

Solutions

2.1 Award B1 each for two distinct barriers: unreliable home connection during study hours; not knowing which details the statement needs; an adjective-only first draft; no agreed travel arrangement for a later school stay. Do not award “bad at writing” as a specific task barrier. Treat weak draft and uncertain content as closely related if the answer merely repeats the same point.

2.2 School adviser for course entry requirements; writing tutor for a review of Chen’s own outline. A classmate checking project dates cannot authorise entry requirements.

2.3 Stable connection/computer access is a relevant benefit. Check that a computer is available and booked, and that later travel is agreed because computer access starts after the bus leaves. Accept checking whether progress can be saved as an alternative condition, with a clear link to limited access time.

2.4 Copying another person’s completed statement would present that person’s writing as Chen’s own. The relative may ask Chen for a concrete example to replace an adjective and comment on whether his own draft is clear. Accept checking spelling, discussing his recorded project role or reminding him of a deadline; do not accept writing new personal evidence or supplying false experiences.

3.1 Three feasible steps, 2 marks each: specific action, relevant responsibility/timing/condition. For example: request Tuesday’s 15:30 adviser slot to clarify statement and course requirements, noting that it ends before the 16:20 bus; draft an outline from the club project during Monday’s study hour and request the tutor’s Thursday lunchtime review; ask the library about a computer booking from 17:00 and check form-saving, arranging later travel before confirming the booking. Accept another workable order. Do not award a plan that depends on unapproved late travel as if it were already available.

3.2 Local analytic rubric, $8 \times B1$: appointment request within Tuesday’s slot; statement/project task; an evidence-based existing strength; specific access barrier; specific writing-content barrier; question appropriate to adviser; feasible next action with any required permission left open; clear, polite 100–130 word message retaining authorship. Example: “Dear Adviser, Could I book a short appointment on Tuesday between 15:30 and 16:00 about my course application? I have four weeks to prepare a personal statement and a project example. I have explained my club role successfully in a classroom paragraph, but my first statement uses general adjectives and I am unsure which details are relevant. My home connection also fails during my study hours, so access is a separate problem. Could you clarify the course requirements and the evidence expected in the statement? I plan to draft my own outline and ask the writing tutor to review it. I will check a computer booking from 17:00 and arrange later travel before staying. Kind regards, Chen.”