



SECTION A – DIFFERENTIATED MODEL ANSWERS

Q1 – Identify two aims (2 marks)

Higher Tier

- To build confidence in young people.
- To help them explore different career paths.

Middle Tier

- To help young people gain confidence.
- To teach them new skills for work.

Foundation Tier

- To help young people feel more confident.
- To help them think about jobs.

Q2 – Evidence of success (4 marks)

Higher Tier

The writer shows success by explaining that local employers have already offered work-experience placements. They also state that organisers expect over 100 young people to complete the course by the end of the year.

Middle Tier

The programme is successful because employers want to get involved and give work experience. Also, lots of young people are expected to finish the course.

Foundation Tier

It is successful because employers want to help. The text also says many young people will finish the course.

Q3 – Feelings before starting (4 marks)

Higher Tier

The writer felt doubtful and discouraged, saying they “wasn’t convinced” and that past courses made them “feel worse about myself.”

Middle Tier

They didn’t think the course would help and felt bad because other courses hadn’t worked for them.

Foundation Tier

They didn’t believe it would help and felt unsure.

Q4 – Change in attitude (6 marks)

Higher Tier

The writer moves from doubt to confidence. At first they expect failure, but as staff support them, they begin to believe in themselves. By the end, they feel capable and apply for a job.

Middle Tier

At the start they don’t think the course will help. Later they feel more confident because the staff are kind. At the end they feel proud and apply for a job.

Foundation Tier

They start off unsure, but the course helps them feel better. At the end they feel more confident.

Q5 – Compare benefits (12 marks)

Higher Tier

Both texts show that programmes help young people gain skills and confidence. Text A uses a factual, informative style with statistics and quotes to show practical benefits. Text B uses personal experience and emotional language to show how the programme changed the writer’s confidence. One is formal and factual; the other is personal and emotional.

Middle Tier

Both texts say the programmes help young people. Text A gives facts and quotes. Text B tells a personal story about feeling more confident. They show the same message in different ways.

Foundation Tier

Both texts say the programmes help people. Text A gives information. Text B tells a story about someone feeling better.

Q6 – Evaluate language (12 marks)

Higher Tier

Text B uses language effectively to show personal growth. Negative phrases like “I wasn’t convinced” contrast with positive ones like “made me feel welcome.” The shift in tone mirrors the writer’s emotional journey. The final line shows strong confidence, making the text very effective.

Middle Tier

The writer uses negative words at the start and positive words later. This shows how they change. It helps the reader understand their journey.

Foundation Tier

The writer uses sad words at the start and happy words at the end. This shows they feel better.

SECTION B – DIFFERENTIATED MODEL WRITING ANSWERS

Task 1: Personal Writing – “Trying something new”

Higher Tier (A–A1)*

I used to avoid anything unfamiliar, sticking to routines that felt safe. That changed the day I joined a beginners’ boxing class. At first, I felt completely out of place, convinced everyone was judging me. But as the weeks passed, the coach’s patience and encouragement helped me grow. My punches became stronger, but more importantly, so did my confidence. By the end, I realised the real fight had been with my own self-doubt — and I’d finally won.

Middle Tier (C–B)

I didn’t like trying new things, but my friend asked me to go to a boxing class with her. I was nervous and felt like I didn’t belong. The coach helped me and showed me what to do. Each week I got a little better. By the end, I felt proud of myself. Trying something new showed me I could do more than I thought.

Foundation Tier (D–E)

I tried a boxing class even though I was scared. At first I felt nervous. The coach helped me and I got better. I felt happy that I tried something new.

Task 2: Persuasive Letter – Youth services funding

Higher Tier (A–A1)*

Dear Council Members, Reducing funding for youth services would have serious consequences for our community. These services provide safe spaces, emotional support, and vital opportunities for young people who may otherwise feel isolated. Cutting them now risks increasing antisocial behaviour and harming long-term wellbeing. Investing in young people is investing in the future of our area. I strongly urge you to reconsider this decision.

Yours sincerely, [Name]

Middle Tier (C–B)

Dear Council Members, I am worried about the plan to cut youth service funding. Young people need these places to stay safe, learn skills, and get support. If you cut the money, many will have nowhere to go. Please think again and keep these services running.

Yours sincerely, [Name]

Foundation Tier (D–E)

Dear Council, Please don't cut youth services. Young people need them. They help with learning, confidence and staying safe. Cutting them would be bad for our area.

From, [Name]