Grade 13 / A Level: Comparing Voices

Paper 1 - Separate answers

Free original EWS skills practice | Upper secondary | 20 practice marks

Original skills practice. These are EWS practice marks, not an official examination marking scale.

Answers, explanations and marking guidance

පිළිතුරු සහ ලකුණු දීමේ උපදෙස් වෙනම දක්වා ඇත. අර්ථය නිවැරදි සමාන පිළිතුරු ද පිළිගන්න.

Accept equivalent correct answers. For personal responses, the learner must use truthful details. These short-paper marks are for practice and are not official exam scores.

A. Analyse language in context - 10 marks

1. A recruits volunteers; B reflects on a personal experience. [2 marks]

Award 1 for a relevant textual detail or identification and 1 for a valid explanation.

2. The imperative Join and inclusive our/we invite participation and a shared identity. [2 marks]

Award 1 for a relevant textual detail or identification and 1 for a valid explanation.

3. First-person I and sensory details such as aching arms create a personal, reflective voice. [2 marks]

Award 1 for a relevant textual detail or identification and 1 for a valid explanation.

4. A looks forward to Saturday; B looks back at events by noon. [2 marks]

Award 1 for a relevant textual detail or identification and 1 for a valid explanation.

5. But contrasts physical discomfort with satisfaction, making the positive judgement seem earned. [2 marks]

Award 1 for a relevant textual detail or identification and 1 for a valid explanation.

B. Write for audience and purpose - 10 marks

1. Model response:
The two texts present community participation positively, but their purposes create different voices. Text A is an announcement designed to recruit volunteers, whereas Text B reflects on one volunteer's experience after the event.
In Text A, the imperative Join gives readers a direct action. The following instructions, Bring gloves and a reusable bottle, provide practical preparation rather than a detailed description of the event. This suits an audience deciding whether to attend. The inclusive pronouns our and we also present the project as a shared activity. The final reference to everyone broadens the benefit beyond the volunteers themselves and supports a community identity.
Text B uses the first-person pronoun I to create a personal perspective. The opening admission that the writer nearly stayed at home introduces hesitation. This makes the positive judgement less like a simple advertisement. Concrete details about aching arms and muddy shoes show the physical effort involved, allowing readers to imagine the work.
The conjunction but marks a change from discomfort to satisfaction. The clear path provides visible evidence of achievement, so the word worthwhile appears connected to an actual result. The time phrase By noon also places the reflection within a completed experience.
Both texts encourage a favourable view of participation. However, A does this through instructions and inclusive language before the event, while B uses a candid personal account to explain why the effort felt valuable afterwards. [10 marks]

Award 4 for addressing audience and purpose, 3 for coherent development and 3 for controlled, appropriate language. The model is one possible response, not the only accepted answer.

Extra practice: compare institutional and personal voices

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. A addresses users as members of a managed shared service, combining information and obligations. B shares an individual experience with a diary readership, inviting empathy through first-person perspective. Use relevant details rather than assuming all institutional texts are unfriendly.

2. Users must sign in assigns obligations directly; this extension responds presents the institution's decision as responsive to learners. Will be reviewed foregrounds a process while leaving the reviewer unstated. Explain how these choices organise responsibility.

3. The television competed personifies distraction; the page stayed in my mind represents concentration as retention. The final contrast between watching the last-bus time and finishing the chapter balances a practical constraint with achievement.

4. It is one individual account of one evening. It illustrates a possible benefit but cannot establish how many learners benefit, long-term demand, costs or transport needs. Distinguish the account's value from its representativeness.

Extra practice: comparison into original writing

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. While the update frames evening study as a managed, reviewable service through obligations and procedural language, the diary presents its personal value through first-person experience, figurative distraction and a qualified sense of achievement. Accept another defensible thesis.

2. Model: Both texts present the evening study room as useful, but they construct its value through different relationships with readers. The institutional update explains a managed service and a decision still under review; the diary makes one learner's experience immediate.
Text A's future construction, "will remain open", provides a clear commitment limited to "a further month". This measured timeframe prevents the announcement from promising permanent access. The obligation "must sign in" places responsibility on users, while "responds to requests" presents the centre as listening to the community. Its procedural reference to attendance records and feedback suggests that decisions will draw on more than personal enthusiasm.
Text B instead uses first-person experience and past-tense narration. The television "competed" personifies a distraction as an opponent, making the difficulty of studying at home concrete. Finding a desk by the window supplies a specific setting, while "the page stayed in my mind" turns concentration into an image of successful retention. These details invite readers to understand a felt benefit rather than an administrative process.
The diary also qualifies its positive ending. The learner still watches the clock for the last bus, so the study room does not remove every practical difficulty. "But I finished the chapter" gives the achievement weight because a constraint remains.
The texts therefore offer complementary evidence: A outlines collective monitoring, whereas B illustrates individual impact. The diary can enrich a review, but its one evening cannot establish long-term demand or justify permanent opening alone.
Feedback: credit sustained comparison, selective evidence and explanations tied to audience, purpose and context. Accurate terminology supports analysis; it does not replace it.

3. Model: The evening study room will remain open for one more month while the centre reviews demand. Some learners have described finding it easier to concentrate here, but individual experiences are only one part of the evidence. We will consider attendance records and feedback before deciding on future opening. Please sign in when you arrive, keep phone calls outside and tell the office about practical concerns, including transport. Your comments will help us understand how the room is used. Credit accurate qualification, practical action and no unnecessary identifying detail.