



General Certificate of Secondary Education

English 3702 *Specification A*

3702/2F Paper 2 Tier F

Mark Scheme

2005 examination – November series

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.

GCSE English 2005

Paper 2 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 U. 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, circled, 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 (or 'balcony' marking, etc.) 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

When the mark for each question has been recorded at the end of the answer, examiners should enter the marks for each question against the appropriate question number in the e-marker programme. When the total mark is calculated by the software, this should be recorded on the front cover of the script

Put the total mark for the paper in the box on the top right-hand corner of the cover marked 'For Office Use Only'. Put your initials underneath this total.

GCSE English 2005

Paper 2 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 reference to texts and developing and sustaining interpretations of them;
- (iv) select material appropriate to 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.

The Foundation Tier targets Grades U-C, but candidates may gain any mark on a particular component or question.

Descriptors and content guides have been included for performance from U to A*.

The range of marks targeted by the paper (notional U to C) is 0-18 for each question in Section A. Each of the questions in Section A is marked out of 27.

Specification A Paper 2F Assessment Grid

Assessment Objectives	Question 1	Question 2
AO2(i)	✓	✓
AO2(iv)	✓	✓
AO2(v)	✓	✓

SECTION A: READING

- 1 The titles poets give to their poems can often be important. Write about *Nothing's Changed* (page 6) and **one** other poem from the Poems from Different Cultures. Compare the ways the poets use the titles in these poems.

Write about:

- why you think the titles were chosen
- the connections between each title and the rest of the poem
- similarities between the ways the poets use the titles
- differences between the ways the poets use the titles
- how effective you think the titles are.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some awareness of one or more texts 	1-6 marks	<ul style="list-style-type: none"> • some understanding of content of one or more poems • mention of the title • simple statement about own response to title(s) • simple statement on the title e.g. change, politics, revisiting
4-6 marks	<ul style="list-style-type: none"> • simple comment • reference to some detail • awareness of some aspect of presentation 		
7-9 marks	<ul style="list-style-type: none"> • some simple comment supported • reference to appropriate detail • statement on some aspects of presentation 	7-12 marks	<ul style="list-style-type: none"> • accurate account of content of one or more relevant poems • identification of ideas to do with the title(s) e.g. change, politics • generalisation about own response to title(s) • simple comment on some aspect(s) of the links between the titles and the poems e.g. situations, passage of time
10-12 marks	<ul style="list-style-type: none"> • extended unsupported comment • appropriate reference/use of quotation • simple comment on some aspects of presentation 		
13-15 marks	<ul style="list-style-type: none"> • awareness of feeling(s), attitude(s), idea(s) • range of comment supported by textual details with simple cross reference • comment on effects achieved by writer 	13-18 marks	<ul style="list-style-type: none"> • some focus on the titles of two poems • comments on the ways the poets use the titles • some explanation of own response to titles • relevant comparison of links between titles and the poem e.g. apartheid, metaphor of nothing, class, refrain
16-18 marks	<ul style="list-style-type: none"> • understanding of feelings, attitudes, ideas • range of extended supported comment with some cross-reference • awareness of writers' techniques and purpose 		

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
19-21 marks	<ul style="list-style-type: none"> • appreciation of feelings, attitudes and ideas • effective use of textual detail with integrated cross-reference • understanding of a variety of writers' techniques 	19-27 marks	<ul style="list-style-type: none"> • examination and analysis of the titles • examination and analysis of specific links between the titles and the poems • integrated approach analysing and developing own response to titles • integrated comparative approach e.g. structural links between titles and poems, contrasts in terms of topic, effect to which title summarises ideas or feelings or situation, tone of titles in relation to rest of poems
22-24 marks	<ul style="list-style-type: none"> • exploration of and empathy with writers' feelings, attitudes, ideas • references integrated with argument and comparison • analysis of variety of writers' techniques 		
25-27 marks	<ul style="list-style-type: none"> • consistent insight and convincing/imaginative interpretation • conceptualised comparative response • close textual analysis 		

- 2 Compare the ways the poet presents a particular culture in *Not my Business* (page 15) with the ways a poet presents a culture or cultures in **one** other poem from the Poems from Different Cultures.

Write about:

- what each culture is like
- the methods the poets use to present the cultures
- similarities between the methods the poets use
- differences between the methods the poets use
- what you think about the cultures and the ways they are presented. (27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some awareness of one or more texts 	1-6 marks	<ul style="list-style-type: none"> • some understanding of content of one or more poems • mention of the methods used • simple statement about own response • simple statement on the culture(s) e.g. African, oppressive
4-6 marks	<ul style="list-style-type: none"> • simple comment • reference to some detail • awareness of some aspect of presentation 		
7-9 marks	<ul style="list-style-type: none"> • some simple comment supported • reference to appropriate detail • statement on some aspect of presentation 	7-12 marks	<ul style="list-style-type: none"> • accurate account of content of one or more relevant poems • identification of the culture(s)/ aspects of • generalisation about own response • simple comment on some aspect(s) of the methods used to present the cultures e.g. refrain, vocabulary
10-12 marks	<ul style="list-style-type: none"> • extended unsupported comment • appropriate reference/use of quotation • simple comment on some aspects of presentation 		
13-15 marks	<ul style="list-style-type: none"> • awareness of feeling(s), attitude(s), idea(s) • range of comment supported by textual details with simple cross reference • comment on effects achieved by writer 	13-18 marks	<ul style="list-style-type: none"> • some focus on the particular culture(s) in two poems • comments on the methods used to present the cultures • some explanation of own response • relevant comparison of the methods used to present the culture(s) e.g. language, tone, landscape, particular words and phrases, repetitions, names
16-18 marks	<ul style="list-style-type: none"> • understanding of feelings, attitudes, ideas • range of extended supported comment with some cross-reference • awareness of writers' techniques and purpose 		

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
19-21 marks	<ul style="list-style-type: none"> • appreciation of feelings, attitudes and ideas • effective use of textual detail with integrated cross-reference • understanding of a variety of writers' techniques 	19-27 marks	<ul style="list-style-type: none"> • examination and analysis of the culture(s) in two poems • examination and analysis of specific methods of presenting these cultures • integrated approach analysing and developing own response • integrated comparative approach e.g. metaphor, relationship of title, lexis, structure, words connoting ideas
22-24 marks	<ul style="list-style-type: none"> • exploration of and empathy with writers' feelings, attitudes and ideas • references integrated with argument and comparison • analysis of a variety of writers' techniques 		
25-27 marks	<ul style="list-style-type: none"> • consistent insight and convincing/imaginative interpretation • conceptualised comparative response • close textual analysis 		

Section B: Writing to Inform, Explain or Describe

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). The total available mark for Section B questions is therefore 27.

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. Place the marks in the margin at the end of the answer, with the AO3 (i)/(ii) total above the AO3 (iii) total.

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 necessarily 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 under timed conditions.

3 Write a letter to a friend who moved away from your area three months ago. **Inform** him or her of the things that have been happening to you over the last three months.

Remember to:

- write a letter to a friend
- tell him or her about a range of things that have been happening to you
- write to inform.

(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Mark	Skills Descriptors	Content Descriptors
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
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 what has happened • an indication of awareness of need to inform • may express personal feelings about the events but with little relevant detail • order of ideas can be followed by the reader
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"> • makes some linked points about events • some awareness of need to inform, demonstrated by selection of points, though likely to be underdeveloped • may show awareness of audience by use of second person • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using connectives • more evidence of vocabulary selected to inform
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"> • clearer focus on events over the last three months with more developed points • may be mainly anecdotal and/or narrative in approach though clearly intended to inform • may use simple rhetorical devices to interest reader • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary
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"> • clear focus on events with some range of information • likely to describe in detail various aspects of what has happened • likely to maintain awareness of audience throughout • information is logically sequenced with paragraphs usually marking shift in focus • begins to convey feelings re. what has happened through vocabulary choices

Mark	Skills Descriptors	Content Descriptors
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"> • more evidence of selection of points linked to events, for information and interest • information likely to cover a range of aspects • addresses reader directly • control of question/answer approach, anecdote in context, emphasis etc. will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the information
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 with clear outline of significant events and examples to support points • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest • range of paragraph structures coherently linked • discursive markers are now coherently integrated • technical vocabulary used effectively where appropriate
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"> • cogent focus on significant events with wide range of interesting information • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to effectively to inform friend about recent events • fluent control of range of devices and discursive markers • extensive vocabulary range
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"> • strong personal style • may use satire, irony, humour etc. but always fittingly and in context • demonstrates the ability to integrate a range of complex details from range of aspects of what has happened • discursive markers and a range of stylistic techniques are integrated into whole seamlessly and informatively • may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Mark	Skills Descriptors	Content Descriptors
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
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 a mechanical way • simple words spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of 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 link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>; some use of modifiers • commonly used words spelt correctly • general accuracy in use of capital letters and full stops
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 parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) 	<ul style="list-style-type: none"> • clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; e.g. colons and semi-colons used correctly when appropriate

- 4 Explain** what you think is needed to build a good relationship between parents and teenage children and **explain** why you think this.

Remember to:

- write about the different things that make a good relationship
- explain why you think this
- give examples to support the points you make.

(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Mark	Skills Descriptors	Content Descriptors
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
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 good relationship • an indication of awareness of need to explain what makes a good relationship and why: uses appropriate words to explain e.g. because • may express personal feelings but with little relevant detail • order of ideas can be followed by reader
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"> • makes some linked points about good relationships and why • some awareness of need to explain demonstrated by selection of points, though likely to be underdeveloped • may show awareness of purpose by use of first person • may demonstrate occasional attempts to paragraph though likely to be random • some attempt to link ideas using connectives e.g. I could achieve this by ... • more evidence of vocabulary selected to explain
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"> • clearer focus on good relationships and why with more developed points • may be mainly anecdotal and/or narrative in approach though clearly intended to explain • may use simple rhetorical devices to interest reader • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary

Mark	Skills Descriptors	Content Descriptors
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"> • clear focus on good relationship and why • evidence of a variety of explanations • likely to describe in detail various reasons for good relationship • information is logically sequenced with paragraphs usually marking shift in focus • begins to convey engagement with the topic through vocabulary choices
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"> • more evidence of selection of material for explanation and interest • explanations likely to cover a range of aspects of good relationship and why • control of anecdote in context, emphasis etc. will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation
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 with clear outline, examples and reasons to support explanations • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader’s interest e.g. rhetorical questions, anecdote, emotive language etc. • range of paragraph structures coherently linked • discursive markers are now coherently integrated • varied vocabulary used effectively
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"> • cogent focus on good relationship with wide range of interesting explanations and reasons • growing subtlety of purpose and ability to manipulate reader’s response • structured and developed using a range of means to explain what and why effectively • fluent control of range of devices and discursive markers • extensive vocabulary range

Mark	Skills Descriptors	Content Descriptors
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"> • strong personal style • may use satire, irony, humour etc. but always fittingly and in context • demonstrates the ability to integrate a range of explanations • discursive markers and a range of stylistic techniques are integrated into whole seamlessly • may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Mark	Skills Descriptors	Content Descriptors
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
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 a mechanical way • simple words spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of 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 link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>; some use of modifiers • commonly used words spelt correctly • general accuracy in use of capital letters and full stops
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 parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) 	<ul style="list-style-type: none"> • clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; e.g. colons and semi-colons used correctly when appropriate

5 Describe a place you would like to be in right now.

Remember to:

- imagine you are in the place you choose
- describe what you see, think and feel
- use descriptive language.

(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Mark	Skills Descriptors	Content Descriptors
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 features mentioned
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 place • an indication of awareness of need to describe: uses appropriate adjectives • may express personal feelings about the place • order of ideas can be followed by reader
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"> • makes some linked points about the place • some awareness of need to describe demonstrated by selection of aspects of the world though likely to be underdeveloped • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using connectives • more evidence of vocabulary selected to describe
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"> • clearer focus on the place with more developed description • may be anecdotal and/or narrative in approach though clearly intended to be descriptive • may use simple rhetorical devices to interest reader • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary
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"> • clear focus on place • evidence of description of a range of features • likely to describe in detail various aspects of the place • description is logically sequenced with paragraphs usually marking shift in focus • begins to convey enthusiasm for subject through vocabulary choices

Mark	Skills Descriptors	Content Descriptors
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"> • more evidence of selection of detail for description and interest • description likely to cover a range of aspects of places e.g. atmosphere • control of parallel structure, shaping, links, modifiers will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the description
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 with clear outline and examples to build description of place • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader’s interest e.g. sentence variation, parallelism • range of paragraph structures coherently linked • discursive markers are now coherently integrated • wide vocabulary used effectively
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"> • cogent focus on the place with a wide range of interesting description • growing subtlety of purpose and ability to manipulate reader’s response • structured and developed using a range of means to convey the place effectively • fluent control of range of devices and discursive markers • extensive vocabulary range
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"> • strong personal style • may use satire, irony, humour etc. but always fittingly and in context • demonstrates the ability to integrate a range of complex details • discursive markers and a range of stylistic techniques are integrated into whole seamlessly and informatively • may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Mark	Skills Descriptors	Content Descriptors
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
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 a mechanical way • simple words spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of 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 link complex sentences with appropriate discourse markers, some use of modifiers • commonly used words spelt correctly • general accuracy in use of capital letters and full stops
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 parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) 	<ul style="list-style-type: none"> • clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; e.g. colons and semi-colons used correctly when appropriate

6 Describe the person or people you would most like to go on holiday with you and **explain** why you would like to share a holiday with them.

Remember to:

- describe the person or people
- give reasons to explain why you would like them to go on holiday with you. (27 marks)

AO3 (i)/(ii) Communication and Organisation		
Mark	Skills Descriptors	Content Descriptors
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
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 person/people/holiday • an indication of awareness of need to describe and explain • may express personal feelings but with little relevant detail • order of ideas can be followed by reader
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"> • makes some linked points • some awareness of need to describe and explain demonstrated by selection of aspects of person/people/holiday and reasons, though likely to be underdeveloped • may show awareness of audience by use of first person explanation • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using connectives e.g. because ... • more evidence of vocabulary selected to inform and explain
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"> • clearer focus on person or people with more developed explanation of reasons • may be mainly anecdotal and/or narrative in approach though clearly intended to describe and explain • may use simple rhetorical device to interest reader • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary

Mark	Skills Descriptors	Content Descriptors
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"> • clear focus on person or people with some range in description and more developed explanation of reasons • likely to outline aspects of person or people in detail • paragraphs usually marking shift in focus • detail is logically sequenced with paragraphs usually marking shift in focus • begins to convey enthusiasm for subject through vocabulary choices
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"> • more evidence of selection of material for description, explanation and interest • description likely to cover a range of aspects • may address reader directly and effectively • explanation clearly offered with a range of reasons • control of alternative structure, e.g. narrative, will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the description and explanation
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 with clear description and related explanation • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest • range of paragraph structures coherently linked • discursive markers are now coherently integrated • wide vocabulary used effectively
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"> • cogent focus on person or people with wide range of interesting detail • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to provide explanations • fluent control of range of devices and discursive markers • extensive vocabulary range

Mark	Skills Descriptors	Content Descriptors
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">• strong personal style• may use satire, irony, humour etc. but always fittingly and in context• demonstrates the ability to integrate a range of complex details• discursive markers and a range of stylistic techniques are integrated into whole seamlessly and informatively• may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
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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 a mechanical way • simple words spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of 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 link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>; some use of modifiers • commonly used words spelt correctly • general accuracy in use of capital letters and full stops
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 parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) 	<ul style="list-style-type: none"> • clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; e.g. colons and semi-colons used correctly when appropriate