

Solutions

Each answer shows the steps, then the **result**.

2.1

- they develop the reasoning and justify claims using evidence, providing commentary that links the evidence to the overall thesis

2.2

- state the paragraph's claim; show how that claim follows from the previous one

2.3

(a)

- ask whether the paragraph could be deleted without weakening the argument

(b)

- each claim following from the last towards the thesis

3.1 A

- the overall thesis

3.2 A

- the reasoning connecting them

3.3

(a)

- it was not part of the line of reasoning

(b)

- either give it a claim that advances the thesis or cut it and use the space on a paragraph that does

3.4

- *Row A — Thesis (1)*. An interpretive, defensible claim about the character. **Earns it:** “The week is not deliberation but rehearsal: she reorganises the one part of her life she can still put in order, and accepts only once she has proved to herself that she can.” **Does not:** “The week shows that she is nervous about the job.” *Row B — Evidence and Commentary (0–4)*. This task marks the **paragraph**, so structure is assessable. A four-point body paragraph runs: a claim that advances the thesis without repeating it; specific evidence; commentary that explains how the evidence supports **that** claim; and a link that earns the next paragraph. The most common cap at 3 is a paragraph whose evidence is apt and whose commentary paraphrases it — “this shows she is organising her books” is summary, not commentary. Strong responses read the delay against the wanting: she asked for the week, which means the obstacle is internal, and she used none of it to gather information, which means the

decision was never about the job. *Row C — Sophistication (1)*. Earned by carrying an alternative reading — the week as avoidance rather than preparation — far enough to be genuinely tempting, then showing what the final-day acceptance settles. A dismissive nod to “some may argue” does not earn the point