

GCSE 2004

June Series



Mark Scheme

English Specification A (3702/1F)

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

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.

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GCSE English 2004

Paper 1 Tier F Mark Scheme

INTRODUCTION

Examiners will be expected to read the scripts in their allocation carefully and to make every effort to look positively for achievement throughout the ability range. They will be expected to annotate the scripts in order to show subsequent readers what evidence they have found for the achievement of the particular descriptors in the mark bands and will be expected to give a mark for each answer in the right-hand margin at the end of the answer.

There is a common marking spine which runs across all components. In this way the whole examination can be integrated by using a common grade related system for all components.

There are some rules, however, about the mark ranges that can be given.

TIER F

On Tier F, the questions are targeted at Grades C to G. However, it is quite possible that on an individual essay or component candidates may perform above grade C and so there are also descriptors for grades above C.

DECIDING ON A MARK

Examiners must use the full range of marks. Work exhibiting the highest skills should be considered for full marks.

Marking throughout must be on a ‘best-fit’ principle. Where there are both strengths and weaknesses in a particular answer, examiners should consider carefully which band is the best fit for the performance overall.

The descriptors are an attempt to guide examiners to an understanding of the qualities normally expected of, or ‘typical’ of, work in the band. **They must not be interpreted as hurdle statements.**

Once the mark has been decided upon, by the identification in the body of the script where the descriptor has been met, then the mark should be placed in the right hand margin.

ANNOTATION OF SCRIPTS

It is important that while they are marking in red, examiners note on the script where they have found specific evidence of candidates having achieved a descriptor. It is likely that examiners will be making more extensive annotations at the beginning of the marking period than at the end, but every mark must be justified by a written comment. Ticks should be used to identify evidence of particular skills. Random ticking is extremely unhelpful.

The best kinds of comments are where a particular element of the descriptors is identified clearly and concisely. The point of making such comments is to allow subsequent readers to understand what you are identifying as positive achievement and where you are seeing material which gains credit. It is to share your marking process with those reading your scripts later (Team Leaders, Assistant Principals, Principals, the Chief, Awarders, QCA, scrutineers etc.).

Examiners are asked to number the scripts in their allocation in the order in which they mark them. The first script marked is '1'. Go right through the allocation. Number the script in the top left-hand corner of the front cover of the script. If you do extra scripts just keep numbering through.

PROBLEMS

Where an examiner has great difficulty in assessing a script, (s)he can draw it to the attention of the Principal Examiner at the end of the marking season by placing RSE (Refer to Senior Examiner) on the script and attaching the relevant Form EX/SRF. This means that it will be sent to the final meeting of examiners, the occasion where all the problems are looked at and a decision arrived at. Very occasionally a script is very hard to read or illegible. If you have one of these, you should give the mark you think it deserves, but you must also mark it RSE and complete Form EX/SRF so that it can be deciphered fully later on.

RUBRIC INFRINGEMENTS

There may well be a few candidates who answer the wrong number of questions. If so, mark them all and count the highest score for those eligible under the terms of the rubric. Thus the marks should be entered which are the highest according to the allowable rubric.

RECORDING

In addition to recording the mark for a question at the end of the answer, examiners must also fill in the marks on the front cover of the answer booklet.

The grid on the front of the answer booklet should look like this:

1a	2
b	2
c	3
2a	2
b	2
c	2
3	10
	5

Then put the total mark for the paper in the box on the top right-hand corner called 'For Office Use Only'.

Please make sure that you add your initials underneath the total for the paper.

GCSE English 2004

Paper 1 Tier F

Section A: Reading

This section covers the following Assessment Objectives:

AO2 Reading (*En2*)

Candidates are required to demonstrate their ability to:

- (i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- (ii) distinguish between fact and opinion and evaluate how information is presented;
- (iii) follow an argument, identifying implications and recognising inconsistencies;
- (iv) select material appropriate to their purpose, collate material from different sources, and make cross references;
- (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

Assessment Objectives	1(a)	1(b)	1(c)	2(a)	2(b)	2(c)
(i)	✓	✓	✓		✓	✓
(ii)	✓					
(iii)	✓	✓	✓			✓
(iv)	✓	✓	✓	✓	✓	✓
(v)				✓	✓	✓

Read **Item 1**, the flier from *Ripe Pickings*.

- 1(a)** Choose and write down **one** statement from the flier which might make you want to apply for a Saturday job at *Ripe Pickings*.

Choose and write down **one** statement which might put you off.

Explain why you have chosen each statement.

(4 marks)

Give one mark for each statement and one mark for each explanation.

<p>Some possible statements:</p> <p>Make you want to apply: long-term career prospects incentive pay programme performers qualify for discount “The best job I’ve ever had” largest and newest</p>	<p>Put you off: roughly in line with minimum wage attend selection weekend buy Ripe Pickings outfit provide own transport and meals</p>
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Now read **Item 2**, the extract from John Steinbeck’s *Of Men and their Making*.

- 1(b)** Explain in your own words **three** things which make life difficult for workers on the ranches. (3 marks)

Give one mark for the explanation of each relevant point.

<p>Some possible points:</p> <ul style="list-style-type: none"> • poor pay • can’t buy clothes • accommodation was basic • sanitary arrangements were basic, i.e. no toilets • the workers are exploited • even the ‘better’ farmers exploited the workers • workers moved around a lot • have to save to buy gasoline • no work in winter • difficulty in paying rent • weak earn less than strong

Now compare **Item 1** with **Item 2**.

- 1(c)** In what ways are the two items similar and different in showing how employers can treat their workers? (6 marks)

	Skills descriptors	Content descriptors
0	<ul style="list-style-type: none"> nothing relevant written 	<p>similarities:</p> <ul style="list-style-type: none"> both show exploitation by bosses/farmers conditions are similarly poor both have poor wages unfair demands made on workers expect to see generalized points etc. <p>differences:</p> <ul style="list-style-type: none"> full/part-time jobs conditions far worse in Item 2 period/time/context only Saturday job in Item 1 life-threatening in Item 2 legal/illegal poor pay in Item 2/not specified in Item 1 expect to see generalized points etc.
1/2 marks	<ul style="list-style-type: none"> little content answer may be obscured by extra detail & mainly narrative general/descriptive comment limited evidence of comparison 	
3/4 marks	<ul style="list-style-type: none"> tends to paraphrase and attempt comparison unstructured response and largely descriptive some attempt to identify similarities and differences attempts to engage with task 	
5/6 marks	<ul style="list-style-type: none"> at least one clear comparison structured response which selects & comments on some differences and similarities more confident with differences clear focus on the task 	

- 2(a)** Choose **three** presentational devices from **Item 1**, the *Ripe Pickings* flier, and explain how effective you think each of them is. (6 marks)

	Skills descriptors	Content descriptors
0	<ul style="list-style-type: none"> nothing relevant written 	Presentational devices: <ul style="list-style-type: none"> colour creates interest images/pictures draw attention fonts give emphasis and are clear sub-headings give emphasis and help to organise bold writing draws your eye font used for the company name bullets help organization and presentation
1/2 marks	<ul style="list-style-type: none"> little content answer may be obscured by extra detail & mainly narrative general/descriptive comment limited evidence of the candidate having processed the information 	
3/4 marks	<ul style="list-style-type: none"> simple comment on some presentational devices aware of two or more presentational devices attempts to engage with task 	
5/6 marks	<ul style="list-style-type: none"> clear/competent attempt to engage with media concepts clear explanation of three presentational devices. understands and explains the use of presentational devices in the article demonstrates clear competence in the use of media terminology clear focus on the task 	

- 2(b)** Re-read from line 14 of **Item 2**, the extract from *Of Men and their Making*, from ‘One such ranch...’ to the end. How does Steinbeck use language to tell the reader how he feels about the employer? (4 marks)

	Skills descriptors	Content descriptors
0	<ul style="list-style-type: none"> nothing relevant written 	<p>Language:</p> <ul style="list-style-type: none"> short sentences careful money comparisons sarcasm - 'rugged', 'very fair return' pomposity of 'philanthropist' etc.
1 mark	<ul style="list-style-type: none"> little content answer may be obscured by extra detail & mainly narrative general/descriptive comment limited evidence of the candidate understanding Steinbeck's use of language 	
2/3 marks	<ul style="list-style-type: none"> tends to paraphrase and attempt to explain the effects unstructured response and largely descriptive some identification of the ways that language conveys an attitude attempts to engage with task 	
4 marks	<ul style="list-style-type: none"> clear/competent attempt to engage with language structured response which selects and comments on different examples of language clear explanation of the way language achieves effect clear focus on the task 	

Look at **Item 3**, the photograph, taken in 1936, of an American migrant worker's car.

- 2(c)** What do you think was the purpose in using this photograph to illustrate the extract from *Of Men and their Making*? (4 marks)

	Skills descriptors	Content descriptors
0	<ul style="list-style-type: none"> nothing relevant written 	
1 mark	<ul style="list-style-type: none"> little content answer may be obscured by extra detail & mainly narrative general/descriptive comment limited evidence that candidate understands links between image and text 	<ul style="list-style-type: none"> shows the squalor shows the poverty importance of the car image shows the material effects obviously migratory workers desert background adds to the effect
2-3 marks	<ul style="list-style-type: none"> tends to paraphrase unstructured response and largely descriptive some identification of the ways images can reflect meaning of the text attempts to engage with task 	<ul style="list-style-type: none"> workers obviously 'moved on' for work purchasing gasoline to move on is important no sanitation, etc.
4 marks	<ul style="list-style-type: none"> structured response which selects & comments on different aspects clear linkage of image and text clear attempt to engage with media concepts 	<ul style="list-style-type: none"> workers resorted to squatting expect to see generalized points etc.

Specification A Paper 1, Higher and Foundation

Section B: Writing to Argue, Persuade or Advise

This section covers the following Assessment Objectives:

AO3 (i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes

AO3 (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features

AO3 (iii) use a range of sentence structures effectively with accurate punctuation and spelling

Descriptors have been included for performance from U to A*. The skills descriptors represent the base line generic expectations whilst the content descriptors offer guidance on how those expectations are likely to be demonstrated in a response.

For each question, examiners are to record one mark out of 18 for AO3 (i) and (ii) combined and a **separate** mark out of 9 for AO3 (iii).

For AO3 (i)/(ii), assess answers in terms of the levels below, i.e. the Communication and Organisation descriptors. For AO3 (iii), use the separate set of levels which follow. Put the marks in the margin at the end of the answer. Put the mark for AO3(i)/(ii) first; then put the mark for AO3(iii) underneath it.

The Skills descriptors embody the two equally weighted Assessment Objectives in the Communication and Organisation Mark Schemes. These are amplified and customised for the question in the Content Descriptors. Examiners will need to look closely at the Content Descriptors in order to find the appropriate band, and then to check across to the Skills Descriptors to confirm or modify the preliminary judgement. Taking both Skills and Content Descriptors together will determine how high or low in the band the mark should be. Remember that to be placed in a particular band the work will satisfy some (but not necessary all) of the criteria at that level. The precise mark awarded will be determined by the extent to which the answer matches the descriptors set out in the appropriate level.

The one Assessment Objective tested in the Sentence Structures, Punctuation and Spelling Mark Scheme has been split into its three constituent parts. These are amplified and customised in the Content Descriptors. The same process should be followed as in the previous Mark Scheme to determine the mark to be awarded.

In each case, a best fit principle may need to be applied where performance in response to the Assessment Objectives or parts of Assessment Objectives is uneven.

Any valid responses should be rewarded. Remember that candidates are writing in timed conditions.

Question 3

Your school or college wants to ban Saturday jobs for students. Write a letter to your Headteacher or Principal in which you **argue** either for or against Saturday jobs.

You may choose to write about all, or some, of the following:

- the possible effects on students
- your own personal views.

Remember to:

- write in letter form
- choose the right language for a letter to a Headteacher or Principal.

(27 marks)

AO3(i)/(ii) Communication and Organisation		
Mark	Skills Descriptors	Content Descriptors
Notional U 1-2	<ul style="list-style-type: none"> • communicates some meaning • some simple sequencing of ideas 	<ul style="list-style-type: none"> • some words in appropriate order • one or more points made
Notional G 3-4	<ul style="list-style-type: none"> • communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately 	<ul style="list-style-type: none"> • makes one or more direct reference to Saturday jobs • an indication of awareness of need for formality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into a document
Notional F 5-6	<ul style="list-style-type: none"> • clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> • a number of arguments put forward • uses isolated points from stimulus material or copies some points in detail • shows awareness of writing to Headteacher at different points either by use of second person or by occasional use of a more formal register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using causal connectives e.g. because, so • occasional attempt to use linguistic/presentational devices • e.g. repetition, capitals, bold

<p>Notional E 7-8</p>	<ul style="list-style-type: none"> sustained awareness of purpose and audience more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect 	<ul style="list-style-type: none"> linked arguments put forward which may be developed in a generalised way addresses Headteacher directly and/or starts consciously to use a more formal register, though still evidence of colloquial language begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively discursive markers e.g. the first point ... , where used, are mechanical and obvious more frequent use of linguistic/presentational devices e.g. repetition for effect
<p>Notional D 9-10</p>	<ul style="list-style-type: none"> conscious attempt to suit the needs of purpose and audience and begins to engage reader's response clear, if mechanical, paragraphing with more conscious use of vocabulary for effect 	<ul style="list-style-type: none"> presents argument with a variety of reasons evidence which may be drawn from personal experience and stimulus material is used to support argument register almost wholly formal with some attempt to control tone e.g. to be judgemental, indignant etc. organised points with paragraphing marking some shift in argument more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
<p>Notional C 11-12</p>	<ul style="list-style-type: none"> clear identification with purpose and audience; begins to sustain reader's response evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect 	<ul style="list-style-type: none"> argument is starting to become more detailed with a clear awareness of alternative viewpoints and some second guessing some sense of varying emphasis for effect with conscious use of a chosen tone e.g. confrontational or placatory confident use of devices such as anecdote in context and rhetorical questions paragraphs are competently linked by content and language discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this ... consequently ...

Notional B 13-14	<ul style="list-style-type: none"> form, content and style are generally matched to purpose and audience well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice 	<ul style="list-style-type: none"> detailed and well developed; starting to use and support abstract argument, though not always convincingly carried through begins to anticipate and evaluate potential reader response may use argument and counter-argument with competence range of paragraph structures coherently linked vocabulary range successfully reflects more sophisticated level of argument and attempt to influence reader discursive markers are now coherently integrated
Notional A 15-16	<ul style="list-style-type: none"> form, content and style are consistently matched to purpose and audience coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting 	<ul style="list-style-type: none"> argues successfully and convincingly; well-informed, drawing on a range of sources growing subtlety of purpose and ability to adapt tone to manipulate reader controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate alternative points of view (e.g. anecdote, reference) fluent control of range of devices and discursive markers with an extensive vocabulary range
Notional A* 17-18	<ul style="list-style-type: none"> form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective controlled and sustained crafting with highly effective and delightful vocabulary choices 	<ul style="list-style-type: none"> may use satire, irony etc but always fittingly and in context demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively may use some inventive structural and/or linguistic devices

AO3(iii) Sentence Structures, Punctuation and Spelling		
Mark	Skills Descriptors	Content Descriptors
Notional U 1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly • occasional full stops
Notional G/F 2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • some monosyllabic words spelt correctly • occasional accurate full stops
Notional E/D 4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may use complex sentences with appropriate discourse markers e.g. <i>because, on the other hand</i> • commonly used words spelt correctly • general accuracy in use of capital letters and full stops
Notional C/B 6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and / or exclamations for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
Notional A/A* 8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation 	<ul style="list-style-type: none"> • clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

Question 4

Write the text for a leaflet, written by a group known as *Rotten Pickings*. Try to **persuade** 15 and 16-year-old students to join a group pressing for better conditions for Saturday workers.

Remember to:

- use a variety of persuasive arguments
- use a variety of persuasive techniques.

(27 marks)

AO3(i)/(ii) Communication and Organisation		
Mark	Skills Descriptors	Content Descriptors
Notional U 1-2	<ul style="list-style-type: none"> • communicates some meaning • some simple sequencing of ideas 	<ul style="list-style-type: none"> • some words in appropriate order • one or more points made
Notional G 3-4	<ul style="list-style-type: none"> • communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately 	<ul style="list-style-type: none"> • makes one or more direct reference to trying to persuade students • an indication of awareness of need for a sense of audience • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into a document
Notional F 5-6	<ul style="list-style-type: none"> • clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> • a number of points of persuasion put forward • uses isolated points from stimulus material or copies some points in detail • shows awareness of teenage audience at different points either by use of second person or by occasional use of an appropriate register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using connectives e.g. because, so • occasional attempt to use linguistic /presentational devices e.g. repetition, capitals, bold
Notional E 7-8	<ul style="list-style-type: none"> • sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect 	<ul style="list-style-type: none"> • linked material which may be developed in a generalised way • addresses teenage audience directly and/or starts consciously to use a more appropriate register, though still evidence of colloquial language • begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point ... , where used, are mechanical and obvious • more frequent use of linguistic/ presentational devices e.g. repetition for effect

Notional D 9-10	<ul style="list-style-type: none"> conscious attempt to suit the needs of purpose and audience and begins to engage reader’s response clear, if mechanical, paragraphing with more conscious use of vocabulary for effect 	<ul style="list-style-type: none"> persuades by variety of means evidence which may be drawn from personal experience and stimulus material is used to persuade register mainly appropriate with some attempt to control tone e.g. to be persuasive, funny, serious, etc. organised points with paragraphing marking some stages of persuasion more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
Notional C 11-12	<ul style="list-style-type: none"> clear identification with purpose and audience, begins to sustain reader’s response evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect 	<ul style="list-style-type: none"> persuasion is starting to become more detailed with a clear awareness of the questions likely to be asked by students some sense of varying emphasis for effect with conscious use of a chosen tone paragraphs are competently linked by content and language confident use of devices such as anecdote in context and rhetorical questions discursive markers are becoming more integrated and are used to persuade
Notional B 13-14	<ul style="list-style-type: none"> form, content and style are generally matched to purpose and audience well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice 	<ul style="list-style-type: none"> detailed and well developed; starting to use and support persuasion though not always convincingly carried through begins to anticipate and evaluate potential audience response may use variety of rhetorical devices with competence range of speech sections coherently linked vocabulary range successfully reflects more sophisticated level of persuasion and attempt to influence listener discursive markers are now coherently integrated
Notional A 15-16	<ul style="list-style-type: none"> form, content and style are consistently matched to purpose and audience coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting 	<ul style="list-style-type: none"> persuades successfully and convincingly; well-informed, drawing on a range of sources growing subtlety of purpose and ability to adapt tone to manipulate reader controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate variety of possible consequences fluent control of range of devices and discursive markers with an extensive vocabulary range

Notional A* 17-18	<ul style="list-style-type: none">• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective• controlled and sustained crafting with highly effective and delightful vocabulary choices	<ul style="list-style-type: none">• may use satire, irony etc. but always fittingly and in context• demonstrates intellectual rigour and the ability to integrate a range of persuasive techniques• discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively• may use some inventive structural and/or linguistic devices
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AO3(iii) Sentence Structures, Punctuation and Spelling		
Mark	Skills Descriptors	Content Descriptors
Notional U 1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly • occasional full stops
Notional G/F 2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • some monosyllabic words spelt correctly • occasional accurate full stops
Notional E/D 4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may use complex sentences with appropriate discourse markers e.g. <i>because, on the other hand</i> • commonly used words spelt correctly • general accuracy in use of capital letters and full stops
Notional C/B 6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and / or exclamations for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
Notional A/A* 8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation 	<ul style="list-style-type: none"> • clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

Question 5

Write an article for a careers magazine in which you give **advice** to students on what to look out for when applying for a job, either part-time or full-time.

You could write about:

- where to look for a job
- what to look for
- your rights.

Remember to:

- write an article
- choose the right language to advise
- write for students to read.

(27 marks)

AO3(ii)/(ii) AO(i)/(ii) Communication and Organisation		
Mark	Skills Descriptors	Content Descriptors
Notional U 1-2	<ul style="list-style-type: none"> • communicates some meaning • some simple sequencing of ideas 	<ul style="list-style-type: none"> • some words in appropriate order • one or more points made
Notional G 3-4	<ul style="list-style-type: none"> • communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately 	<ul style="list-style-type: none"> • makes one or more direct reference to applying for a job • an indication of awareness of need for formality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into a document
Notional F 5-6	<ul style="list-style-type: none"> • clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> • a number of points made • uses isolated points from stimulus material or copies some points in detail • shows awareness of student audience at different points in the column either by use of second person or by occasional use of a more appropriate register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using causal connectives e.g. because, so • occasional attempt to use linguistic/presentational devices e.g. repetition, capitals, bold

<p>Notional E 7-8</p>	<ul style="list-style-type: none"> sustained awareness of purpose and audience more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect 	<ul style="list-style-type: none"> linked advice put forward which may be developed in a generalised way addresses student audience directly and/or starts consciously to use a more formal register, though still evidence of colloquial language begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively discursive markers e.g. the first point ... , where used, are mechanical and obvious more frequent use of linguistic/ presentational devices e.g. repetition for effect
<p>Notional D 9-10</p>	<ul style="list-style-type: none"> conscious attempt to suit the needs of purpose and audience and begins to engage reader's response clear, if mechanical, paragraphing with more conscious use of vocabulary for effect 	<ul style="list-style-type: none"> presents advice with a variety of reasons evidence which may be drawn from personal experience and stimulus material is used to support argument register almost wholly formal with some attempt to control tone organised points with paragraphing marking some stages in advice more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
<p>Notional C 11-12</p>	<ul style="list-style-type: none"> clear identification with purpose and audience; begins to sustain reader's response evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect 	<ul style="list-style-type: none"> advice is starting to become more detailed with a clear awareness of the needs of students some sense of varying emphasis for effect with conscious use of a chosen tone confident use of devices such as anecdote in context and rhetorical questions paragraphs are competently linked by content and language discursive markers are becoming more integrated and are used to enhance the advice; may mark both cause and effect e.g. as a result of this ... consequently ...
<p>Notional B 13-14</p>	<ul style="list-style-type: none"> form, content and style are generally matched to purpose and audience well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice 	<ul style="list-style-type: none"> detailed and well developed; starting to use and support advice, though not always convincingly carried through begins to anticipate and evaluate potential student response may use conditional(s) with competence range of paragraph structures coherently linked vocabulary range successfully reflects more sophisticated level of advice and attempt to influence students discursive markers are now coherently integrated

Notional A 15-16	<ul style="list-style-type: none"> • form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting 	<ul style="list-style-type: none"> • advises successfully and convincingly; well-informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt tone to manipulate reader • controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate possible consequences • fluent control of range of devices and discursive markers with an extensive vocabulary range
Notional A* 17-18	<ul style="list-style-type: none"> • form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices 	<ul style="list-style-type: none"> • may use exaggeration, irony etc but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

AO3(iii) Sentence Structures, Punctuation and Spelling		
Mark	Skills Descriptors	Content Descriptors
Notional U 1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly • occasional full stops
Notional G/F 2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • some monosyllabic words spelt correctly • occasional accurate full stops
Notional E/D 4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may use complex sentences with appropriate discourse markers e.g. <i>because, on the other hand</i> • commonly used words spelt correctly • general accuracy in use of capital letters and full stops
Notional C/B 6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and/or exclamations for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
Notional A/A* 8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation 	<ul style="list-style-type: none"> • clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

Question 6

Write the text for a speech where you:

argue the case for better conditions for students in schools or colleges
persuade your audience that more should be done to improve conditions.

Remember to:

- choose the right language for a speech
- argue a case
- persuade your listeners.

(27 marks)

AO3(i)/(ii) Communication and Organisation		
Mark	Skills Descriptors	Content Descriptors
Notional U 1-2	<ul style="list-style-type: none"> • communicates some meaning • some simple sequencing of ideas 	<ul style="list-style-type: none"> • some words in appropriate order • one or more points made
Notional G 3-4	<ul style="list-style-type: none"> • communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately 	<ul style="list-style-type: none"> • makes one or more direct reference to students' conditions • an indication of awareness of need for formality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points
Notional F 5-6	<ul style="list-style-type: none"> • clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> • a number of arguments put forward • uses isolated points from stimulus material or copies some points in detail • shows awareness of student and wider audience at different points either by use of second person or by occasional use of a more formal register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using causal connectives e.g. because, so • occasional attempt to use linguistic/presentational devices e.g. repetition, capitals, bold

Notional E 7-8	<ul style="list-style-type: none"> sustained awareness of purpose and audience more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect 	<ul style="list-style-type: none"> linked arguments put forward which may be developed in a generalised way addresses listeners directly and/or starts to consciously use an appropriate register begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively discursive markers e.g. the first point ... , where used, are mechanical and obvious more frequent use of linguistic/ presentational devices e.g. repetition for effect
Notional D 9-10	<ul style="list-style-type: none"> conscious attempt to suit the needs of purpose and audience and begins to engage reader's response clear, if mechanical, paragraphing with more conscious use of vocabulary for effect 	<ul style="list-style-type: none"> presents argument and persuasion with a variety of reasons evidence which may be drawn from personal experience and stimulus material is used to support argument register mainly consistent formal with some attempt to control tone e.g. to be angry, indignant etc. organised points with paragraphing marking some shift in argument and persuasion more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
Notional C 11-12	<ul style="list-style-type: none"> clear identification with purpose and audience; begins to sustain reader's response evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect 	<ul style="list-style-type: none"> argument and persuasion are starting to become more detailed with a clear awareness of alternative viewpoints and some second guessing some sense of varying emphasis for effect with conscious use of a chosen tone e.g. confrontational or placatory paragraphs are competently linked by content and language confident use of devices such as anecdote in context and rhetorical questions discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this.....so.....

Notional B 13-14	<ul style="list-style-type: none"> form, content and style are generally matched to purpose and audience well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice 	<ul style="list-style-type: none"> detailed and well developed; starting to use and support argument and persuasion, though not always convincingly carried through begins to anticipate and evaluate potential response may use argument and counter-argument with competence range of paragraph structures coherently linked vocabulary range successfully reflects more sophisticated level of argument and persuasion and attempt to influence reader discursive markers are now coherently integrated
Notional A 15-16	<ul style="list-style-type: none"> form, content and style are consistently matched to purpose and audience coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting 	<ul style="list-style-type: none"> argues and persuades successfully and convincingly; well-informed, drawing on a range of sources growing subtlety of purpose and ability to adapt tone to manipulate reader controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate alternative points of view (e.g. anecdote, reference) fluent control of range of devices and discursive markers with an extensive vocabulary range
Notional A* 17-18	<ul style="list-style-type: none"> form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective controlled and sustained crafting with highly effective and delightful vocabulary choices 	<ul style="list-style-type: none"> may use satire, irony etc but always fittingly and in context demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively may use some inventive structural and/or linguistic devices

AO3(iii) Sentence Structures, Punctuation and Spelling		
Mark	Skills Descriptors	Content Descriptors
Notional U 1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly • occasional full stops
Notional G/F 2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences, with occasional complex sentences, may use discourse markers in an enhanced way • some monosyllabic words spelt correctly • occasional accurate full stops
Notional E/D 4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may use complex sentences with appropriate discourse markers e.g. <i>because, on the other hand</i> • commonly used words spelt correctly • general accuracy in use of capital letters and full stops
Notional C/B 6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purposes 	<ul style="list-style-type: none"> • constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and / or exclamations for effect • generally secure spelling of irregular, latinise, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
Notional A/A* 8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation 	<ul style="list-style-type: none"> • clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate