This piece is enjoyable to read.
- **Viewpoint effectively sustained throughout.** Although there is one viewpoint promoted, it does show an awareness and understanding of other responses to the village.
- **Well-chosen examples and ideas.**

page 160

Level 7 (high)

Dear Great Uncle Quentin

Thank you for your letter, it was really interesting to read of your school days – I can't believe you were such a rebel!!! Mine are really boring in comparison, but the biggest thing that's happened recently has been option choices.

When we get to the end of Year 9 (as I am now), we are allowed to drop some subjects and start specialising; it's a bit of a scary prospect, actually, as it means I've got to start thinking of a career!!! Anyway, I've just made my option choices and so I thought I'd tell you what I've chosen.

Firstly, I have to keep the core subjects – this means English, maths, science and a language. This is fine by me because they are all going to be really useful and are exams you have to have for university and the future. They are all interesting and taught by good teachers so I should be fine, although I'm told you get loads of English homework in KS4.

So what have I chosen? Well, I've tried to pick a mix that will give me a balance but also things that I find interesting (there's no point doing something you can't stand). My first choice was geography. I chose this because it's fairly interesting and the teacher's crazy (in a good way!) We have to work hard, but when we've done the work she writes competitions and challenges for us to do. I really hope I get her next year.

My second choice was electronics. I really wanted to try something new and this fits with my interest in physics and maths. I'm not sure where it'll lead me, but I'll have a fun 2 years, inventing new things – you never know, I might invent an amazing new product and be a millionaire by the time I come to sit my GCSEs! (or not!!!)

Finally, I've chosen digital photography which is my 'fun' choice. I'm really looking forward to this one as the module I did of it earlier this year was brilliant and the work that the students have produced is really professional looking. Dad was a little worried this was going to be a waste of a GCSE choice, but with all the others I've got to do I persuaded him I needed a 'fun' choice – let's hope it's as good as I think it'll be.

Right, hope that's all clear. I'll hopefully be able to bring some of my photos when we next come and visit and then we'll see if I've wasted my options or not!

Looking forward to seeing you in the summer,

Lots of love,
Georgie

This is level 7 because:

Sentence structure and punctuation

- **Wide range of sentence structures.** The complex sentences, such as the first sentence of paragraph 2, offer lots of ideas but the punctuation is used to guide the reader through carefully. Putting information in brackets lets us know it is extra and is appropriate for a letter to a relative. Exclamation marks would also be avoided if it were for any other sort of audience.
- **Ideas controlled** and in a sophisticated way. The piece is obviously planned as it develops naturally and is clear to follow.
- **Wide range of punctuation.** The informal asides work really well here but it can be difficult to make this work.

Text structure and organisation

- **Shaped and controlled** to engage and guide the reader through it. Starter phrases such as 'So what have I chosen?' signal what is likely to come next and help us to receive the information.
- **Cohesive and well developed.** Everything in this piece contributes to the meaning of the whole.
- **Shaped and balanced.** Georgie rounds the letter off by mentioning a future meeting rather than just stopping suddenly. It also sets up a future conversation – a very sophisticated and mature thing to do!

Composition and effect

- **Attractive voice, clear and engaging.**

- **Viewpoint well sustained.** Georgie doesn't change her mind about any of the topics she writes about. This shows she has planned before starting to write.
- **Well-chosen examples and ideas.** Examples always help ideas to come to life.

page 162**Level 7 (high)**MusicWrap: the new best way to listen to your music?

What a great concept: I was looking forward to this test and review from the moment I heard about it. A music player, disguised as a watch, with wireless headphones: what could go wrong? Unfortunately, quite a lot.

The box arrived and I ripped open the cellophane wrapping, just as we all do in real life (it's an essential part of a new toy, really!). Running my hand over the pristine box I savoured my colleagues' jealousy; it had been a real battle to get this assignment. I opened the box, pulled out the shaped cardboard tray and ...

I was greeted by a chunky, plastic, 80s watch. Something I wouldn't normally be seen dead wearing.

With laughter peeling around I defiantly put the watch on. And then I put it on again, higher up my arm so it would be hidden by my sleeve.

I started following the very complicated instructions regarding downloading my MP3s but then gave up and called the helpline. I'm reviewing their product: I'll get the best help.

At least that's what I thought. It didn't happen. After 2 hours and 12 minutes (my phone's got a call timer) I went back to the instructions. Then I threw it open to everyone in the office.

Now, we're a bunch of gadget-geeks. We love gadgets. We live for them, love them, dream of them. We couldn't get it to work.

And at this stage I gave up.

The product is too ugly to wear out, we can't figure out how to use it and the support line is just a money-eating 'please hold, we value your custom' affair. It's a pity as I was ready to make this the product of the decade: I wanted to make it the product of the decade. But I can't, and I can't even recommend it to you either. Sorry about that, but that's bad design for you.

Now where's my iPod...?

This is level 7 because:

Sentence structure and punctuation

- **Wide range of sentence structures.** These bring the review to life as they control the pace of the piece.

- **Ideas controlled** and in a sophisticated way. The overall structure is clearly planned and shaped to entertain as well as review.
- **Wide range of punctuation.** The use of direct comment to the reader really helps to connect with the reader.

Text structure and organisation

- **Shaped and controlled** to engage and guide the reader. Structures such as the patterns of three and the building phrases such as 'It's a pity as I was ready to make this the product of the decade: I wanted to make this the product of the decade' show the relationship between the product and the final opinion as expressed by the reviewer.
- **Cohesive and develops clearly.** It flows easily and the reader can see how the writer was disappointed by the product – making the bad review seem even worse.

Composition and effect

- **Attractive voice, clear and engaging.** The piece reads very personally – it is as if the reviewer is talking directly to the reader. This works well for a review as we need to trust the person reviewing the product. However, the reviewer is careful to maintain authority by mentioning the number of products s/he reviews so this doesn't just become a personal rant.
- **Viewpoint effectively sustained throughout.**
- **Well-chosen examples and ideas.**

page 164**Level 7 (mid)**

Dear Mr Taylor (Planning Officer),

I wish to register my objection to the planning application made by Foods'R'us to build a new store where the skatepark currently is. My objection to this application is based on knowledge of what the local community needs and wants.

Firstly, there is the loss of the skatepark to consider. This was built with funds raised after a lengthy campaign by local families; to wipe it out would be a massive insult to them and make their time and effort worthless. This would not be a popular or good move.

Secondly, the skatepark is an essential aspect of life for this town. It provides local teenagers with a safe and secure place to meet; as well as keeping them out of everyone else's way. I know some people think we are a threat, all hanging together at the park, but just come and talk to us and you will see we are not.

In addition, without the skatepark there will be nothing for us to do, as well as nowhere to go, and bored teenagers could lead to trouble in the town.

Next we must consider the need of the local community for another supermarket. Considering we already have three large businesses of this sort, I am at a loss to understand why another is needed. Currently the town gets on really well, with small, local businesses balancing the huge multinational. If this balance is changed it will change the whole nature of the town as local shops will have to close down and local people will lose their livelihoods. Who could want that?

In conclusion, I ask you to reject the planning application and think of the needs of the town before the needs of the anonymous supermarket giant.

Thank you for your time,

Andrea Plumtree

This is level 7 because:

Sentence structure and punctuation

- **Wide range of sentence structures.** Complex sentences allow lots of ideas to be presented, and the relationship between them indicated.
- **Ideas controlled** and in a sophisticated way. The paragraphs build the ideas up gradually and in layers – this helps to add strength to the whole piece.
- **Wide range of punctuation** used to enhance meaning and connect with the reader.

Text structure and organisation

- **Shaped and controlled** to engage and guide the reader. This must have been planned carefully as it builds up so carefully and concludes with real strength from the careful argument.
- **Cohesive and develops clearly.** All the small ideas fit together and add to the whole letter.

Composition and effect

- **Attractive voice**, clear and engaging. Although this letter is promoting one point of view it does not appear aggressive, which can be off-putting. It appears to be a considered and logical point of view.
- **Viewpoint effectively sustained throughout.** The use of evidence and detail helps this.
- **Good use of rhetorical devices**, such as the rhetorical question and pattern of three.

page 168

Level 7 (high)

Dear Chair of Governors,

I have just heard of the generous gift by Liz Day and am pleased to be able to offer some ideas as to how to spend this money.

Everybody knows that exercise is vital for a healthy life, whether a child or an adult. However, did you know that students today spend more time sitting still behind desks than ever before? These two facts are compelling reasons to spend the money on developing our sports provision.

Experts have conducted many research projects that show 20 minutes exercise every day helps learning as well as developing health and strength. If, as a school, we provide this opportunity for our students, we will not only be helping them grow, but also to learn. How can we ignore this opportunity?

The obvious way to spend this generous gift is on our sports provision; this will make a significant difference to the lives of our students and staff, and the money is for the whole school. If we build a swimming pool we will also be able to ensure every member of our school community has the vital life skill of swimming. We will also be able to hire the pool out in evenings and at weekends and make loads of money for the school; all round this is a fabulous opportunity.

I hope you will take these ideas on board and investigate them fully. I would be happy to help wherever possible.

Thank you for your time; it's good to know we students have a voice.

Yours faithfully

Sue Jones

This is level 7 because:

Sentence structure and punctuation

- **Wide range of sentence structures**, including complex sentences, used skilfully.
- **Ideas controlled** and in a sophisticated way. The letter involves and manipulates the reader, making the suggestions appear to be the only logical way to proceed.
- **Wide range of punctuation** enhances meaning and connects with the reader.
- **Rhetorical questions used to good effect**, as is the final complex sentence.

Text structure and organisation

- **Shaped and controlled** to engage and guide the reader. This letter has obviously been planned carefully as it develops each idea fully, with appropriate detail, and builds up to a convincing conclusion.
- **Cohesive and develops clearly.**
- **Shaped and balanced.**

Composition and effect

- **Attractive voice**, clear and engaging. The ideas are conveyed strongly, but the piece is not aggressive.

- **Viewpoint effectively sustained throughout.** The piece is focused and all the examples and ideas are used to drive it forward.
- **Good use of rhetorical devices,** especially rhetorical questions.

page 170**Level 7 (mid)**Teenage TV – the new top show

This exciting project could revolutionise TV today. Teenagers need programmes made for them that don't patronise them or bore them to death. My analysis of the research results suggests the following will be a winner:

Teen TV: A show that engages and excites teenagers across the country

- The magazine-style show is popular; we should aim for a teenage-style Richard and Judy – maybe we can get Ant and Dec?
- Live music from the top bands, and interviews where they talk about making music.
- Decent competitions means viewers will engage with the programme – we need to find a sponsor so we can have substantial prizes (mobile phone? iPod? adventure holidays?).
- Each item must be fast-paced and have a link to the audience – not whoever wants to promote their book/new show/film.
- It must be professional and slick; this audience knows when it's being patronised.
- Dating and relationship tips: maybe include some psychology/relationship advice?
- Fashion – cutting edge, real fashions – not just baseball caps and hoodies!

Key tasks will be balancing the content to match the audience age and gender range.

The most important thing is finding the right presenters.

This is level 7 because:

Sentence structure, punctuation and text organisation

- **Full range of sentence structures,** including complex sentences. The bullet points are also a good way of organising this type of task.
- **Ideas developed and clarified** through the answer. They show real thought about the task and the ideas are explained clearly.
- **Range of punctuation,** such as the bullet points and sub-headings, used to clarify meaning and create particular effects.

Composition and effect

- **Tone matches task and audience.** The student sounds authoritative without being aggressive. It reads as if it's written by an expert who really knows his/her stuff.
- **Imagines and explores ideas fully.** There are lots of ideas provided and the answer covers a wide range of issues, all of which are relevant to the task.
- **A developed and rounded answer,** which must have been carefully planned as it develops so naturally.

Spelling

- **Accurate,** including complex irregular words such as 'substantial' and 'psychology'.

Shakespeare answers

The Tempest

page 176

1 1C, 2D, 3A, 4B

2

Quotation	Technique	Effect
'the wild waves whist'	alliteration of 'w'	Reflects the movement of the waves and spray
'the fringed curtains of thine eye'	Metaphor – her eyelids are curtains and the lashes a fringe to the curtains	Reminds us that Prospero can send Miranda to sleep at will due to his magic and her eyes are key to her understanding the world. This metaphor now also has a modern meaning as theatres often have curtains that raise for the action
'thou shalt be as free As mountain winds'	Simile comparing freedom with how the mountain winds move	We remember that the mountain winds can go anywhere and everywhere and cannot be controlled – this is the freedom Ariel longs for
'But you – o you, So perfect and so peerless – are created Of every creature's best'	Alliteration of 'p' and 'c'	The repeated sounds link the words together and build up their strength

pages 178–179

What impression do you get of Miranda in these scenes?

Level 6 (mid)

My impression of Miranda changes during these scenes; she seems to be the manipulated girl who finally thinks for herself and goes against her father's commands, but when you look at it again you have to question to what extent she is actually thinking for herself.

In the first scene (Act 1, scene 2), she is just her father's puppet – he even tells her where to look: 'the fringed curtains of thine eye advance'. Prospero describes Ferdinand to Miranda in really positive terms so she is more likely to fall in love with him. Prospero uses words like 'gallant', which suggests he's noble, which was a really good thing to be in those times. He also says he's 'stained with grief' so Miranda might feel more compassionate towards him and that this grief has been a cancer or 'canker' to his good looks – so Miranda will see that Ferdinand would normally look more handsome and this will also make her fall in love with him. It does the trick because she calls him 'A thing divine'

and 'noble' which is really positive. Therefore my first impression of Miranda in these scenes is just like in the rest of the play where she is manipulated and controlled by her father. This has been going on for all her life so she doesn't even notice it.

When I first read the play I thought she changed and became stronger as she stood up to her father, but really she just behaves as he manipulates her into behaving, so my impressions of her have changed as I have read and re-read the play. Prospero does this really deliberately, 'I must uneasy make, lest too light winning Make the prize light'. The alliteration of the 'l's here links the key words together and makes them bounce, as if they are light and might fly away.

Although Miranda begs her father not to be horrid to Ferdinand she does obey his commands, maybe as she knows the power of his magic. My impressions of her here were originally of a girl who was really in instant love, but now I just see a girl who is totally controlled. She mutters about 'I have no ambition to see a goodlier man' but she doesn't really put up much of a fight. I also wonder about this instant 'love' as what will happen when she sees other men? Prospero does make a fair point.

And Ferdinand thought he was about to die, so can you also believe in his love? I'm not sure.

In the second set scene (Act 3, scene 1) Miranda seems to be speaking her own mind much more and going behind her father's back, 'my father is hard at study' but she's just following the course Prospero has planned for her, so it's hardly standing up for herself. She offers to carry the logs and says 'it would become me as well as it does you', and this reminds us that she is as noble, if not more noble, as Ferdinand, so they are a perfect match in those terms.

The time I have a really good impression of Miranda is when she doesn't understand the social conventions and tells Ferdinand she is a virgin and she wants to marry him. This just wouldn't have been done in those days but I really like it – it is the first time she is being herself and so my impression of her goes up.

This is level 6 because:

- It has a clear focus on the question and provides reference to it throughout the answer.
- It shows a clear and personal understanding and response to the characters.
- It uses references clearly to support and illustrate the answer.
- It shows that you can refine and change your ideas about the play as you study it.

To raise the level the student needs to:

- Keep the focus on Miranda and ensure all the points are made relevant to her character
- Include more analysis of the language, especially the effects of specific words and phrases.
- Develop the use of quotations so they are selected to illustrate an idea precisely.

What impression do you get of Ferdinand in these scenes?

Level 6 (high)

Ferdinand is really just a character whose function is to show Prospero's power and make his plans for a 'happy ending' possible. As a character, we are made to feel a bit sorry for him because of the situation he is in, but at the end of the day he's just someone who is sad and then in love.

When we first see Ferdinand he speaks beautifully about the sounds he can hear and his confusion. Lines such as 'this music crept by me' reminds us of the way the sounds and music of the island are almost alive – the verb 'crept' makes it quite sinister and he says it has 'drawn' him, once again personifying it with the ability to control him. This

reminds us of the power of Prospero and Ariel's magic and we realise that Ferdinand is now in the power of Prospero. We wonder why he is wanted and why he has been saved.

Ferdinand's instant attraction for Miranda might be seen as a result of his confusion – he thinks she's the 'goddess on whom these airs attend' and might be in awe or scared of her sudden appearance on this apparently deserted island at first. However, as he speaks to her he asks if she is 'maid or no', to see if she is human or divine. However, we know this also has a double meaning of 'are you a virgin or not?' which reminds us of the cultural context in which the play was written (or the official one anyway).

When Ferdinand is telling us that he is 'the best of them that speak this speech' we are reminded that he thinks his father etc is dead and we feel sorry for him again. At this point we get the impression of someone who knows his duty is to now step into his father's shoes and become king. He refers to himself as 'Naples' and this use of metaphor has a lot of power as it shows the responsibility he feels. The impression we get of him here is of someone who can deal with bad things and shocks and has always known that when his father does die he just has to step into the role rather than be full of grief.

The sudden attraction Ferdinand feels for Miranda is, just like hers for him, all based on appearance. He proposes to her really quickly (as long as she's a virgin!) so we have some sympathy with Prospero trying to calm things down a bit. We see Ferdinand here as someone who has just been through a lot and is overwhelmed with the woman he sees so unexpectedly.

In the second scene it is much the same. He is happy to move logs as it's for Miranda and he says he's fancied lots of women but she is the one he loves. We get the impression of someone who sees her as an escape – he did say that a glimpse of her would be like freedom from his prison. He uses really horrible language to say what this log moving task would normally be like to him: 'the flesh-fly blow my mouth'. The alliterated 'f' is like trying to blow a horrible fly off your face, but this fly is one that lays eggs in dead flesh and so is disgusting. We see the strength of his emotions and the way he is prepared to change his expectations for Miranda. We get the impression that he really loves her.

This is level 6 because:

- It has a clear focus on the question and provides reference to it throughout the answer.
- It provides quotations to support the ideas, and it provides explanation and analysis of these quotations.

- It provides detailed consideration of the language and how it affects the meaning.

To raise the level the student needs to:

- Plan the answer more carefully to ensure it is balanced and has enough on the second scene.
- Provide a conclusion that draws together all the key points.

page 180

How is the theme of love explored in these scenes?

Level 6 (mid)

These scenes show us different types of love: romantic love (between Miranda and Ferdinand) and filial love (the love of a child for a parent – this is Ferdinand for his father and Miranda for Prospero). In both cases the filial love is coming to an end, or changing as the children (Miranda and Ferdinand) experience romantic love.

Ferdinand's love for his father seems a bit subdued (you'd expect him to be really upset that his father might be dead) but he is really confused, especially due to the music that has 'drawn me' around the island to this place. We get the impression that he has grown up knowing that he can't have loads of emotions when his father dies because he will then be king and has to act like a king. He calls himself 'Naples' showing this formal side and we wonder if he is showing his love for his father by behaving in this way (because he is being really strong and acting like a king rather than crying all the time).

Miranda's love for her father is changed in this scene (as she meets Ferdinand). The moment she sees Ferdinand she calls him a 'thing divine' showing she thinks he's god-like (which links to him thinking she is a goddess – interesting that they use the same sort of language). Prospero doesn't want the two of them to undervalue their love because it was so easy and turns nasty and this causes Miranda to protest at the way he is treating her new love. This is where the love that Miranda has for her father changes as she can see he is being unreasonable and so she starts to question him (which she hasn't done before).

The love that Ferdinand and Miranda feel for each other is romantic love (as shown by them calling each other 'divine' and 'goddess') although it is totally based on appearances (so Prospero is probably right). They develop this love in the second set scene (where Ferdinand is carrying logs) and we keep on being told they are a good match for each other as they are both noble and still love each other. Ferdinand wouldn't normally do this

task but says it's not a problem as Miranda is there (either crying or talking to him). Ferdinand says she's precious and won't let her help and she goes against her father and tells Ferdinand her name. This romantic love is everything of dreams as he says she's 'so perfect and so peerless' (alliteration) and says he loves her more than anything in the world. As she feels the same they agree to get married and it looks like happily ever after and they soon go off to play chess.

The theme of love shows that love can be different sorts and can change (and should change as you grow up).

This is level 6 because

- It has a clear focus on the question and has structured the answer in a logical fashion.
- It shows a clear understanding of different types of love and makes good links between the characters.
- It shows excellent knowledge of the play.

To raise the level the student needs to:

- Provide more quotations as evidence and analyse what they tell us of the play.
- Provide analysis of language and its impact on our understanding and response.
- Avoid using brackets – the information is either needed or not.

page 182

The language used in these scenes emphasises the high emotions experienced by the characters. Explain how Shakespeare has used the language to create this emotion.

Level 6 (high)

The scene, and perhaps Ferdinand's emotions of confusion, is set by Ariel's songs full of alliteration, perfect rhyme and metaphor. The alliteration combines with the rhyme to create texture and atmosphere and the metaphor 'those are pearls that were his eyes' combines beauty and horror which is quite fitting for the high emotions Ferdinand is about to experience: he is going to go from thinking he is alone, his father is dead and all he knows is gone, to seeing the woman he will fall in love with. His life is about to change.

Ferdinand's own language takes its lead from Ariel with the alliteration which continues the texture and makes his words full of emotion. When he sees Miranda his language becomes more expansive, calling her a 'goddess' and 'you wonder', raising

her to more than human, as his question 'if you be maid or no' suggests. This might seem a bit extreme but it reflects his high emotions and the way his life is changing from moment to moment.

Miranda's language matches Ferdinand's in that she calls him 'a thing divine'. The fact they both refer to each other as being godly or more than human shows the impact each has on the other. This tells us about the level of the emotion they are experiencing and how they are a good match as they are thinking in the same way and using the same sort of language.

Prospero's language is really harsh and he is really harsh with Miranda calling her 'wench' and when she objects to his treatment of Ferdinand calls her 'my foot my traitor' saying that she is only like his foot, something he steps on. He also calls her an infected worm which really does make it seem like he doesn't value her as a real person.

Miranda and Ferdinand's language in the second set scene is really similar to show that they are a perfect match. Ferdinand uses the metaphor of the blow-fly which is really horrible and makes us cringe. He also uses lots of alliteration such as 'perfect and peerless' which makes it link together and push forwards so it has lots of emphasis. Miranda's alliteration is the same, 'bigger bulk', it links and stands out – it becomes the bigger bulk she is talking about.

This is level 6 because:

- It provides clear explanation and analysis of the use of language in the set scenes.
- It makes links between the language of the different characters and shows how this has further meaning.
- It starts with a clear focus on the question.

To raise the level the student needs to:

- Keep referring to the actual question throughout the answer – this just becomes general analysis of the language. It is good but needs to be made relevant to the idea of high emotions.
- Write a proper conclusion – this answer just stops.

pages 184–185

Ferdinand's emotions change dramatically in this play. Imagine you are directing this play. Explain how you want the actor playing Ferdinand to show his thoughts and emotions in these scenes.

Level 7 (mid)

Ferdinand must be a difficult character to act as he really only functions to wrap up the loose ends of

what to do with Miranda and set up the resolution and the future. These two scenes are his biggest but they are not terribly exciting although they cover a real range of emotions; when we meet him he is confused and mourning the supposed death of his father and everyone he knows but by the end of the second scene he is totally in love and looking to a future with Miranda.

The actor playing Ferdinand needs to get the combination of terror, sorrow and duty in the first part of Act 1, scene 2. Terror for being alone in this strange place, sorrow for the death of his father and all who accompanied them and duty as he now must be king and take the role he has been prepared for his whole life. The strangeness of the place is established with Ariel's song and continued with Ferdinand's description of the way the music 'crept by me' and 'drawn me'. These verbs personify the music, giving it the human qualities of persuasion and influence. Ferdinand needs to show his confusion and awareness of what has happened to him – he knows what the music has done so he is not as stupid as many of the people who end up on the island, he just doesn't understand how.

The first major point of change for Ferdinand is when he sees Miranda and we are shown this through his language, and so the actor must show that he is jolted into a different way of thinking and understanding as he sees this 'goddess'. It is interesting that both Miranda and Ferdinand see each other as god-like and that their language fits in this way – it shows us that they are suited. This was a common technique for Shakespeare; he often used level of language to show status and type of character and you could see if a couple were suited by their language.

We see Ferdinand's understanding of his duty when he identifies himself as 'Myself am Naples', this use of metonymy gives him the status of monarch and reminds us of the important role he plays for his people. The actor needs to be solemn as this is really serious: Ferdinand has lost a father, the country has lost a king, and the heir is missing. This must be a real time of confusion and turmoil for Ferdinand and the actor needs to show this.

Life is to get more confusing for Ferdinand as Prospero suddenly accuses him of being a spy and uses his magic on him again before making him move the logs. When we join Ferdinand in Act 3, scene 1 he is exhausted, confused but somehow jubilant as the thought of Miranda sustains him – 'the mistress which I serve quickens what's dead, and makes my labours pleasures'. Through the opening of this scene, and his conversation with Miranda, we see him make much use of alliteration

and references to his nobility to create real contrast with his position and his task. Some of his language is incredibly descriptive, such as the flesh-fly comparison that really is stomach-turning. We see his personality through these words and realise that he is noble and a suitable partner for Miranda.

When Miranda and Ferdinand declare their love for each other the actor needs the lightest touch so this part of the scene doesn't become embarrassing. This love has been so instant and so based on appearance it is natural to be sceptical so it's the task of the actors to keep it real. The use of the 'h's through his last few lines help to keep it light, which will help.

By the end of the scene the Ferdinand we see is jubilant and exhilarated at his new love and future, his declaration, 'A thousand thousand!' needs to sum up his new lust for life so we see he is the opposite of where he was when we first met him.

This is level 7 because:

- It has a detailed understanding of the character and the language he uses.
- It provides clear and detailed analysis of the character and how and why he is behaving as he is.
- It has a clear focus on the question and keeps the answer focused on it throughout.

To raise the level the student needs to:

- Provide more short quotations rather than just referring to specific parts of the scenes.
- Ensure the language techniques are analysed fully.

The relationship between Prospero and Miranda is very important. Imagine you are directing this play and explain how you want the actors playing these characters to show their thoughts and emotions in these scenes.

Level 6 (low)

These scenes are where Prospero and Miranda's relationship changes for ever as he introduces her to Ferdinand and essentially arranges their marriage. The actor playing Prospero needs to show that this is what he wants for his daughter, 'It goes on, I see, As my soul prompts it', the word soul here shows us that this is what he really really wants for her and knows is best for her so the actor must ensure this is serious and not said with too much glee at his manipulation.

In the first set scene Miranda is torn between her duty to her father and the exciting promise of new life and wonder that Ferdinand offers. She must

really show both as she acts the scene; the love that she has for both but the sense of promise with Ferdinand, 'A thing divine'.

When Miranda is finally standing up to her father, 'O dear father! Make not too rash a trial of him, for He's gentle, and not fearful', this has got to be seen as a turning point and we need to see Miranda showing her desire to move from one love to the new. She doesn't stop even when called a fool and we need to see strength that we haven't seen before – after all, before she just sleeps when told to and listens to her father tell the same story again and again. This new strength should make her a more interesting character to act – she should even stand taller.

In the second set scene (Act 3, scene 1), we don't see Prospero and Miranda speaking to each other but she is thinking of him as she talks to Ferdinand and Prospero is watching her. The moment she tells Ferdinand her name she thinks of her father, 'O my father, I have broke your hest to say so!' and this shows us how she realises, as she moves from one love to another, even her father's commands can now be broken. Maybe this is the first time she has ever broken his commands – 'hest' – and so the actor could show her wonder at this.

Prospero is watching all this and his asides to the audience make us see that this whole love affair is a set up and essentially an arranged marriage, it's just that they don't know that. Prospero needs to show his glee at what is happening, even when the words he uses to describe his daughter are not very nice, 'Poor worm, thou art infected!' Calling her a worm and a fool really shows how arrogant he is and how he thinks he's better than everyone else, even his daughter.

The actors need to show in these scenes mixed emotions for both characters. For Miranda it is being torn from old to new love; for Prospero it is the difference in how he behaves to Miranda and Ferdinand and the asides he speaks to the audience.

This is level 6 because:

- It shows clear understanding of the characters and what they are going through.
- It uses some references clearly, choosing them to support and focus the answer.
- It provides some analysis of the language and how this tells us more about the characters.

To raise the level the student needs to:

- Ensure each quotation is analysed in terms of language and impact.
- Provide more analysis of the language of the plan, with specific focus on its effects.

page 188

Miranda's emotions change dramatically in this play. Imagine you are directing this play and explain how you want the actor playing Miranda to show her thoughts and emotions in these scenes.

Level 6 (low)

In these extracts Miranda goes from seeing her father as the only man in the world to loving Ferdinand and so her emotions change dramatically. The actor playing her needs to show this confusion and the pull of the different sorts of love she experiences.

The first key moment to examine is when Prospero directs her to look at Ferdinand and she is overwhelmed. The actor should really emphasise words such as 'spirit', which is repeated for emphasis, showing that she really can't understand who or what Ferdinand is. This is because she has only ever seen her father, Caliban and various spirits. The word 'spirit' allows for it to sound a bit 'other-world-ish' and so the actor should really emphasise this quality. When she goes on to call him 'divine' she should emphasise the alliterated 'n's of 'nothing natural I ever saw so noble' which will help the line to drive though and set the idea of nature against nobility. This links to ideas of status and honour and birth that are considered in the play.

Miranda's emotions take a real knock when her father turns against Ferdinand and she realises she has to choose between her filial and her romantic love. The actor needs to really grow in strength as she stands up to her father. We see her strength when she doesn't crumble but tells Ferdinand not to worry as Prospero is normally nicer than this.

In the second scene, Act 3, scene 1, we see that Miranda has really chosen her romantic love over her filial love and the actor needs to show firstly her uncertainty and secondly her excitement when Ferdinand also says he loves her. When she enters the scene she is concerned about Ferdinand and her

language shows this, especially through the alliteration when she says the logs will weep when they burn, 'weep for having wearied you'. The alliterated 'w's draw the sound out and make it sound like crying.

She is a strong and determined woman and offers to take the logs herself but we see that Ferdinand would prefer to take the 'dishonour' himself. This is when she says that they are as noble as each other, which shows they are a good match.

The actor needs to show that Miranda is so excited and blown away by Ferdinand that she 'prattles' and this should be shown as excitement at her world having changed. By the end of the scene she is overwhelmed with happiness so has gone through all emotions but pulls herself together to leave Ferdinand for half an hour. Her language is complex and some of her words have double meanings such as 'I'll die your maid' because maid means virgin and servant, this needs to be pronounced with lots of emotion so the audience can see how determined and convinced she is in her new love and so we believe in it.

This is level 6 because:

- It shows a clear understanding of character and some of the language.
- It uses references clearly when it uses them, choosing them to support and focus on the answer.
- It provides some analysis of language techniques and effects.

To raise the level the student needs to:

- Ensure each idea is supported with a precisely selected quotation.
- Make sure the answer is balanced and doesn't fall into narration.
- Provide more analysis of the language of the play, with special focus on its effects.

Romeo and Juliet

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1 1C, 2D, 3A, 4B

2

Quotation	Technique	Effect
'the bud bit with an envious worm'	alliteration of 'b'	Reflects the harsh and secret way the worm has infected the bud
'O brawling love, O loving hate'	oxymoron	Makes us really consider the qualities of these emotions – we see they are not as simple as we might assume
'What light through yonder window breaks? It is the east, and Juliet is the sun'	Metaphor – says she is the sun	Gives all the qualities of the sun to Juliet: life-giving, warm, light, overwhelming...
'love's light wings'	alliteration	Links these ideas together and makes them trip off the tongue as if they are light and bouncy
'Love goes toward love as schoolboys from their books'	Simile – love as schoolboys leaving their work	Uses a comparison we can all relate to – how eagerly students leave their studies – this is how eagerly love goes to love

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How does Romeo change in these scenes?

Level 7 (low)

Romeo changes from a boy who is self-obsessed and melodramatic about love to someone who is truly in love. In the first extract he is just concerned with himself and talks about himself and how he feels. In the second extract he is focused on Juliet.

In the first extract we learn that Romeo has been moping around 'with tears augmenting the fresh morning's dew' and 'adding to clouds more clouds with his deep sighs'. Even before we meet him we know to expect someone who is really depressed and crying and sighing all the time.

When we meet him that's just what we get but we also see that he quite enjoys being so miserable and he almost relishes all the contradictions (oxymorons) he throws at Benvolio. Although he is miserable he can still do this word play. The oxymorons like 'loving hate' make us think about the fact that nothing is ever just one thing. This is like Friar Lawrence says later that no-one's just good or just evil. This idea goes all through the play because you can't just blame one person for what happened to Romeo and Juliet. I'd like to blame Tybalt and the Friar, but everyone did a little thing that added up to the big tragedy.

Anyway, when Romeo meets Juliet he changes because he sees that this is true love. He says she is

'the sun', which suggests that she is the centre of the world and all that is in the universe will rotate round her. This shows us that his focus has changed from himself to Juliet. This is one way he has changed.

He continues with the idea of the universe and calls her 'bright angel' which is actually moving the idea to the heavens. This suggests she is too good for the world. This might be a suggestion that she is going to die.

He likes using words again, but this time Juliet gets a few in and so it's more of a conversation and not just Romeo ranting on and on.

He changes finally because Juliet is stronger than he is and she is the one who proposes and won't let him swear or get the last word in their conversation.

This is level 7 because:

- It demonstrates an excellent personal knowledge of the text and the characters.
- It uses quotations effectively and provides some detailed analysis of their impact.
- It tries to focus on the question but sometimes goes off track.

To raise the level the student needs to:

- Keep the focus on the set question.
- Include a quotation as evidence for each idea, and develop into analysis of language and structure.

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How is the theme of love explored in these scenes?

Level 6 (mid)

These scenes show us different types of love: childish, romanticised love (that Romeo has for Rosaline), and real love (that Romeo and Juliet have for each other, although it is still based on appearances). They also show the love parents can have for children and that friends can have for each other.

Romeo is basically being really self-indulgent when he is in love with Rosaline (it's like he is in love with the idea of being in love). He plays with words and makes it really mysterious to Benvolio (who is just trying to help him). He is so obsessed with Rosaline (or love) that he says 'this is not Romeo; he's some other where', suggesting the obsession has taken him over and changed him. (This sort of love isn't exactly positive then.)

Romeo describes love as 'a smoke made with the fume of sighs: being purged, a fire sparkling in lovers' eyes: being vexed, a sea nourished with loving tears' and this is shown to be true (he is the first and last one with Rosaline and the middle one with Juliet). This shows that love can be really different (depending on the people and how real the love is).

When Romeo falls in love with Juliet he realises that his love for Rosaline wasn't real and says 'He jests at scars that never felt a wound.' Showing that he can now feel the difference (so we are meant to believe in the love he now feels for Juliet as he's known fake love).

Rather than talking about himself all the time, Romeo now talks about Juliet and calls her a 'bright angel' suggesting he sees her as heavenly and divine (but this is a pretty normal comparison). He says she is 'the sun' and this implies everything revolves around her (including his life now). These are really big statements and show his love for Juliet and how it's bigger than his love for Rosaline.

Juliet's love for Romeo is on the same level (but she is more level-headed) and she thinks he's perfect, 'dear perfection' which shows she is also pretty head-over-heels. She's also more sensible than Romeo and worries about him being caught (she knows he will be killed, 'the place death'). She also doesn't want him to swear on the moon because it changes all the time: 'swear not by the moon, th' inconstant moon that monthly changes in her circled orb'. (This links with Romeo calling her the sun.)

Juliet uses language a bit like Romeo's and she says 'my bounty is as boundless as the sea, my love as

deep' and this links them (both talking about the sea). She is also more practical and she is the one who proposes to Romeo: 'if that thy bent of love be honourable, Thy purpose marriage, send me word tomorrow by one that I'll procure to come to thee, Where and what time thou wilt perform the rite'. (She's quite a modern girl really). This shows the idea that real love must end in marriage.

This is level 6 because:

- It has a clear focus on the question and returns to it throughout the answer.
- It shows a clear understanding of the presentation of love in the play.
- It uses quotations to support the ideas, usually successfully.

To raise the level the student needs to:

- Ensure each quotation is as short as possible.
- Provide analysis of language and its impact on our understanding and response.
- Avoid using brackets – the information is either needed or not.

How is the idea of deception explored in these scenes?

Level 6 (low)

These scenes show that love can be deceptive and that people often practise self-deception. Romeo's parents know he's been crying in the sycamore grove but haven't done anything about it. This could suggest they've deceived themselves about the state he is in. Or it could mean they realise this sort of love is what every boy goes through at his age and therefore are just letting him deal with it.

Romeo goes on about his love for Rosaline and seems to be wallowing in it and enjoying the pain. He uses really flowery language and enjoys bamboozling Benvolio with his words and declarations about his love. His use of oxymorons is an example of how he enjoys language and uses it to befuddle Benvolio, another form of deception: 'feather of lead, bright smoke, cold fire, sick health' he uses so many it's really overwhelming. They create confusion and deception because they seem wrong but represent a world where not everything works or fits: a world of deception.

Romeo also talks about smoke and the darkness, traditional elements that represent deception and danger. When one of your senses isn't working you are more at risk of being deceived. He says that love is deceptive: 'love is a smoke made with the fume of sighs' and this reminds us he thinks he's in love

and it's making him behave really strangely and it deceives him because he doesn't really love Rosaline. This also links with Cupid, who is meant to be blind, and Romeo talks about Cupid's arrow. He says 'he that is stricken blind cannot forget the precious treasure of his eyesight lost' and that says that she is his eyes, and without her he won't see anything. This is really romantic until we remember that this isn't true love, it's deceived love.

The balcony scene of Act 2, Scene 2 is set at night, a time that is traditionally a time of deception. Juliet uses the darkness as a shield so she can say what she wants 'bescreened in night'. This makes night into a shield but she was deceived as she could be seen and heard by Romeo. Romeo also thinks night is safe and he calls it 'night's cloak' but we know he's really in danger and might be killed.

Juliet talks about the 'mask of night' and this reminds us that they met at a masked ball and only really know each other in terms of appearance, and even that was masked most of the time. Their love seems really true, but I worry that they are also deceived as they don't really know each other. Romeo was deceived once before so he could be again.

This is level 6 because:

- It has a clear focus on the question and keeps it throughout the answer.
- It uses quotations to support the ideas and sometimes provides analysis of the language.
- It includes a personal response showing excellent understanding of the play.

To raise the level the student needs to:

- Provide more specific analysis of the language.
- Balance the answer so there is more on the second set scene.
- Make sure each idea makes sense and doesn't run out of control.

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Romeo and Juliet both play with language. Explain how Shakespeare uses language to show they are a good match.

Level 6 (low)

Shakespeare shows us that Romeo and Juliet are a good match because their language is always at the same level of puns and twists and turns. This is true from when they meet at the party but we know about how Romeo speaks from when he is talking to Benvolio. They both like playing with language.

Romeo plays with language when he speaks to Benvolio with phrases such as 'not having that which, having, makes them short'. These word games are how he speaks to Juliet later at the party and you have to unpick his words to work out what he is saying. This play makes it seem like he enjoys being rejected in love.

He makes grand claims for his love: 'He that is stricken blind cannot forget The precious treasure of his eyesight lost'. This is his complicated way of telling us that Cupid is involved and that when you are in love you can't always see everything and that it is confusing and that she is like one of his senses, his sight.

Romeo tries to make these really big claims for Juliet; he says she is 'the sun' which suggests she is the centre of the universe and everything revolves round her. He uses lots of exclamations which show his heightened emotion and show us he is really emotional at this point. Then when Juliet starts speaking she also uses some and this links them. It shows they are on the same wavelength and this shows they are a good match.

They both categorise each other at really high levels: Romeo says Juliet is a 'bright angel' and Juliet says Romeo is 'dear perfection'. This shows they have a similar opinion of each other, which shows they match.

They both think that night is a good cloak or mask but it's not really, they are deceived in this. Juliet also knows that the moon is not to be trusted, and her language is a bit like Romeo's when he was talking to Benvolio because it is word play rather than saying straight what you mean. She uses lots of natural imagery like 'this bud of love' and this is full of hope for the future.

This is level 6 because:

- It provides a clear focus of the language used by Romeo and Juliet and how it links them.
- It uses quotations to support the ideas, generally providing evidence for the ideas.
- It refers to other parts of the play, showing good knowledge of the whole text.

To raise the level the student needs to:

- Provide more specific analysis of the language and the impact it has on meaning.
- Make sure each idea has a short quotation to support it, and that this is fully analysed.

Romeo's language is used to create his personality. Explain how Shakespeare does this.

Level 6 (high)

Romeo's language is full of extremes and wild comparisons and this creates his personality. He seems to fall in love really easily, and with Juliet it is passionate and fatal; the extravagant language matches his behaviour.

When Romeo is talking to Benvolio he claims that his unrequited love has made him lose himself: 'This is not Romeo: he's some other where'. He admits he is behaving out of character, but this self-awareness suggests he could do something about it but is being a bit self-indulgent. This creates the character of someone who enjoys being a bit dramatic.

The string of oxymorons continues and establishes this impression; it's as if he just goes totally over the top and gets carried away with the ideas. From 'brawling love' to 'still-waking sleep' he overwhelms us with his wit and these ideas really make us think. We get the impression of someone who really enjoys language and words and how they can show how the world can be a bit crazy. Normal language can't contain it, and this adds to our impression of Romeo's personality, maybe normal words wouldn't express him properly either.

He takes ideas such as being blind and develops and returns to them. This shows a determination and perhaps why he is able to take his own life at the end of the play – his personality seems to be that of someone who continues what he has started unless something happens such as Benvolio interrupting or a tragic event such as the fight.

All of these ideas are continued in the second set scene, perhaps to a slightly greater extent as he gets carried away and doesn't really listen to Juliet. She tells him not to swear and he immediately swears on the moon. This creates the impression of someone who is self-obsessed and also goes along with what he thinks he should say and convention – just like the unrequited love for Rosaline.

He uses really extreme language to describe Juliet: 'bright angel', which makes her seem otherworldly and better than what we have here. His use of alliteration helps to make his words really light and full of energy, 'love's light wings'. Here the alliterated 'l' creates lightness and this adds to our understanding of Romeo's personality because he is full of love and fun and youth.

This is level 6 because:

- It answers the question throughout.
- It shows thoughtful knowledge and understanding of Romeo's personality.
- It uses quotations and sometimes provides excellent exploration of their impact.

To raise the level the student needs to:

- Ensure each idea has a short quotation attached and that this is fully analysed.
- Consider planning so the answer is more balanced – some of these paragraphs seem to change idea in the middle.
- Include more on the impact of the language.

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Romeo's emotions change dramatically in this play. Imagine you are directing this play and explain how you want the actor playing Romeo to show his thoughts and emotions in these scenes.

Level 7 (low)

Romeo starts the play depressed and revelling in his depression. The actor should really enjoy this melodrama and the playing with language – it should be a really good part to play as he really does go a bit over the top at times. In the second set scene, however, he needs to show the love is genuine this time, so it becomes a more difficult part to play as it must seem life-changing rather than fake again.

Romeo's first exchange with Benvolio is a great example of how he relishes the unrequited love that he is describing. He plays with his words, making Benvolio work to find out exactly what's wrong. The actor could play this with a bit of melodrama, almost making it funny as he is being a bit self-indulgent here.

This scene is also a great opportunity to show Romeo's extremes of emotions and the list of oxymorons should almost become a rant that tails off as he realises Benvolio is laughing at him. The actor could make Romeo laugh at himself here, showing that he isn't just this depressive moping over an unobtainable woman. This will help show the emotional state Romeo is in.

By the time we have the second set scene, the balcony scene, Romeo has been through every emotion and should be full of adrenalin and amazement at how his life has changed by meeting Juliet. He has forgotten about Rosaline and mocks

what he was, 'he jests at scars that never felt a wound'. The after-party atmosphere is totally changed into something magical when he sees the light and then Juliet. Now he becomes more difficult to play as he still has really emotional language with its heightened emotions, but the actor needs to make us believe in the love in a way that we didn't for the previous set scene.

One way to make the scene believable is to focus on the language. He makes grand claims, 'Juliet is the sun', and these can be played really dramatically or with wonder. I think the latter will be more effective as it gives us time to think about what this means and how he is saying that Juliet is the centre of the universe and everything goes round her.

Romeo's exclamations: 'It is my lady! – O, it is my love!' could be really unbelievable so once again have to be breathless and full of awe and wonder. They need to convey the idea that she really has captured his heart and he really is in love with her. The alliteration can help here.

When Romeo loses control and replies to Juliet, 'I take thee at thy word', we need to see this is because he is just bursting with love for her. The monosyllabic phrase means the words can just burst out of him like a machine gun firing. It needs to be passionate and full of energy and power. We also need to see that he really does mean it.

The old, expressive and expansive Romeo is back when he tells Juliet how he managed to get to her balcony. There should be no fear of the potential death that Juliet warns of as he's buzzing with energy and love. At the moment everything must seem possible and the language helps here. He tells her he got over the wall with 'love's light wings' and the alliteration adds a bounce that almost makes it seem like he flew over, especially when contrasted with the wall's 'stony limits'.

The Romeo we see in this part of the play believes that all is possible now he has found Juliet returns his love. The actor needs to play this carefully to ensure we believe the changing emotions and to ensure we believe this new love.

This is level 7 because:

- It has detailed understanding of the character and some of the language.
- It provides clear and detailed analysis of the character and how his behaviour changes.
- It has a clear focus on the question and keeps it throughout.

To raise the level the student needs to:

- Provide more short quotations so the answer does not risk become narrative.
- Ensure all quotations are analysed fully to explore impact.
- Provide more about the language.

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What impression do you get of Romeo in these scenes?

Level 6 (high)

Before I read the play I thought Romeo was going to be a really romantic character, but in these scenes he's not at all, in fact he's rather self-obsessed and self-indulgent. He spends Act 1, scene 1 revelling in being in love and trying to demonstrate how in love he is, then he spends the balcony scene not really listening to Juliet, who has to do all the running and is the one who proposes! The impression I get is of a spoilt boy who is bored and has decided that love would be a fun game.

Before we even see him, we are told that Romeo has been 'With tears augmenting the fresh morning's dew' which prepares us to see a depressed young man. It is interesting that he is put into this natural setting of the forest and that dew and clouds are used as this links him to nature which suggests his actions are natural – maybe part of growing up?

When we meet Romeo we see that he is relishing the pain of unrequited love. If he was totally depressed he wouldn't want to talk about it, but he does, and at length. He doesn't care about Benvolio, he just talks about himself. The riddles he uses show that he is quick and clever, and are one trick Shakespeare uses to show that Romeo and Juliet are a good match because their language matches. However, poor Benvolio has no chance and isn't even given an opportunity to join in Romeo's showing-off when he reels off all the oxymorons. These contradictions are a bit like Romeo himself as they remind us that nothing is all one thing: 'heavy lightness, serious vanity'.

It is when Romeo is going on about 'Love is a smoke made with the fume of sighs... a fire sparkling in lovers' eyes' that I really get annoyed with him as I really get the impression that he is enjoying this unrequited love. He claims he lives 'dead' because Rosaline doesn't love him, which is totally over the top and gives me the impression he is just following the convention of loving the unobtainable woman that lots of poets at that time wrote about.

In the second scene it doesn't really get that much better. The only reason Romeo doesn't say so much is that he is matched (and maybe bettered) by Juliet who won't let him swear and actually proposes. He doesn't just talk about himself though, he describes Juliet as 'the sun' and this metaphor makes her the centre of the universe (that all the planets, like Romeo) rotate around. He's not as self-indulgent as at first, but he is still a bit annoying.

This is level 6 because:

- It tries to keep a clear focus on the question and provides a personal answer.
- It provides some quotations to support ideas, and some of these are analysed.
- It provides a strong personal response. This student clearly knows and has studied the play.

To raise the level the student needs to:

- Plan the answer more carefully so it is balanced and has enough on the second scene.
- Provides analysis and explanation of the language and the impact this has.
- Avoid becoming too informal – the student is not chatting to the examiner!