

**GCSE**

**ENGLISH/ENGLISH LANGUAGE**

NENG1H Understanding and producing non-fiction texts

Mark scheme

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5700/5705

For Northern Ireland centres only

June 2014

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Version: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Marking methods

In fairness to candidates, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. Always credit accurate, relevant and appropriate answers which are not given in the mark scheme.
4. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
5. The key to good and fair marking is consistency.

## Marking using CMI+

All English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, candidate responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. You can annotate items in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
3. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
4. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
5. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you.

## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where candidates use these terms effectively to aid the clarity and precision of the argument.

## DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work up through the descriptors to find the one which best fits
- apply formative annotation to assist in making your judgement, highlighting where skills descriptors have been met
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below
- apply summative annotation to justify your mark to the next reader.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

**SECTION A: READING – Assessment Objectives**

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- ii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

**SECTION B: WRITING – Assessment Objectives**

- i. Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structures and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

At least one third of the available credit is allocated to (iii).

<b>Assessment Objective</b>	<b>Section A</b>
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	<b>Section B</b>
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓
	One third of the marks available for Section B are allocated to this Assessment Objective

Read Source 1, 'Merseyside's magic place - how Greenbank is doing it for the kids'.

1 What do you understand from David Conn's article about Greenbank and sport for disabled young people?

[8 marks]

AO2 i English AO3 i English Language	Skills
Band 4 'perceptive' 'detailed' 7-8 marks	<ul style="list-style-type: none"> <li>• offers evidence that the text is fully understood</li> <li>• shows a detailed engagement with the text</li> <li>• makes perceptive connections and comments about the information and ideas presented in the text</li> <li>• offers appropriate quotations or references to support understanding</li> </ul>
Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> <li>• shows clear evidence that the text is understood</li> <li>• shows clear engagement with the text</li> <li>• begins to interpret the text and make connections between the information and ideas contained in the text</li> <li>• offers relevant quotations or references to support understanding</li> </ul>
Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> <li>• shows some evidence that the text is understood</li> <li>• attempts to engage with the text</li> <li>• makes some reference to the information and ideas mentioned in the text</li> <li>• offers some relevant references or quotations to support what has been understood</li> </ul>
Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>• shows limited evidence that the text is understood</li> <li>• shows limited engagement with the text</li> <li>• makes limited reference to the information and ideas referred to in the text</li> </ul>
0	Nothing to reward

**Indicative Content:**

Candidates' responses **may** include:

- Greenbank is a sports academy in Liverpool for youngsters with learning difficulties.
- The writer saw one of the activities, a basketball tournament between six Merseyside schools, where the participants were 'mostly autistic' and one boy had cerebral palsy.
- The boys were 'engrossed' in the match, so we understand that they enjoyed playing it.
- Greenbank was founded by Gerry Kinsella 30 years ago. He was disabled with polio from childhood and raised the £30000 needed to start the academy 'with a sponsored push in his

wheelchair from Land's End to John O'Groats'.

- Money is always a problem for the academy. They apply for grants and hire out the gym and hall to 'non-disabled people at commercial rates'. This shows it's hard to provide for disabled sport although the interaction between abled and disabled people is an advantage for both, they 'exercise, eat and socialise alongside each other'.
- When Kinsella was asked to play in a tournament at Stoke Mandeville hospital as a young man he didn't realise until he got there that he was actually taking part in the national disabled championships in basketball.
- As he travelled the world, he realised that in other countries there was 'excellent sporting provision for disabled athletes'. He wanted to provide that for Great Britain.
- We understand that doing sport is especially important for disabled youngsters because it gives them self-esteem but that funding is increasingly difficult and partnerships between places for disabled people and schools have been cut.
- Kinsella is concerned about the future, '.. we need to nurture the next generation'. One of the big issues is the legacy we can leave for disabled youngsters to do sport so Greenbank, and places like it, can survive and continue their work.

2 Now read Source 2, 'LIGHTING FLAMES OF AMBITION IN FUTURE STARS OF TEAM GB'.  
 Explain how the headline and picture are effective and how they link to the text.

[8 marks]

AO2 iii English AO3 iii English Language	Skills
Band 4 'perceptive' 'detailed' 7-8 marks	<ul style="list-style-type: none"> <li>• offers a detailed interpretation of the effects of the headline</li> <li>• presents a detailed explanation and interpretation of what the picture shows and its effects</li> <li>• links the picture and the headline to the text with perceptive comments</li> <li>• offers appropriate quotations or references to support comments</li> </ul>
Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> <li>• shows clear evidence that the headline and its effects are understood</li> <li>• makes clear and appropriate links between the headline and the text</li> <li>• offers a clear explanation of the effectiveness of the picture</li> <li>• links the picture to the content of the text</li> <li>• employs relevant quotations or references</li> </ul>
Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> <li>• shows some evidence that the headline and its effects are understood</li> <li>• attempts to link the headline to the text</li> <li>• offers some explanation of how the picture is effective</li> <li>• attempts to link the picture to the content of the text</li> </ul>
Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>• offers limited or simple comments on the effects of the headline</li> <li>• offers a limited or simple explanation of what the picture shows</li> <li>• shows limited appreciation of how the picture and headlines link with the text</li> </ul>
0	Nothing to reward

### Indicative content

Candidates' responses **may** include:

#### The Headline

- The headline is big and bold, and written in capital letters to give it prominence and importance.
- The words 'Lighting flames' is literally what the future Olympians are doing because they are lighting the Olympic cauldron which featured in the 2012 games.
- There is the use of strong imagery in the headline: 'flames of ambition' is effective because it suggests to the reader that these young athletes are burning with desire to be successful in the future.
- The word 'stars' is also effective because it suggests aiming high, reaching your zenith, and reminds us that many of 2012 Team GB have become stars and celebrities because of their achievement.
- 'Team GB' is also what these seven athletes aspire to being part of in the 'Future', the



immediate goal of their ambition. The effect on the reader is to understand the pride, hopes and dreams of the athletes.

#### The Picture

- The picture shows part of the opening ceremony of the 2012 Olympics. It shows the Olympic cauldron and the seven young athletes. It also shows part of the stadium and the crowds behind the event, watching.
- The picture shows the 'lighting' referred to in the headline. The picture is dramatic and captivating because of the fire and the occasion. The picture also reminds the reader (at the time and now) that the opening ceremony was spectacular.
- The flames are effective against the dark blue of the stadium; they exemplify the flames of ambition in the blue sky of hope and aspiration.

#### Links to the Text

- The headline links to the text because the text is about the legacy of the 2012 Olympics and that legacy is the 'future stars of Team GB'.
- The text refers to 'the future of sport' and the headline refers to the future.
- The text refers to 'these young people' having 'the confidence to succeed'. The young people are the 'future stars of Team GB' written in the headline.
- The text seems to call into question just how bright the future is for young athletes by saying that the 'promise of a lasting legacy....seems to have fallen by the wayside'. This may seem to undermine the headline, and the picture.
- The picture links directly to the first line of the text because it shows the lighting of the flames which now 'flicker out' because the text is written after the end of the games.
- The word 'Legacy' in the text refers to the seven young aspiring Olympians in the picture – these are some of the 'young people' who need to have 'the confidence and competence to succeed'.

Now read Source 3, 'At School in China', which is an extract from a non-fiction book.

3 Explain some of the thoughts and feelings the writer had during her time at school.

[8 marks]

AO2 i English AO3 i English Language	Skills
Band 4 'perceptive' 'detailed' 7-8 marks	<ul style="list-style-type: none"> <li>engages in detail with the events described in the text</li> <li>offers perceptive explanations and interpretations of the thoughts and feelings expressed</li> <li>employs appropriate quotations or references to support ideas</li> </ul>
Band 3 'clear' 'relevant' 5-6 Marks	<ul style="list-style-type: none"> <li>shows a clear understanding of the events described in the text</li> <li>clearly explains and begins to interpret thoughts and feelings</li> <li>employs relevant quotations or references to support understanding and interpretation</li> </ul>
Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> <li>shows some engagement with the text and the events described</li> <li>attempts some comments to explain thoughts and feelings</li> <li>offers some relevant quotations or references to support ideas</li> </ul>
Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>shows limited engagement with the text</li> <li>offers limited or simple comments to explain thoughts and feelings</li> <li>may offer copying or irrelevant quotation</li> </ul>
0	Nothing to reward

### Indicative content

Candidates' responses **may** include:

- Writing about sports, she says she 'hated them' (except tennis) and that she feared 'compulsory swimming' so much it gave her cramps; she once thought she was drowning and so never learned.
- She obviously felt a failure at hand-grenade throwing and felt the comments of others, because she punished herself with exercises to try to get better. She felt nervous when she held the wooden grenades.
- She thought of the removal of the grass as a battle, because the grass was a kind that was so hard to get up – and a battle she couldn't win.
- She felt it more difficult to remove the flowers because, despite the fact that they were easier to get up, she (no-one) wanted to uproot flowers. She includes herself amongst those who loved

their plants.

- She felt sad 'to see the plants go', but she did not resent Mao or his instructions.
- She hated herself 'for feeling miserable' about the flowers because she knew she ought to feel that Mao's instructions were more important than flowers.
- She explains her feelings of 'self criticism' and 'self blame' for having thoughts against Mao's instructions.
- Having feelings against Mao frightened her and she felt isolated.
- She tried to think 'correctly', which meant not questioning rules and instructions from the state, but this led to her always questioning her thoughts – 'I lived in a state of self accusation'.

The more complex psychological thoughts, if explained, should achieve Band 4.

4 Now you need to refer to Source 3, 'At School in China', and **either** Source 1 **or** Source 2.

You are going to compare the **use of language** in **two** texts, one of which you have chosen. Compare the ways in which **language** is used for effect in the two texts.

Give some examples and analyse what the effects are.

[16 marks]

AO2 i, iii English AO3 i, iii English Language	Skills
Band 4 'perceptive' 'detailed' 13-16 marks	<ul style="list-style-type: none"> <li>offers a full and detailed understanding of the texts in relation to language</li> <li>analyses how the writers have used language to achieve their effects in the different contexts</li> <li>offers appropriate quotations in support of ideas with perceptive comments</li> <li>focuses on comparison and cross-referencing of language between the texts</li> </ul>
Band 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none"> <li>shows clear evidence that the texts are understood in relation to language</li> <li>shows a clear explanation of the effects of words and phrases in the different contexts</li> <li>offers relevant quotations or references to support ideas</li> <li>offers clear comparisons and cross references in relation to language between the two texts</li> </ul>
Band 2 'some' 'attempts' 5-8 marks	<ul style="list-style-type: none"> <li>shows some evidence that the texts are understood in relation to language</li> <li>shows some explanation of the effects of words and phrases in the different contexts</li> <li>attempts to support responses with usually appropriate quotations or references</li> <li>attempts to compare language use and make cross references</li> </ul>
Band 1 'limited' 1-4 marks	<ul style="list-style-type: none"> <li>shows limited evidence that either text is understood in relation to language</li> <li>offers limited explanation of the effects of words and phrases in the different contexts</li> <li>offers very few examples with simple comment</li> <li>shows limited ability to compare or make cross references</li> </ul>
0	Nothing to reward

### Indicative content

Candidates' responses **may** consider some of the following examples of language use:

Source 3

- 'persistent failure' is a phrase which tells us how utterly hopeless she was at hand-grenade throwing, and the phrase describing her arms as 'red and swollen' helps us understand her painful desperation at this failure.
- The description of the grass is effective: the roots 'drill down into the soil like claws of steel' presents harsh, metallic, un-natural characteristics and reflects the hard job of removing it. An

extended interpretation might connect ‘claws of steel’ with Mao’s heartless and unnatural desire to remove the grass, and the grip the dictator seems to have had on the people.

- The image of the ‘battle’ with the grass is reinforced with descriptions of her fingers as ‘casualties’ – as in casualties of war; the ‘knotted metal wires’ and intertwined ‘networks’ of roots are phrases which employ the language of war, war machinery and the movements of the enemy, to the grass.
- The quotation: ‘People loved their plants’, ‘and some flowerbeds survived Mao’s campaign’, juxtaposes words which evoke love, beauty and nature with the enemy of those things, ‘Mao’, and the military word, ‘campaign’.

#### Source 2

- ‘As the Olympic flame flickers out, signalling the end of Britain’s greatest modern games’ combines words of triumph in ‘greatest’ and ‘flame’ with the idea that this is now over – ‘flickers out’ - and that something is to follow. The alliteration picks out the juxtaposition of the two ideas.
- ‘At the height of euphoria last week when each day brought a new glut of medals’. Here the extent of the great national joy, ‘euphoria’, and ecstasy is explained, and the word ‘glut’ suggests that there were almost too many medals.
- ‘The promise of a lasting legacy, one of the main reasons London was successful in its bid, seems to have fallen by the wayside’: the alliteration emphasises the central idea of ‘legacy’ and the issue about how long it will last – which is partly the point of the article; ‘seems to have fallen by the wayside’ is a cliché, perhaps deliberately so but hints at interpretations to do with succeeding and failing.

#### Source 1

- The phrases ‘high and handsome’ and ‘intense and animated’ are positive, celebratory words to describe the sports hall and the enthusiasm and dedication of the teams playing; they engage and enthuse the reader.
- Some of the facts about Gerry Kinsella help us understand his fight and achievement; the reader can picture his ‘childhood spent in calipers’, with the word ‘calipers’ making the reader feel a sense of injustice at the lack of funding to help young people then and now.
- The plight of children with disabilities is highlighted by the lack of funding shown by staff in Greenbank having to ‘constantly’ apply for grants and earn ‘vital’ money because the place has ‘no stable, core funding’. These words take on an emotive quality, highlighting the unfairness and difficulty the children experience.
- Other words which might be selected include: ‘nurture’ the next generation; ‘suffering’ spending cuts; ‘striving’ to develop. All of these relate to the uphill fight to keep the good work going.
- The text highlights the word ‘legacy’ and explains its resonance.

Candidates need to take these, and or similar, examples and effects and compare the different uses for different purposes made by the writers.

Candidates may include person, tense and devices but these need to be exemplified and their effects explained for higher marks.

- 5 Recent research has shown that young people's participation in school sport is declining. Write a letter to the head of your school or college describing your ideas to improve sports provision and explaining how this would encourage more students to participate.

[16 marks]

<p>AO3 i, ii English AO4 i, ii English Language</p>	<p>Skills</p>
<p>Band 4 8-10 marks 'convincing' 'compelling'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates in a way which is convincing, and increasingly compelling</li> <li>• form, content and style are consistently matched to purpose and audience, and becoming assuredly matched</li> <li>• engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details</li> <li>• writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract</li> <li>• uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained</li> <li>• shows control of extensive vocabulary, with word choices becoming increasingly ambitious</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs fluently linked paragraphs and seamlessly integrated discursive markers</li> <li>• uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way</li> <li>• presents complex ideas in a coherent way</li> </ul>
<p>Band 3 5-7 marks 'clear' 'success'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates in a way which is clear, and increasingly successful</li> <li>• clear identification with purpose and audience, with form, content and style becoming increasingly matched</li> <li>• engages the reader with a range of material, with writing becoming more detailed and developed</li> <li>• writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response</li> <li>• uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader</li> <li>• shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers</li> <li>• uses a variety of structural features, for example, direct address to</li> </ul>

	<p>reader, indented sections, dialogue, bullet points, increasingly effectively</p> <ul style="list-style-type: none"> <li>• presents well thought out ideas in sentences</li> </ul>
<p>Band 2 3-4 marks 'some'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• some awareness of purpose and audience, with increasingly conscious attempt to suit needs</li> <li>• engages the reader with some reasoning and reference to the issue, and an increasing variety of ideas</li> <li>• register may vary between formal and colloquial or slang, but with some attempt to control tone</li> <li>• may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect</li> <li>• shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers</li> <li>• shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate</li> <li>• presents a number of related ideas in an increasingly logical sequence</li> </ul>
<p>Band 1 1-2 marks 'limited'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates few ideas with limited success</li> <li>• limited awareness of purpose and audience</li> <li>• engages the reader in a limited way by reference to one or two ideas that may be linked</li> <li>• register may vary between formal and colloquial or slang, sustaining neither</li> <li>• may use simple devices, such as the rhetorical question and lists, but not always appropriately</li> <li>• limited vocabulary with occasional selected word</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• shows evidence of erratic paragraph structure, with little use of discursive markers</li> <li>• shows limited structural features</li> </ul>
<p>0</p>	<p>Nothing to reward</p>

AO3 iii English AO4 iii English Language	Skills
<p style="text-align: center;">Band 3 5-6 marks</p>	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and punctuation with success</li> <li>• organises writing using sentence demarcation accurately</li> <li>• employs a variety of sentence forms to good effect including short sentences</li> <li>• shows accuracy in the spelling of words from an ambitious vocabulary</li> <li>• uses standard English consistently</li> </ul>
<p style="text-align: center;">Band 2 3-4 marks</p>	<ul style="list-style-type: none"> <li>• writes with control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is mainly accurate</li> <li>• employs a variety of sentence forms</li> <li>• shows accuracy in the spelling of words in common use in an increasingly developed vocabulary</li> <li>• uses standard English usually</li> </ul>
<p style="text-align: center;">Band 1 1-2 marks</p>	<ul style="list-style-type: none"> <li>• writes with some control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is sometimes accurate</li> <li>• writes simple and some complex sentences</li> <li>• shows accuracy in the spelling of some words in common use</li> <li>• uses standard English sometimes</li> </ul>
<p style="text-align: center;">0</p>	<p>Nothing to reward</p>



- 6 Many people or organisations are said to have left a legacy for which they will always be remembered.  
Write an article which persuades readers that a person or organisation of your choice should be remembered because of what they have passed on to future generations.

[24 marks]

<p>AO3 i, ii English AO4 i, ii English Language</p>	<p>Skills</p>
<p>Band 4 13-16 marks 'convincing' 'compelling'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates in a way which is convincing, and increasingly compelling</li> <li>• form, content and style are consistently matched to purpose and audience, and becoming assuredly matched</li> <li>• engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details</li> <li>• writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract</li> <li>• uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained</li> <li>• shows control of extensive vocabulary, with word choices becoming increasingly ambitious</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs fluently linked paragraphs and seamlessly integrated discursive markers</li> <li>• uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way</li> <li>• presents complex ideas in a coherent way</li> </ul>
<p>Band 3 9-12 marks 'clear' 'success'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates in a way which is clear, and increasingly successful</li> <li>• clear identification with purpose and audience, with form, content and style becoming increasingly matched</li> <li>• engages the reader with a range of material, with writing becoming more detailed and developed</li> <li>• writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response</li> <li>• uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader</li> <li>• shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and</li> </ul>

	<p>increasingly integrated discursive markers</p> <ul style="list-style-type: none"> <li>• uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively</li> <li>• presents well thought out ideas in sentences</li> </ul>
<p>Mark Band 2 5-8 marks 'some'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• some awareness of purpose and audience, with increasingly conscious attempt to suit needs</li> <li>• engages the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas</li> <li>• register may vary between formal and colloquial or slang, but with some attempt to control tone</li> <li>• may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect</li> <li>• shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers</li> <li>• shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate</li> <li>• presents a number of related ideas in an increasingly logical sequence</li> </ul>
<p>Mark Band 1 1-4 marks 'limited'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates few ideas with limited success</li> <li>• limited awareness of purpose and audience</li> <li>• engages the reader in a limited way by reference to one or two ideas that may be linked</li> <li>• register may vary between formal and colloquial or slang, sustaining neither</li> <li>• may use simple devices, such as the rhetorical question and lists, but not always appropriately</li> <li>• limited vocabulary with occasional selected word</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• shows evidence of erratic paragraph structure, with little use of discursive markers</li> <li>• shows limited structural features</li> </ul>
<p>0</p>	<p>Nothing to reward</p>

AO3 iii English AO4 iii English Language	Skills
Band 3 6-8 marks	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and punctuation with success</li> <li>• organises writing using sentence demarcation accurately</li> <li>• employs a variety of sentence forms to good effect including short sentences</li> <li>• shows accuracy in the spelling of words from an ambitious vocabulary</li> <li>• uses standard English consistently</li> </ul>
Band 2 3-5 marks	<ul style="list-style-type: none"> <li>• writes with control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is mainly accurate</li> <li>• employs a variety of sentence forms</li> <li>• shows accuracy in the spelling of words in common use in an increasingly developed vocabulary</li> <li>• uses standard English usually</li> </ul>
Band 1 1-2 marks	<ul style="list-style-type: none"> <li>• writes with some control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is sometimes accurate</li> <li>• writes simple and some complex sentences</li> <li>• shows accuracy in the spelling of some words in common use</li> <li>• uses standard English sometimes</li> </ul>
0	Nothing to reward