Section A: Reading

Read again the first part of the Source from lines 1 to 6.

List four things about Alfred from this part of the Source.

Give 1 mark for each point about Alfred:

- responses must be true, and drawn only from lines 1 to 6 of the text
- responses must relate to Alfred
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 6 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

Note: The indicative content must not treated as exhaustive and reference must be made to the selected section of the text.

AO1

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts.

This assesses bullet point 1 identify and interpret explicit and implicit information and ideas

Indicative content; students may include:
- he felt something move
- he was cold
- he was sitting in the mud and the dark
- he was slumped against the trench wall
- he was wearing a battledress jacket
- he had pale dirty skin
- he could feel something struggling and pushing to get past him
- he stood up fast
- he felt revulsion.

Or any other valid responses that you are able to verify by checking the Source.
Look in detail at this extract from **lines 8 to 16** of the Source:

(Extract in paper)

How does the writer use language here to describe the rat?

You could include the writer’s choice of:

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

AO2

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses **Language** ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills Descriptors</th>
<th>How to arrive at a mark</th>
<th>Indicative Standard</th>
</tr>
</thead>
</table>
| Level 4 Detailed, perceptive analysis | Shows detailed and perceptive understanding of *language*:  
  - Analyses the effects of the writer’s choices of *language*  
  - Selects a judicious range of textual detail | At the top of the level, a student’s response will meet all of the skills descriptors. | This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level. |

7-8 marks

The writer describes the rat as if it is intent on doing harm. It is ‘pushing through and twisting its head’, which suggests it is determined to squirm its way into the trench. The use of adjectives in ‘wet greasy fur’ tells us the creature is oily and slippery, not just literally but also metaphorically, implying that it is sly and cunning, and ‘mean red eyes’ suggest its
| Level 3 | Shows clear understanding of *language:*  
|水平 3 | 显示对语言的清晰理解：  
| Clear, relevant explanation |  
| 5-6 marks |  
| - Explains clearly the effects of the writer’s choices of *language*  
- Selects a range of relevant textual detail  
- Makes clear and accurate use of subject terminology |  
| At the top of the level, a student’s response will meet all of the skills descriptors.  
At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors. |  
| evil nature - red eyes that glow in the dark have connotations of the devil. The rat could even symbolise the enemy at this point as it becomes a focus for Alfred’s ‘pent-up anger’ and aggression when he kicks it and chases it across the mud. It has invaded his territory and is the foreigner that doesn’t belong there. All the unpleasant vocabulary used to describe the creature reinforces our preconceived idea of rats being common, dirty vermin. Even the way it moves in a scurrying manner as it ‘scuttled out from the tiny gap’ repulses us. Although the rat is running away, the adjective ‘sluggish’ suggests it is quite lethargic and struggling to gather speed. |  
| Level 2 | Shows some understanding of *language:*  
|水平 2 | 显示对语言的有限理解：  
| Some, Understanding and comment |  
| 3-4 marks |  
| - Attempts to comment on the effect of *language*  
- Selects some appropriate textual detail  
- Makes some use of subject terminology, mainly appropriately |  
| At the top of the level, a student’s response will meet all of the skills descriptors.  
At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors. |  
<p>| The writer uses negative language to describe the rat. He says it has ‘wet greasy fur’ and ‘mean red eyes’. The adjective ‘greasy’ tells us it is slimy and disgusting, and ‘mean’ suggests it is nasty. We feel sorry for Alfred because he’s stuck in the trenches with this horrible rat. |<br />
| Level 1 |<br />
| At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors. |<br />
|<br />
| The writer’s use of adjectives to describe the rat conveys how disgusting it is. The phrase ‘wet greasy fur’ tells us the creature is slimy and slippery, and ‘mean red eyes’ implies it is nasty and almost evil like the devil. Because it’s dark, the red eyes would glow, and this makes it sound like something out of a horror movie, which is appropriate because Alfred is encountering this rat in the trenches of World War One. The idea of the rat being disgusting is reinforced by the writer’s choice of verbs. It ‘scuttled’ out of the trench like some dirty creature scurrying away. |<br />
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<table>
<thead>
<tr>
<th>Level 1</th>
<th>Shows simple awareness of <em>language</em>:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple, limited comment</td>
<td>• Offers simple comment on the effect of <em>language</em></td>
</tr>
<tr>
<td>1-2 marks</td>
<td>• Selects simple references or textual details</td>
</tr>
<tr>
<td></td>
<td>• Makes simple use of subject terminology, not always appropriately</td>
</tr>
</tbody>
</table>

|          | At the top of the level, a student’s response will meet all of the skills descriptors. |
|          | At the bottom of the level, a student will have at least one of the skills descriptors. |
|          | The writer uses language to make the rat sound bad. He uses the words ‘wet greasy fur’. The rat has ‘mean red eyes’ which makes it sound horrible. |

<table>
<thead>
<tr>
<th>Level 0</th>
<th>No comments offered on the use of <em>language</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No marks</td>
<td>Nothing to reward</td>
</tr>
</tbody>
</table>

AO2 content may include the effect of ideas such as:

- use of adjectives to repulse the reader
- use of verbs to indicate the precise movements of the rat
- symbolic nature of the rat.
You now need to think about the whole of the Source.

This text is the opening of a short story.

How is the text structured to interest you as a reader?

You could write about:

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

[8 marks]
<table>
<thead>
<tr>
<th>Level 3</th>
<th>Shows clear understanding of structural features:</th>
<th>At the top of the level, a student’s response will meet all of the skills descriptors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, relevant explanation</td>
<td>• Explains clearly the effects of the writer’s choice of structural features</td>
<td></td>
</tr>
<tr>
<td>5-6 marks</td>
<td>• Selects a range of relevant examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Makes clear and accurate use of subject terminology</td>
<td></td>
</tr>
</tbody>
</table>

Examples

- Makes sophisticated and accurate use of subject terminology

At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.

follows a repulsive description of it. The rat links the two halves of the passage together – it is ‘sluggish’ in running away because it has feasted on the corpses of the soldiers who were killed in that morning’s ‘6am push’, and this leads to a flashback as we go inside Alfred’s mind and he remembers the details of the battle. There is a one sentence paragraph, ‘Alfred had grown almost used to such sights’, followed by three more that begin ‘Almost used to…’ and then a dreadful detail of what has happened to the men he knew. This has a cumulative effect, building up the horrendous ways the men died and overwhelming us with the cruelty of war.

The text begins inside a WW1 trench and focuses on the main character of Alfred. He can feel something crawling over him but he doesn’t yet know what it is, and at that stage nor do we. When he realises and yells out ‘Rat’, we experience the sudden revulsion at the same time he does. The action then widens from the trench wall to the rest of the trench system as Alfred chases through the mud after the rat. In the middle of the passage we get a repulsive description of the rat and in particular why it was ‘sluggish’: it has eaten the bodies of the soldiers who were killed that morning. This leads to a flashback as we go inside Alfred’s mind and he remembers what happened. There is a one sentence paragraph, ‘Alfred had grown almost used to such sights’, followed by three more that begin ‘almost used to…’ and then a detail of what has happened to the men. This structural feature builds up the horrendous ways the men died and reinforces the cruelty of war.

At the top of the level, a student will have Level 3 and at least one of the skills descriptors.

At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.
| Level 2 | Some, understanding and comment | Shows some understanding of structural features:  
- Attempts to comment on the effect of structural features  
- Selects some appropriate examples  
- Makes some use of subject terminology, mainly appropriately | At the top of the level, a student’s response will meet all of the skills descriptors.  
At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors. | The story begins inside a WW1 trench and we learn that something is crawling over Alfred but we don't know what. This keeps us in suspense until he finally yells 'Rat'. Then the action shifts to a different part of the trench because the rat ‘scuttled out from the tiny gap between the slat supports’ and Alfred chases after it. In the middle of the passage we get a description of the rat and the reason why it was ‘sluggish’ when it was running away. It makes Alfred flashback to what happened that morning and the writer uses lots of gory details like 'bits of men hooked up and hanging there' to tell us what Alfred remembers. We feel really sorry for Alfred and all the dead soldiers. |
|---|---|---|---|
| Level 1 | Simple, limited comment | Shows simple awareness of structural features:  
- Offers simple comment on the effect of structure  
- Selects simple references or examples  
- Makes simple use of subject terminology, not always appropriately | At the top of the level, a student’s response will meet all of the skills descriptors.  
At the bottom of the level, a student will have at least one of the skills descriptors. | The text is structured in long and short paragraphs. It starts with Alfred in the trenches, and then he chases a rat across the mud. Then it is about all the soldiers who have been killed and it’s full of gory details like 'bits of men hooked up and hanging there' so we feel sorry for them. |
| Level 0 | No marks | No comments offered on the use of structure  
Nothing to reward |  |  |

AO2 content may include the effect of structural features such as:

- the contrast of external action and Alfred’s internal thoughts
- the use of flashback to show the brutality of war
- repeated paragraph openings to reinforce points
• use of the rat to act as a link between the two halves of the text
• the circular nature of the passage, beginning and ending with the rat.
Focus this part of your answer on the second half of the Source from line 17 to the end.

A student said, ‘This part of the text where Alfred remembers the battle shows the horror of war and the dreadful effect it has on him.’

To what extent do you agree?

In your response, you could:

- consider your own impressions of what Alfred remembers and its effect on him
- evaluate how the writer shows the horror and dreadful effect war has on Alfred
- support your response with references to the text.

[20 marks]
| Level 3 | Shows clear and relevant evaluation:  
|         | - Evaluates clearly the effect(s) on the reader  
|         | - Shows clear understanding of writer’s methods  
|         | - Selects a range of relevant textual references  
|         | - Makes a clear and relevant response to the focus of the statement |
| At the top of the level, a student’s response will meet all of the skills descriptors. |
| At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors. |
| Critical response to the focus of the statement:  
|         | effects of war can be. The image of a butcher’s shop is extended when it says Alfred had become ‘used to seeing the remains chucked around among the living like so much discarded offal.’ By comparing the men’s remains to an animal’s internal organs that are thrown away, it suggests the men are unwanted rubbish to be disposed of now they have served their purpose. This is reinforced with the verb ‘chucked’ and the adverb ‘carelessly’ to imply how casually life is thrown away in times of war. Alfred has seen so many of these dreadful sights that he has become immune. |

| Level 2 | Shows some attempts at evaluation:  
|         | - Makes some evaluative comment(s) on effect(s) on the reader |
| At the top of the level, a student’s response will meet all of the skills descriptors. |
| At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors. |
| I really agree with the student. The details of the battle that Alfred remembers are disgusting. The men were killed as they went over the wire fence and it says ‘bits of men hooked up and hanging there for all to see’. The word ‘bits’ tells us they had been blown up, and this makes us feel sorry for |
### 6-10 marks
- Shows some understanding of writer’s methods
- Selects some appropriate textual reference(s)
- Makes some response to the focus of the statement

At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.

them and for Alfred because they were his friends. The writer shows the effect it has on Alfred when he says he was ‘used to seeing the remains chucked around among the living like so much discarded offal.’ The noun ‘remains’ again shows us that the men had been blown up, and the effect it has on Alfred is that he has got used to seeing things like this.

### Level 1
**Simple, limited evaluation**
- Shows simple, limited evaluation:
  - Makes simple, limited evaluative comment(s) on effect(s) on reader
  - Shows limited understanding of writer’s methods
  - Selects simple, limited textual reference(s)
  - Makes a simple, limited response to the focus of the statement

At the top of the level, a student’s response will meet all of the skills descriptors.

I think the student is right. This part of the text shows the horror of war because the men were blown up. There are lots of short paragraphs of horrible things that happened to them to create a good effect on the reader, and it says the bodies were ‘chucked around among the living like so much discarded offal’. This is a bad memory for Alfred.

### 1-5 marks
- At the bottom of the level, a student will have at least one of the skills descriptors.

### Level 0
**No marks**
- No relevant comments offered in response to the statement, no impressions, no evaluation.

### AO4 content may include the evaluation of ideas such as:
- the way Alfred’s flashback shows the reader what happened in the battle
- the use of graphic language to emphasise the horrors of war
- the use of structure to show how Alfred had become immune to the dreadful sights.