

GCSE English
5EH2H/01

Writing
Higher Tier

The purpose of this pack is to provide centres with the question paper, mark scheme and a set of exemplar materials with commentaries.

The individual documents can be found on our website at www.edexcel.com

Included in this pack:

- Questions from Summer 2012 Paper
- Marked scripts with the mark and band
- Examiner commentary and mark scheme

Question 11

- *11 Write a letter to your headteacher/principal suggesting a charity that would benefit from money raised by students.

(48)

AD

Script 1

A03 i/ii Band 3 – 14 marks

A03 iii Band 3 – 9 marks

Please note the candidate included specific references and a signature, which have been removed

Write your answer to Section C here:

Benefits:

✓ Fun

✓ Good name for the school

✓ Change opinions on teens

- Good for the children to be interested.

✓ ✓ ✓ 2 ✓ ; ✓ ... A

Not-uniform, ~~swat~~ ^{swast} ~~day~~ ^{rs} ~~Student~~

Therefore

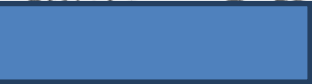
consequently

to conclude

Whereas


Dear Mr



I am writing this letter to suggest some ways in which the students of  can raise money for a charity that would benefit from the money.

My first Suggestion would be to

(Section C continued) have a sun day or a fair where students could make things like cakes and biscuits*~~and~~. The students could also make games where other children could then join in. All in all I think this day would be a great success, as people would get to know what the students are like and see what they can do.

Raising money for charity would also bring a good name to the school as the money would change people's lives forever. I also think it would change ~~people's~~ a people's opinion of teenagers and give them a better first impression when the general public see students ~~extre~~ wearing the  school uniform.

My second suggestion would be to have some sports games such as: Football, Netball and Basketball where the teachers can play against the Year 11 students. Each player will have to pay a pound to play. I think

(Section C continued)

~~That~~ This would also be a good way to raise money as both Staff and Students would really like to play against each other. Therefore it could have a lot of potential and maybe could end up happening every year.

My third Suggestion is to have a few non-uniform days where everyone pays a pound towards the charity. This is good as it is a bit of a relaxed environment and would also be seen as a reward to the students.

I have asked [REDACTED] what she thinks about the suggestions and she said "It will be great fun and ~~the~~ a fantastic way to raise money!"

Some people would say it's a waste of time, whereas I think if everyone in the school really puts their minds to it, it could be a huge success.

(Section C continued)

The charity I would suggest
the money goes to would be the
Homeless ^{Shelter where} people go to get Shelter and
Some food. My reasons for choosing
this charity is because I think this
charity needs all the help it can
get and would really benefit from
Some money.

To conclude my letter I think
all three suggestions I have made
are very good and are not too
hard to organise. I hope that you
take on board everything I have said
and will hopefully choose a few to be
done.

Yours Sincerely

* which they could then sell.

Examiner summary:

AO3i/ii - The sense of purpose in this response is unclear but the response is still deserving of a band 3, as purpose and audience accounts for only one bullet in the mark scheme. Otherwise, the response is well-organised

AO3iii - The response shows a thorough control without also using a wide range of punctuation or an ambitious vocabulary.

Band this answer achieves in the mark scheme:

AO3 i/ii

3	13-19	<ul style="list-style-type: none">• Effectively presents ideas in a sustained way.• A secure sustained realisation of the purpose of the writing task and its intended audience.• Aptly chosen vocabulary and well-controlled variety in the construction of sentences.• Organisation is secure, with a well-judged text structure, effective paragraphing and use of cohesive devices between and within paragraphs.
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AO3 iii

3	7-10	<ul style="list-style-type: none">• Sentences are purposefully structured, with sustained control of expression and meaning. A wide selection of sentence structures is used.• Thorough control of the full range of punctuation, enabling intended emphasis and effects to be conveyed.• Spelling is almost always accurate, with occasional slips.
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To achieve a higher mark:

AO3 i/ii – this response needs to communicate a clearer sense of purpose

AO3iii – this response needs to use a more ambitious vocabulary and show more variety of punctuation and structures.

Script 2

A03 i/ii Band 3 - 16 marks

A03 iii Band 3 - 10 marks

Please note that this candidate included specific details and a signature, which have been removed

Dear Mr [REDACTED]

I am writing to you today to suggest a charity that would benefit from money which is raised by students. The charity that I think would benefit is The British Heart Foundation. As you may know one of the students ~~from~~ ~~the~~ ~~school~~ [REDACTED] 15) died from heart failure 2 years ago and I feel that if the charity had more money then his life would of been saved.

30% of people ~~we~~ die from heart failure. If we can raise enough money we can help to lower the amount of deaths related to the heart. The money that we raise would go towards getting new equipment for the British Heart Foundation so that the people with heart problems can be treated.

(Section C continued) The money raised could also go towards research for the British Heart Foundation so that they can find things to help people with problems with ~~the~~ their heart.
Timothy Sharpe (Scientist from the British Heart Foundation)

Says "There are more and more causes of heart failure which people die from. If the charity gets more money we can do research to investigate these new problems then we may be able to find a cure".

The money raised by Students could help lots of people who are recovering from having operations due to the heart. This money could go towards: beds, chairs, bed linen, a place in hospital to stay or even food to eat. The money could also go towards carers for ~~old~~ elderly people who have heart problems.

It's not only adults that die from ~~heart~~ ^{heart} problems it's children too! 20% of children either have problems with their heart or die from problems with their heart. Could you watch a child die and not do anything about it? I couldn't. This is why I have suggested this charity. IF we can help to
(Section C continued) raise ~~ff~~ some money we could save someones life.

~~Thank you~~

Thank you for taking some time to read my letter.

Yours ~~sas~~ sincerely,

Examiner summary:

AO3 i/ii - This script has a sustained focus on the intended purpose. The response is effective with a secure organisation.

AO3 iii - The response shows thorough control in using a variety of punctuation devices and structures.

Band this answer achieves in the mark scheme:

AO3 i/ii

3	13-19	<ul style="list-style-type: none">Effectively presents ideas in a sustained way.A secure sustained realisation of the purpose of the writing task and its intended audience.Aptly chosen vocabulary and well-controlled variety in the construction of sentences.Organisation is secure, with a well-judged text structure, effective paragraphing and use of cohesive devices between and within paragraphs.
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AO3 iii

3	7-10	<ul style="list-style-type: none">Sentences are purposefully structured, with sustained control of expression and meaning. A wide selection of sentence structures is used.Thorough control of the full range of punctuation, enabling intended emphasis and effects to be conveyed.Spelling is almost always accurate, with occasional slips.
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To achieve a higher mark:

AO3 i/ii - this response needs to be more precise in developing the argument which although sustained, is slightly generalised in terms of the points made.

AO3 iii – this response needs to be more ambitious as although the spelling is almost always accurate, the vocabulary is not sophisticated.

Script 3

A03 i/ii Band 4 - 25 marks

A03 iii Band 4 - 11 marks

Please note that this candidate included specific details and a signature, which have been removed

Dear Mr [REDACTED]

I am writing to you today to inform you ~~on~~ about my brilliant idea, and I would appreciate ~~if~~ if you were to read thoroughly.

We all know just how Spectacular the work our British Soldiers do. We know that they Save lives risk theirs and Keep the world Safe. We also know that they are just normal human beings like me or you; that need help themselves Sometimes. This is why I would like to be the one to help

I believe that if we could set up a fund raiser on the same day every year, we would be contributing to Charity's and helping them yearly. The funds would go to the Charity 'help for heroes' if you do not know much about them here is your chance to find out.

'Help for heroes' is a Charity that not only helps soldiers that are out there fighting

(Section C continued)

but also the heroes that have fought already. The Charity supplies everyday life essentials e.g. Toiletries, soap, clothes and anything to keep our fighting soldiers strong and healthy. For the ~~sold~~ soldiers that have fought and been sent home, they provide therapy to help ^{them} get through the traumatic events from the war. They provide prosthetic limbs for the unfortunate men that were seriously injured whilst saving our lives. The Charity is so amazing it even ~~also~~ cares for families that have lost someone due to the wars. They would help the families live, eat, and provide anything they need to help them through the catastrophe.

By ~~from~~ providing money for the Charity every year we would be contributing to the proud work our men have done. I would not understand why anyone would not want to help our heroes, would you?

The little thing we would have to do for such a big heroic thing the soldiers have to do is no comparison. All we would have to do is hold a fund raiser; here ~~are~~ are some of my many ideas.

We could hold a ~~the~~ School bake

(Section C continued)

Sale, the cakes ~~can~~ would be made in the School's kitchens so everyone could help out. We should get the parents in so more funds could be made. We would have ~~now~~ a variety of cakes and ~~we~~ would advertise why we are fundraising to make the biggest appeal to everyone as possible.

Another idea would be to sell 'help for heroes' wrist bands. This way we would be getting funds but also the students would be advertising the charity even more; also would have stylish wristbands.

We could hold a car washing service, get all the students involved and have numerous banners, signs and flyers around being given out ~~by~~ to promote the charity. This way we are making funds but also could be helping the charity by informing others to help as well.

By doing these events we would be giving a yearly fee to such an important cause. If I could; I would help ~~them~~ the soldiers all the time, but by myself that is almost impossible whilst the soldiers are out fighting they ~~it~~ deserve to atleast have the essentials to live. Just think whilst you

(Section C continued)

and I are watching television, brushing our teeth; even eating or sleeping, one of our brave British men are ~~fig~~ risking their lives.

The men deserve happiness even when they are retired or incapable to fight because of a tragic injury; they deserve to be happy and live a peaceful worry free life. ~~That~~ This is why I am writing you this letter.

I wish for you to take care when you are coming to your decision. I want the School to be able to help and be proud of our Soldiers. Please consider everything I have said and I hope to hear from you soon. I want to help save lives, do you?
Yours faithfully,

Examiner summary:

AO3 i/ii - This script goes beyond the brief given by the question whilst still remaining relevant. This is a developed, secure and thorough response.

AO3 iii - There are some slips with the punctuation and spelling e.g. use of apostrophes but overall, within the range shown, the spelling is strong e.g. 'prosthetic', 'traumatic', 'catastrophe'.

Band this answer achieves in the mark scheme:

AO3 i/ii

4	20-26	<ul style="list-style-type: none">• Assured presentation of fully developed ideas.• A consistent fulfilment of the writing task and assured realisation of its intended audience.• Aptly chosen, reasonably extensive vocabulary and assured control in the construction of varied sentence forms.• Organisation is assured, with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of cohesive devices.
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AO3 iii

4	11-13	<ul style="list-style-type: none">• Sentences are purposefully structured, with assured control of expression and meaning. A wide and varied selection of sentence structures is used.• Control of the full range of punctuation is assured, enabling intended emphasis and effects to be conveyed.• Spelling is almost always accurate, with minimal slips.
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To achieve a higher mark:

AO3 i/ii - this response needs to be more precise and develop the existing strong ideas in a way which is more compelling or sophisticated.

AO3 iii – this response needs to be more accurate in spelling and punctuation.

Script 4

A03 i/ii Band 5 - 30 marks

A03 iii Band 5 - 16 marks

Please note that this candidate included specific details and a signature, which have been removed

Dear Mr [REDACTED]

I am writing to you in order to express my concern about the money-raising events that have taken place in our school throughout the year. As you are aware, the students of this school have been working together with tremendous effort ^{each} ~~this~~ year to benefit the school through various innovative fund-raising events. While I am very proud of our achievements ^{throughout the years} ~~this year~~ as a school, I feel that the money raised could also be put to

(Section C continued) use outside of the school budget.

There are numerous charities that I could mention who do amazing work helping those in need on a national and a global scale. However, I would like to draw your attention to just one - Diabetes UK.

Diabetes UK have been working for many years to support those living with the condition, and funding vital research into new treatment methods to dramatically

improve the quality of life. However, I feel that this incredible charity does not have the attention it deserves, as it is such an amazing cause. As a school, I believe we can make a significant difference in our community and our ~~region~~ country by supporting this charity.

I am proposing that, in addition to the internal fund-raising events held by students during the school day, we organise a larger event targeted at local residents, as well as our students. ~~Let that be good~~ As you know, the students at are incredibly determined, bright and creative young people, and ~~by~~ with input from each year group, I am certain that we could

(Section C continued) organise a range of stalls and competitions to create an amazing event capable of raising a vast amount of money and increasing awareness of this deserving charity.

Not only would this greatly benefit our students by allowing them to work as a ~~class~~ team to make a positive change within our community, but it would also have a large impact on image, showing residents of the area what a positive environment Churston is for young people.

I hope that reading this letter has encouraged you to consider trialing my idea during the next academic year. I believe wholeheartedly that you will not be disappointed with the results.

Yours sincerely,

Examiner summary:

A03 i/ii - Overall, the response has a strong focus on the purpose and audience, and presents fully developed and compelling ideas. The vocabulary choices are ambitious and expression is sophisticated

A03 iii - There is a sophisticated control with accurate spelling and a convincing structure.

Band this answer achieves in the mark scheme:

AO3 i/ii

5	27-32	<ul style="list-style-type: none">• Achieves precision and clarity in presenting compelling and fully developed ideas.• A strong, consistent fulfilment of the writing task sharply focused on the writer's purpose and audience.• An extensive vocabulary and mature control in the construction of varied sentence forms.• Organisation is convincing, with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of cohesive devices.
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AO3iii

5	14-16	<ul style="list-style-type: none">• Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used.• Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed.• Spelling is consistently accurate.
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To achieve a higher mark:

AO3 i/ii - this is a strong Band 5 response; it could benefit by more strongly fulfilling the requirements of the task from the outset.

AO3 iii – this response has achieved maximum marks.

Question 12

*12 Write a magazine article for young adults advising them how to deal with bullying.

(48)

Script 1

AO3 i/ii Band 2 - 9 marks

AO3 iii Band 2 - 5 marks

Bullying is very common in most schools, and it is important to know how to stop it. Here are a few tips on how to stop it, and also, if you are a parent, this article will tell you some of the signs that children/young adults usually show if they are being bullied. This section will tell you how to deal with being bullied. If you are a victim of bullying, whether it's verbal or physical abuse, don't spend your days in a bad mood, snappy and miserable all the time, tell someone. It's very important that you tell someone you trust (parents, teachers, close friends), telling someone your

(Section C continued) problems is a good way to get started, it releases your anger and you will feel a lot better afterwards. I recommend telling your parents, because if you're being bullied at school, they can ~~telephone~~ ^{the school} straight away and talk to one of your teachers about it, then the teachers can have a chat with the child directly, or talk to the child's parents. If you no longer have parents, you can talk to the teacher directly. ~~Don't~~ Don't worry about being called a tattle-tit or anything, you're doing the right thing. If you are a parent, and you are worried your child is being bullied here, are some things to look out for:

- 1) are they quiet, or seen in bad moods ^(snappy) recently?
- 2) bruises, scratches or bite marks?

3) Denial, if you see any of the above, and you ask about and they get really defensive ~~and~~ deny it, it's most likely they are being bullied, you just have to reassure them that they can trust you.

If you find out they are being bullied, it is important to follow the steps stated before; talk to your child's teacher about it, ^{or} talk to the bully's parents directly.

It is also important to stand up for ~~the~~ yourself/ten your child to stand up for themselves. I'm not saying tell them to go crazy on the bully, but in "strong" go away or "leave me alone" might show them that you have had enough, and you are not scared of them anymore. If a bully senses that you are scared of him/her, he/she will do it more, and ~~by~~ standing up for yourself

(Section C continued) it ~~is~~ shows that
 you are not critical of her.
 Thank you for reading my
 article, I hope the information I
 provided helps you.

Examiner summary:

AO3 i/ii - This script has a sense of audience and purpose, although not always the audience outlined in the question. It expresses appropriate ideas.

AO3 iii - There is a sound control of expression.

Band this answer achieves in the mark scheme:

AO3 i/ii

2	7-12	<ul style="list-style-type: none"> Expresses and develops ideas appropriately. A clear sense of the purpose of the writing and audience. Well-chosen vocabulary, and shows some evidence of crafting in the construction of sentences. Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.
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AO3 iii

2	4-6	<ul style="list-style-type: none"> Sentences are clearly structured, with sound control of expression and meaning, a reasonable selection of sentence structures are used. Sound control of the full range of punctuation, enabling intended emphasis and effects to be conveyed for the majority of the response. Spelling is mostly accurate, with occasional slips.
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To achieve a higher mark:

AO3 i/ii - this response needs to have a stronger realisation of the purpose and audience as given in the question i.e. an article advising young people. This would also help to improve the presentation of ideas.

AO3 iii – this response needs to have a greater degree of control in terms of punctuation devices and sentence structures.

Script 2

AO3 i/ii Band 3 - 16 marks

AO3 iii Band 3 - 8 marks

Have you seen, or have had experience of bullying? Bullying is a big thing in today's society, and happens to lots of people, but only 30% of victims tell someone about it. People when being bullied, people don't know what to do, they feel scared, alone, and most people doesn't tell people ~~about~~ that they are being bullied. I will be giving you my advice to ~~stop~~ Stop bullying.

One of the most important thing to do if you are being bullied is to tell someone. This could be very hard, but once ~~th~~ you have told someone, it's easier to deal with. There are lots of people to ~~talk~~ talk to, you ~~can~~ can ~~tot~~ tell: your parents or ~~gar~~ guardians; teachers; friends; other members of family (brothers, sisters, uncles, ~~nema~~); or there are ~~a~~ advice lines, to help you. This will ~~make~~ ~~you~~ be help you, because they could make it end. 83% of people who tell someone they are being bullied ~~are~~ ~~there~~ ~~then~~ ~~have~~ ~~there~~ are no longer the victims the next day, and the issue is no more. The head of a child line said "Bullying is a big ~~th~~ problem

(Section C continued) but, ~~when~~ ~~people~~ the best thing to do is tell someone, before it gets worse." So don't forget you must tell someone, its the easiest way for it to stop.

Another way to deal with bullying is to Stand up to the bully. Bullies usually target people they think are weak, defenceless, cowardly. So my advice is to prove them wrong and say "NO!". This is better to do, if you are with a group of friends, because you will have more support. However, be careful when doing this because it can back fire, and make things worse, so be with your friends, and make the bully feel as small as a mouse. ~~But~~ Only 20% of people victims do this, ~~so~~ ~~so~~ and a victim ~~have~~ said "It got worse", "but another said "It ended, but it felt wrong". This method, is not the best way to deal with bullies, and ~~on~~ be careful, because ~~you~~ you could be come the bully!"

My final bit of advice is to try and talk to the bully. ~~As~~ 68% of bullies have said the reason they done it is because they have no friends, or they get picked on. ~~Ths~~ If you talk to them, you could find out why they are

(Section C continued) doing this, and you could become friends and help each other. Only 10% of victims ~~to~~ ^{do} this, which is poor, ~~the~~ ^{the} head of ~~in~~ ⁱⁿ ~~child~~ ^{child} ~~the~~ ^{the} said "bullies feel like the victim, and bully, to make them ~~get~~ ^{feel} better, when really they want to be friends most of the time". So try this, it could help both ~~of~~ ^{you} and the bully.

In conclusion ~~I~~ ^I advise the most to doing the first and last tip, because they are the most help ~~ful~~ ^{ful} to both the victim and bullies. Be careful about standing up to them, because you could be ~~come~~ ^{the} the bully. Say ~~no~~ ^{no} to bullying!

Examiner summary:

AO3 i/ii - This script has some effective ideas although these are not always fully explored. There is a secure sense of the audience in the tone and style and the direct address. There is also a secure sense of purpose.

AO3 iii - whilst the spelling is mostly accurate, there are some repeated slips (advise). There is sustained control of punctuation and sentence construction.

Band this answer achieves in the mark scheme:

AO3 i/ii

3	13-19	<ul style="list-style-type: none">• Effectively presents ideas in a sustained way.• A secure sustained realisation of the purpose of the writing task and its intended audience.• Aptly chosen vocabulary and well-controlled variety in the construction of sentences.• Organisation is secure, with a well-judged text structure, effective paragraphing and use of cohesive devices between and within paragraphs.
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AO3 iii

3	7-10	<ul style="list-style-type: none">• Sentences are purposefully structured, with sustained control of expression and meaning. A wide selection of sentence structures is used.• Thorough control of the full range of punctuation, enabling intended emphasis and effects to be conveyed.• Spelling is almost always accurate, with occasional slips.
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To achieve a higher mark:

AO3 i/ii – this response needs to fully develop the presented idea. The use of statistics is unconvincing and doesn't benefit the development of the argument.

AO3 iii – this response needs to show more accurate spelling of particular words and more variety in sentence structures and punctuation.

Script 3

A03 i/iii Band 4 – 26 marks

A03 iii Band 4 – 11 marks

We Can Beat The Bullies!

Have you ever been the victim of ~~be~~ bullying? The answer is most likely to be yes, as this shocking statistic carried out in June 2011 suggests around 89% of people aged between six and sixteen have been bullied! However, I am determined to change that figure, and I know that together, we can beat the bullies.

What would you do if you were the victim of bullying? If you are a victim right now, how are you going to change that? Firstly, the thing that people often find most difficult ~~and sometimes~~ ~~is~~ but is most important... you really should tell someone what is happening. Honestly, no matter what situation you are in, there will always be someone willing to help. Nearly every one I've ever spoken

(Section C continued) to about the issue of bullying has said that telling some one ~~you~~ about what is happening is the best way to help with bullying. Sometimes young people tend to think that they are all alone - and no one can or would want to help. ~~A~~ Your parents, family members, friends, teachers, carers - they are all there for you. So please, let some one know. Just let out all your feelings. There is always some one who cares.

You could try standing up to your bullies. ~~You~~ You can let them know that they mean nothing to you, and won't stop you from living your life. If you are strong minded and confident, it could make them leave you alone altogether. However, if you feel ~~the~~ physically threatened by them and the problem is more serious, then you should tell someone with higher authority like your head teacher, year manager, or the police. ~~the~~

(Section C continued) If the bullying is very serious, and you are being violently attacked physically, mentally or verbally, then the ~~bullying~~ bullying has to stop as soon as possible. Remember, you are just as important as every body else and do not deserve to be bullied. You should stand up for your right to be treated fairly, and tell someone who can help and keep the bullies away from you. It is probably best to tell the police if the bullying is very serious.

Bullying can have serious consequences on your mental health, too. Approximately 15% of teenagers have felt suicidal at some point. That is 15% too many. If you are feeling suicidal then ~~you sh~~ it is in your best interests to see a doctor. They can consult you to a mental health specialist and improve your mental stability. Many teens think about killing themselves on a daily basis, some attempt, and some die. So please, if you are ever thinking about suicide, stop. Do something that makes you happy; you could play on the internet, go outside and walk your pet or draw something.

(Section C continued) Taking your mind off it and doing something else is the best way to stop suicidal thoughts. Many people can help - you could visit the Child Line website if you would prefer ~~to~~ not to tell the people you know.

~~What about the other side of the issue?~~

So, what about the other side of the issue? The bullies! If you are a bully then you should ~~say~~^{say} to the person you have ~~been~~ bullying "I am sorry." Those three words really aren't hard. You don't know what the person you are bullying is going through. They could be suffering from mental illness, family issues, relationship difficulties, or any number of other things. They do not need you to make their situation ten times worse. Bullying somebody else won't make you any better. It won't make you pretty, popular, smart or cool. So stop, and please tell them that you are sorry as soon as possible.

(Section C continued) The main thing to remember is that everyone in this society is equal. You have no right to bully someone else - you are no better than them. Also, you have no reason to be bullied - you are no less than anyone else. Every one on earth is equally beautiful inside and out. Together, we can beat the bullies.

Examiner summary:

AO3 i/ii - This response expresses carefully developed ideas which have been constructed with some skill. The article is thorough and wide-ranging and is strong on purpose and audience.

AO3 iii - Purposeful and controlled.

Band this answer achieves in the mark scheme:

AO3 i/ii

4	20-26	<ul style="list-style-type: none"> Assured presentation of fully developed ideas. A consistent fulfilment of the writing task and assured realisation of its intended audience. Aptly chosen, reasonably extensive vocabulary and assured control in the construction of varied sentence forms. Organisation is assured, with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of cohesive devices.
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AO3 iii

4	11-13	<ul style="list-style-type: none"> Sentences are purposefully structured, with assured control of expression and meaning. A wide and varied selection of sentence structures is used. Control of the full range of punctuation is assured, enabling intended emphasis and effects to be conveyed. Spelling is almost always accurate, with minimal slips.
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To achieve a higher mark:

AO3 i/ii - this response needs to make improvements in the perceptiveness of some of its ideas and argument. For example, the section on suicide prevention is rather undeveloped.

AO3 iii - there are occasional slips in the accuracy of the spelling and a greater range of effects could be created through the use of a wider range of punctuation and structures.

Script 4

AO3 i/iii Band 5 – 30 marks

AO3 iii Band 5 – 14 marks

Bullying happens. As much as we try to hide it, sweep it under the carpet, or paint it, it will happen. And, beinice it or not, it could happen to anyone. ~~It's just not~~ It isn't nice, and if you're ~~experiencing~~ experiencing it, it should stop. This article might ~~be~~ just help you how to deal with it.

Firstly, the facts. 50% of people will have suffered bullying by the time they leave secondary school. More girls will suffer than boys, and most bullying is preventable, and all of it ~~is~~ unnecessary!

~~for~~ So then, how to
deal with bullying. A key thing always to
remember is the bully is human, just
like you. They may seem like an ~~evil~~
^{venomous} ~~poisoning~~, soul-murdering ~~demon~~, but they're
not. They are likely to have problems of
their own. Chances are they will

(Section C continued) Soon forget about you, and
leave you alone. It isn't as important to
them as it is to you.

But if your bullying really is a problem,
you need to do something about it. So many
people don't do the obvious, and just
ask the bully to stop. If you ~~to~~ try to
laugh it off ~~at~~ ~~stop~~ the bully may
get the impression you see it just as
"bawdy". ASK them to stop, and they
probably will.

If not, if and the bully is causing
you serious problems, then (yes, we all
know what's coming) you need to tell someone!
A parent, a friend, ~~the~~ the police! Argue!
You don't think about problems like other people
do. They can offer you advice, probably
something you haven't considered yet. Parents

and teachers are C although they might not always seem like it!) looking at for you, and if you tell someone, they can help you stop it. At the very least, you will have another person aware that it's happening and to look out for it.

Of course, there is also the traditional method; stand up to the bully. This can

(Section C continued) work, but don't go overboard.

There's a possibility that you will dig an even deeper hole for yourself, making it harder to get out of. Also, if you tell ^{a teacher} someone is ^{a bully} ~~bullying~~, and that person just happens to have ^{two} ~~the~~ black eyes, your case just got that little bit harder.

Finally, once you've considered your ~~bullying~~ bullying problems, remember that most bullies have been bullied previously. So, final advice: don't become a bully!

Examiner summary:

AO3 i/ii - There is a strong focus on purpose and audience, with vocabulary and organisational choices reflecting this. It consistently meets the requirements of the task and maintains the focus throughout.

AO3 iii - The range of punctuation and structures are used precisely and convey the intended meanings

Band this answer achieves in the mark scheme:

AO3 i/ii

5	27-32	<ul style="list-style-type: none">• Achieves precision and clarity in presenting compelling and fully developed ideas.• A strong, consistent fulfilment of the writing task sharply focused on the writer's purpose and audience.• An extensive vocabulary and mature control in the construction of varied sentence forms.• Organisation is convincing, with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of cohesive devices.
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AO3iii

5	14-16	<ul style="list-style-type: none">• Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used.• Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed.• Spelling is consistently accurate.
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To achieve a higher mark:

AO3 i/ii - this is a strong Band 5 response; it would benefit from presenting more compelling ideas.

AO3 iii – there are occasional slips in spelling accuracy which need to be corrected.