



# General Certificate of Secondary Education

## English 3702 *Specification A*

*3702/2F Paper 2 Tier F*

# Mark Scheme

*2006 examination - June 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 2006

### 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, 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 2006

### 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;
- (ii) select material appropriate to purpose, collate material from different sources, and make cross references;
- (iv) 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 Compare the ways people are presented in ‘Night of the Scorpion’ (page 9) with the ways people are presented in **one** other poem of your choice from the Poems from Different Cultures.

Write about:

- who the people are
- what you find out about the people
- similarities between the methods the poets use to present the people
- differences between the methods the poets use to present the people
- what you think about the people and how they are presented.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some awareness of one or more texts</li> </ul>	<b>1-6 marks</b>	<ul style="list-style-type: none"> <li>• some understanding of content of ‘Scorpion’ and/or one other poem</li> <li>• mention of person or people e.g. the peasants</li> <li>• simple statement on method</li> <li>• simple statement of own response to poem/s</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple comment</li> <li>• reference to some detail</li> <li>• awareness of some aspect of presentation</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some simple comment supported</li> <li>• reference to appropriate detail/ simple linkage</li> <li>• statement of some aspects of presentation</li> </ul>	<b>7-12 marks</b>	<ul style="list-style-type: none"> <li>• accurate account of content of ‘Scorpion’ and/or one other poem</li> <li>• identification of aspects of the people in one or both poems e.g. the son is worried for his mother</li> <li>• simple comment on some aspects of the ways people are presented e.g. the peasants are made to sound unwelcome because they are like flies</li> <li>• personal response evident in expressed opinion(s) founded on texts</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• some simple extended comment</li> <li>• appropriate reference/use of quotation to support comment/linkage</li> <li>• simple comment on some aspects of presentation</li> </ul>		
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• awareness of feeling(s), attitude(s), idea(s)</li> <li>• range of comment supported by textual details with some valid cross-reference</li> <li>• comment on effects achieved by writer</li> </ul>	<b>13-18 marks</b>	<ul style="list-style-type: none"> <li>• some focus on the people in ‘Scorpion’ and one other poem</li> <li>• comments on the ways people are presented using selected detail from the poems e.g. comments on the use of detail to present the peasants in ‘Scorpion’</li> <li>• relevant comparison of methods of presentation of people and the effects of these methods</li> <li>• personal response evident in comments demonstrating awareness/understanding</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• understanding of feelings, attitudes, ideas</li> <li>• range of extended supported comment with some developed cross-reference</li> <li>• awareness of writers’ techniques and purpose</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• appreciation of feelings, attitudes and ideas</li> <li>• effective use of textual detail with integrated cross reference</li> <li>• understanding of a variety of writers' techniques</li> </ul>	<b>19-27 marks</b>	<ul style="list-style-type: none"> <li>• examination and analysis of the people in both poems and what we are shown about them e.g. exploration of the mother's character and role in <i>Scorpion</i></li> <li>• examination and analysis of specific methods of presentation, demonstrating their effects and effectiveness e.g. analysis of the imagery used to describe the peasants in <i>Scorpion</i></li> <li>• integrated comparative approach, analysing and developing own response</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• exploration of and empathy with writers' feelings, attitudes, ideas</li> <li>• references integrated with argument and comparison</li> <li>• analysis of variety of writers' techniques</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• conceptualised comparative response</li> <li>• consistent insight and convincing/imaginative interpretation</li> <li>• close textual analysis</li> </ul>		

- 2 Compare the ways poets present a conflict of feelings in ‘Presents from my Aunts in Pakistan’ (pages 16-17) and in **one** other poem of your choice from the Poems from Different Cultures.

Write about:

- what the different feelings are in each poem
- how the feelings conflict
- similarities between the ways in which the poets present the conflict of feelings
- differences between the ways in which the poets present the conflict of feelings
- what you think about these conflicts of feelings.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>• some awareness of one or more texts</li> </ul>	<b>1-6 marks</b>	<ul style="list-style-type: none"> <li>• some understanding of content of ‘Presents’ and/or one other poem</li> <li>• mention of feelings/conflict e.g. refers to both Pakistan and England</li> <li>• simple statement of own response to poem/s</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>• simple comment</li> <li>• reference to some detail</li> <li>• awareness of some aspect of presentation</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>• some simple comment supported</li> <li>• reference to appropriate detail/simple linkage</li> <li>• statement on some aspects of presentation</li> </ul>	<b>7-12 marks</b>	<ul style="list-style-type: none"> <li>• accurate account of content of ‘Presents’ and/or one other poem</li> <li>• identification of some aspects of the conflict in feelings in one or both poems e.g. the girl was born in Pakistan but has grown up in England</li> <li>• simple comment on some aspects of how the poet presents the conflict e.g. the use of clothes to show this</li> <li>• personal response evident in expressed opinion(s) founded on texts</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>• some simple extended comment</li> <li>• appropriate reference/use of quotation to support comment/linkage</li> <li>• simple comment on some aspects of presentation</li> </ul>		
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>• awareness of feeling(s), attitude(s), idea(s)</li> <li>• range of comment supported by textual details with some valid cross-reference</li> <li>• comment on effects achieved by writer</li> </ul>	<b>13-18 marks</b>	<ul style="list-style-type: none"> <li>• some focus on conflict in feelings in ‘Presents’ and one other poem</li> <li>• comments on the methods the poets use to convey conflict using selected detail from the poems e.g. her discomfort in the clothes is represented by the glass bangles which “snapped” and “drew blood”</li> <li>• relevant comparison of methods used by the poets and the effects of these methods</li> <li>• personal response evident in comments demonstrating awareness/understanding</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>• understanding of feelings, attitudes, ideas</li> <li>• range of extended supported comment with some developed cross-reference</li> <li>• awareness of writers’ techniques and purpose</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• appreciation of feelings, attitudes and ideas</li> <li>• effective use of textual detail with integrated cross reference</li> <li>• understanding of a variety of writers' techniques</li> </ul>	<b>19-27 marks</b>	<ul style="list-style-type: none"> <li>• examination and analysis of ideas concerning conflict in feelings in both poems e.g. notion of cultural ties, a homeland, adaptation to a different culture</li> <li>• examination and analysis of specific examples of the methods the poets use to present conflict in feelings e.g. analysis of structure in <i>Presents</i></li> <li>• integrated comparative approach, analysing and developing own response</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• exploration of and empathy with writer's feelings, attitudes, ideas</li> <li>• references integrated with argument and comparison</li> <li>• analysis of a variety of writers' techniques</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• consistent insight and convincing/imaginative interpretation</li> <li>• conceptualised comparative response</li> <li>• close textual analysis</li> </ul>		



## 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 marks 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 Communications 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 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** School students sometimes say they get bored in the long summer holidays. Write an article for a local newspaper **informing** students of the different things they could do to prevent boredom.

Remember to:

- write an article for a local newspaper
- suggest a number of different things suitable for school students to do
- write to inform.

(27 marks)

<b>AO3 (i)/(ii) Communication and Organisation</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1-2	<ul style="list-style-type: none"> <li>• communicates some meaning</li> <li>• some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• some words in appropriate order</li> <li>• one or more points made</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• communicates some meaning with occasional sense of purpose and audience</li> <li>• ideas are sequenced simply, but generally appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• makes one or more direct reference to the things students could do to prevent boredom</li> <li>• an indication of awareness of need to write an article</li> <li>• may express personal feelings but with little relevant detail</li> <li>• order of ideas can be followed by reader</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• clear communication of ideas with more sense of purpose and audience</li> <li>• uses some organisational devices appropriately with occasional conscious selection of words</li> </ul>	<ul style="list-style-type: none"> <li>• makes some linked points about the things students could do</li> <li>• some awareness of need to inform demonstrated by the selection of points, though likely to be underdeveloped</li> <li>• may show awareness of local audience</li> <li>• may demonstrate occasional attempt to paragraph though likely to be random</li> <li>• some attempt to link ideas using connectives e.g. students get bored because...</li> <li>• more evidence of vocabulary selected to inform</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• sustained awareness of purpose and audience</li> <li>• more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• clearer focus on things students could do with more developed points</li> <li>• may be mainly anecdotal and/or narrative in approach though clearly intended to inform</li> <li>• some evidence of selection for local audience e.g. reference to well known area or local resource</li> <li>• may use simple rhetorical devices to interest reader e.g. Why do young people say they are bored?</li> <li>• paragraphing may be tabloid and/or, at times, correctly placed</li> <li>• beginnings of variety in vocabulary</li> </ul>

Marks	Skills Descriptors	Content Descriptors
9-10	<ul style="list-style-type: none"> <li>• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response</li> <li>• clear, if mechanical, paragraphing with more conscious use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• clear focus on what can be done to prevent boredom</li> <li>• information relevant to task is given though may be incidental or sporadic</li> <li>• clear awareness of local student audience</li> <li>• may describe in detail various aspects of things students could do</li> <li>• information is logically sequenced with paragraphs usually marking shift in focus</li> <li>• begins to interest reader through vocabulary choices</li> </ul>
11-12	<ul style="list-style-type: none"> <li>• clear identification with purpose and audience; begins to sustain reader's response</li> <li>• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• more evidence of selection of information about what students could do</li> <li>• information likely to cover a range of things students could do</li> <li>• may address reader directly e.g. Have you ever thought of ...?</li> <li>• control of sub-headings, question/answer approach, anecdote where used</li> <li>• paragraphs are competently linked by content and language</li> <li>• discursive markers are becoming more integrated and are used to enhance the organisation of the information e.g. Finally</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• form, content and style are generally matched to purpose and audience</li> <li>• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• detailed and developed information on what students could do</li> <li>• begins to anticipate and respond to potential reader response</li> <li>• may selectively use a range of devices/ approaches to provide variety and sustain reader's interest e.g. rhetorical questions, question/answer, anecdote</li> <li>• range of paragraphs structures coherently linked</li> <li>• discursive markers are now coherently integrated</li> <li>• varied vocabulary used effectively to inform</li> </ul>
15-16	<ul style="list-style-type: none"> <li>• form, content and style are consistently matched to purpose and audience</li> <li>• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting</li> </ul>	<ul style="list-style-type: none"> <li>• cogent focus on what students could do with wide range of interesting information</li> <li>• growing subtlety of purpose and ability to manipulate reader's response</li> <li>• structured and developed using a range of means to inform students effectively</li> <li>• fluent control of range of devices and discursive markers</li> <li>• extensive vocabulary range</li> </ul>

<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
17-18	<ul style="list-style-type: none"><li>• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective</li><li>• controlled and sustained crafting with highly effective and delightful vocabulary choices</li></ul>	<ul style="list-style-type: none"><li>• strong personal style</li><li>• may use satire, irony, humour etc. but always fittingly and in context</li><li>• demonstrate the ability to integrate a range of complex details</li><li>• discursive markers and a range of stylistic techniques integrated seamlessly</li><li>• may use some inventive structural and/or linguistic devices</li></ul>

<b>AO3(iii) Sentence Structures, Punctuation and Spelling</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1	<ul style="list-style-type: none"> <li>• some sentences</li> <li>• some accuracy in spelling of simple words</li> <li>• random punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some monosyllabic words, spelt correctly</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• in sentences</li> <li>• generally accurate basic spelling</li> <li>• evidence of conscious punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way</li> <li>• simple words generally spelt correctly</li> <li>• occasional full stops</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• uses a range of securely demarcated sentence structures</li> <li>• some accurate spelling of more complex words</li> <li>• starts to use a range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• commonly used words spelt correctly</li> <li>• general accuracy in use of more than full stops and commas</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• uses sentence forms for effect</li> <li>• generally secure in spelling</li> <li>• generally secure in punctuation which clarifies meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• constructions linked securely to discourse markers; may use parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect</li> <li>• generally secure spelling of irregular, latinate, complex words</li> <li>• generally accurate in sentence demarcation, use of commas, question marks etc.</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• uses full range of appropriate sentence structures</li> <li>• achieves a high level of technical accuracy in spelling (occasional lapses may occur)</li> <li>• achieves a high level of technical accuracy in punctuation (occasional lapses may occur)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• accurate spelling</li> <li>• range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate</li> </ul>

**4 Explain** what qualities you think a best friend should have and **explain** giving examples, why you think this.

Remember to:

- explain what makes a best friend
- explain why you think this
- give examples.

(27 marks)

<b>AO3 (i)/(ii) Communication and Organisation</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1-2	<ul style="list-style-type: none"> <li>• communicates some meaning</li> <li>• some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• some words in appropriate order</li> <li>• one or more points made</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• communicates some meaning with occasional sense of purpose and audience</li>   <li>• ideas are sequenced simply, but generally appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• makes one or more direct reference to a best friend</li> <li>• an indication of awareness of need to explain e.g. uses appropriate words such as <i>because</i></li> <li>• may express personal feelings about best friends but with little relevant detail</li> <li>• order of ideas can be followed by reader</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• clear communication of ideas with more sense of purpose and audience</li>   <li>• uses some organisational devices appropriately with occasional conscious selection of words</li> </ul>	<ul style="list-style-type: none"> <li>• makes some linked points about qualities a best friend should have</li> <li>• some awareness of need to explain demonstrated by selection of points, though likely to be underdeveloped</li> <li>• may demonstrate occasional attempt to paragraph though likely to be random</li> <li>• some attempt to link ideas using connectives e.g. A best friend needs to be... because...</li> <li>• more evidence of vocabulary selected to explain</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• sustained awareness of purpose and audience</li>   <li>• more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• clearer focus on the qualities a best friend should have with more developed points</li> <li>• may be mainly anecdotal and/or narrative in approach though clearly intended to explain</li> <li>• some evidence of selection of detail to</li> <li>• paragraphing may be tabloid and/or, at times, correctly placed</li> <li>• beginnings of variety in vocabulary</li> </ul>

Marks	Skills Descriptors	Content Descriptors
9-10	<ul style="list-style-type: none"> <li>• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response</li>   <li>• clear, if mechanical, paragraphing with more conscious use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• clear focus on the qualities a best friend should have</li> <li>• evidence of a variety of explanations</li> <li>• likely to describe in detail various examples based on personal experience</li> <li>• explanation is logically sequenced with paragraphs usually marking shift in focus</li> <li>• begins to interest reader through vocabulary choices</li> </ul>
11-12	<ul style="list-style-type: none"> <li>• clear identification with purpose and audience, begins to sustain reader's response</li>   <li>• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• more evidence of selection of material to explain the qualities a best friend should have</li> <li>• explanation likely to cover a range of aspects</li> <li>• may address reader directly e.g. Have you ever thought of ...?</li> <li>• control of anecdote in context, emphasis etc. will be competent where used</li> <li>• paragraphs are competently linked by content and language</li> <li>• discursive markers are becoming more integrated and are used to enhance the organisation of the explanation e.g. Because of this...</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• form, content and style are generally matched to purpose and audience</li>   <li>• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• detailed and developed explanation of the qualities a best friend should have</li> <li>• begins to anticipate and respond to potential reader response</li> <li>• may selectively use a range of devices/ approaches to provide variety and sustain reader's interest e.g. rhetorical questions, question/answer, anecdote</li> <li>• range of paragraph structures coherently linked</li> <li>• discursive markers are now coherently integrated</li> <li>• varied vocabulary used effectively in explanation</li> </ul>
15-16	<ul style="list-style-type: none"> <li>• form, content and style are consistently matched to purpose and audience</li>   <li>• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting</li> </ul>	<ul style="list-style-type: none"> <li>• cogent focus on the qualities a best friend should have with wide range of interesting explanation</li> <li>• growing subtlety of purpose and ability to manipulate reader's response</li> <li>• structured and developed using a range of means to explain effectively</li> <li>• fluent control of range of devices and discursive markers</li> <li>• extensive vocabulary range</li> </ul>

<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
17-18	<ul style="list-style-type: none"><li>• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective</li> <li>• controlled and sustained crafting with highly effective and delightful vocabulary choices</li></ul>	<ul style="list-style-type: none"><li>• strong personal style</li><li>• may use satire, irony, humour etc. but always fittingly and in context</li><li>• demonstrates the ability to integrate a range of complex details</li><li>• discursive markers and a range of stylistic techniques integrated seamlessly</li><li>• may use some inventive structural and/or linguistic devices</li></ul>



<b>AO3(iii) Sentence Structures, Punctuation and Spelling</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1	<ul style="list-style-type: none"> <li>• some sentences</li> <li>• some accuracy in spelling of simple words</li> <li>• random punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some monosyllabic words, spelt correctly</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• in sentences</li> <li>• generally accurate basic spelling</li> <li>• evidence of conscious punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way</li> <li>• simple words generally spelt correctly</li> <li>• occasional full stops</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• uses a range of securely demarcated sentence structures</li> <li>• some accurate spelling of more complex words</li> <li>• starts to use a range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• commonly used words spelt correctly</li> <li>• general accuracy in use of more than full stops and commas</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• uses sentence forms for effect</li> <li>• generally secure in spelling</li> <li>• generally secure in punctuation which clarifies meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• constructions linked securely to discourse markers; may use parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect</li> <li>• generally secure spelling of irregular, latinate, complex words</li> <li>• generally accurate in sentence demarcation, use of commas, question marks etc.</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• uses full range of appropriate sentence structures</li> <li>• achieves a high level of technical accuracy in spelling (occasional lapses may occur)</li> <li>• achieves a high level of technical accuracy in punctuation (occasional lapses may occur)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• accurate spelling</li> <li>• range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate</li> </ul>

**5 Describe yourself.**

Remember to:

- write about yourself
- describe different things about your looks and personality
- use language to describe.

(27 marks)

<b>AO3 (i)/(ii) Communication and Organisation</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1-2	<ul style="list-style-type: none"> <li>• communicates some meaning</li> <li>• some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• some words in appropriate order</li> <li>• one or more points made</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• communicates some meaning with occasional sense of purpose and audience</li> <li>• ideas are sequenced simply, but generally appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• makes one or more direct reference to self</li> <li>• an indication of awareness of need to describe e.g. uses appropriate adjectives</li> <li>• may express feelings about self but with little relevant detail</li> <li>• order of ideas can be followed by reader</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• clear communication of ideas with more sense of purpose and audience</li> <li>• uses some organisational devices appropriately with occasional conscious selection of words</li> </ul>	<ul style="list-style-type: none"> <li>• makes some linked points about self</li> <li>• some awareness of need to describe, demonstrated by selection of aspects of self e.g. appearance, though likely to be underdeveloped</li> <li>• may demonstrate occasional attempt to paragraph though likely to be random</li> <li>• some attempt to link ideas using connectives e.g. I get angry sometimes when...</li> <li>• more evidence of vocabulary selected to describe</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• sustained awareness of purpose and audience</li> <li>• more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• clearer focus on self with more developed points</li> <li>• may be mainly anecdotal and/or narrative in approach though clearly intended to describe</li> <li>• some evidence of selection of detail for purpose e.g. reference to particular characteristics</li> <li>• may use simple rhetorical devices to interest reader e.g. lists of three</li> <li>• paragraphing may be tabloid and/or, at times correctly placed</li> <li>• beginnings of variety in vocabulary</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response</li> <li>• clear, if mechanical, paragraphing with more conscious use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• clear focus on self</li> <li>• evidence of a variety of description</li> <li>• likely to describe in detail various aspects of self</li> <li>• description is logically sequenced with paragraphs usually marking shift in focus</li> <li>• begins to interest reader through vocabulary choices</li> </ul>

Marks	Skills Descriptors	Content Descriptors
11-12	<ul style="list-style-type: none"> <li>• clear identification with purpose and audience; begins to sustain reader's response</li> <li>• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• more evidence of selection of detail for description of self</li> <li>• description likely to cover a range of aspects e.g. appearance, personality, family</li> <li>• control of anecdote in context, emphasis etc. will be competent where used</li> <li>• paragraphs are competently linked by content and language</li> <li>• discursive markers are becoming more integrated and are used to enhance the organisation of the description</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• form, content and style are generally matched to purpose and audience</li> <li>• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• detailed and developed explanation of self</li> <li>• begins to anticipate and respond to potential reader response</li> <li>• may selectively use a range of devices/approaches to provide variety and sustain reader's interest e.g. sentence variation, similes</li> <li>• range of paragraph structures coherently linked</li> <li>• discursive markers now coherently integrated</li> <li>• varied vocabulary used effectively in description</li> </ul>
15-16	<ul style="list-style-type: none"> <li>• form, content and style are consistently matched to purpose and audience</li> <li>• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting</li> </ul>	<ul style="list-style-type: none"> <li>• cogent focus on self with wide range of interesting description</li> <li>• growing subtlety of purpose and ability to manipulate reader's response</li> <li>• structured and developed using a range of means to convey description of self effectively</li> <li>• fluent control of range of devices and discursive markers</li> <li>• extensive vocabulary range</li> </ul>
17-18	<ul style="list-style-type: none"> <li>• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective</li> <li>• controlled and sustained crafting with highly effective and delightful vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>• strong personal style</li> <li>• may use satire, irony, humour etc. but always fittingly and in context</li> <li>• demonstrates the ability to integrate a range of complex details</li> <li>• discursive markers and a range of stylistic techniques integrated seamlessly</li> <li>• may use some inventive structural and/or linguistic devices</li> </ul>

<b>AO3(iii) Sentence Structures, Punctuation and Spelling</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1	<ul style="list-style-type: none"> <li>• some sentences</li> <li>• some accuracy in spelling of simple words</li> <li>• random punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some monosyllabic words, spelt correctly</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• in sentences</li> <li>• generally accurate basic spelling</li> <li>• evidence of conscious punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way</li> <li>• simple words generally spelt correctly</li> <li>• occasional full stops</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• uses a range of securely demarcated sentence structures</li> <li>• some accurate spelling of more complex words</li> <li>• starts to use a range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• commonly used words spelt correctly</li> <li>• general accuracy in use of more than full stops and commas</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• uses sentence forms for effect</li> <li>• generally secure in spelling</li> <li>• generally secure in punctuation which clarifies meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• constructions linked securely to discourse markers; may use parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect</li> <li>• generally secure spelling of irregular, latinate, complex words</li> <li>• generally accurate in sentence demarcation, use of commas, question marks etc.</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• uses full range of appropriate sentence structures</li> <li>• achieves a high level of technical accuracy in spelling (occasional lapses may occur)</li> <li>• achieves a high level of technical accuracy in punctuation (occasional lapses may occur)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• accurate spelling</li> <li>• range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate</li> </ul>

**6** Change can be good, bad or a mixture of both. Write about a time in your life when you experienced change of some kind. **Describe** what happened and **explain** how you felt about the change.

Remember to:

- choose a time when you experienced change
- describe what happened
- explain how you felt about what happened.

(27 marks)

<b>AO3 (i)/(ii) Communication and Organisation</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1-2	<ul style="list-style-type: none"> <li>• communicates some meaning</li> <li>• some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• some words in appropriate order</li> <li>• one or more points made</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• communicates some meaning with occasional sense of purpose and audience</li> <li>• ideas are sequenced simply, but generally appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• makes one or more direct reference to change(s)</li> <li>• an indication of awareness of need to describe and/or explain e.g. uses appropriate words such as <i>because</i></li> <li>• may express personal feelings about change but with little relevant detail</li> <li>• order of ideas can be followed by reader</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• clear communication of ideas with more sense of purpose and audience</li> <li>• uses some organisational devices appropriately with occasional conscious selection of words</li> </ul>	<ul style="list-style-type: none"> <li>• makes some linked points about specific change</li> <li>• some awareness of the need to describe and explain, demonstrated by the selection of points, though likely to be underdeveloped</li> <li>• may demonstrate occasional attempt to paragraph though likely to be random</li> <li>• some attempt to link ideas using connectives e.g. I found this difficult because...</li> <li>• more evidence of vocabulary selected to describe and explain</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• sustained awareness of purpose and audience</li> <li>• more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• clearer focus on specific change with more developed points</li> <li>• may be mainly anecdotal and/or narrative in approach though clearly intended to describe and explain</li> <li>• some evidence of selection of detail for purpose e.g. feelings selected to correspond with change</li> <li>• may use simple rhetorical devices to interest reader e.g. lists of three</li> <li>• paragraphing may be tabloid and/or, at times, correctly placed</li> <li>• beginnings of variety in vocabulary</li> </ul>

Marks	Skills Descriptors	Content Descriptors
9-10	<ul style="list-style-type: none"> <li>• conscious attempt to suit the needs of purpose and audience and begins to engage reader’s response</li>   <li>• clear, if mechanical, paragraphing with more conscious use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• clear focus on change</li> <li>• evidence of a variety of descriptions and explanations</li> <li>• likely to describe in detail various aspects of the change</li> <li>• description and explanation are logically sequenced with paragraphs usually marking shift in focus</li> <li>• begins to interest reader through vocabulary choices</li> </ul>
11-12	<ul style="list-style-type: none"> <li>• clear identification with purpose and audience; begins to sustain reader’s response</li>   <li>• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• more evidence of selection of material to describe change and explain feelings</li> <li>• explanation and description likely to cover a range of aspects</li> <li>• may address reader directly</li> <li>• control of anecdote in context, emphasis etc. will be competent where used</li> <li>• paragraphs are competently linked by content and language</li> <li>• discursive markers are becoming more integrated and are used to enhance the organisation of the description and explanation e.g. Because of this ...</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• form, content and style are generally matched to purpose and audience</li>   <li>• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• detailed and developed description of change and explanation of feelings</li> <li>• begins to anticipate and respond to potential reader response</li> <li>• may selectively use a range of devices/approaches to provide variety and sustain reader’s interest e.g. sentence variation, rhetorical questions</li> <li>• range of paragraph structures coherently linked</li> <li>• discursive markers are now coherently integrated</li> <li>• varied vocabulary used effectively in description and explanation</li> </ul>

<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
15-16	<ul style="list-style-type: none"> <li>• form, content and style are consistently matched to purpose and audience</li>   <li>• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting</li> </ul>	<ul style="list-style-type: none"> <li>• cogent focus on description of change with wide range of interesting explanation of feelings</li> <li>• growing subtlety of purpose and ability to manipulate reader's response</li> <li>• structured and developed using a range of means to describe and explain effectively</li> <li>• fluent control of range of devices and discursive markers</li> <li>• extensive vocabulary range</li> </ul>
17-18	<ul style="list-style-type: none"> <li>• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective</li>   <li>• controlled and sustained crafting with highly effective and delightful vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>• strong personal style</li> <li>• may use satire, irony, humour etc. but always fittingly and in context</li> <li>• demonstrates the ability to integrate a range of complex details</li> <li>• discursive markers and a range of stylistic techniques integrated seamlessly</li> <li>• may use some inventive structural and/or linguistic devices</li> </ul>

<b>AO3(iii) Sentence Structures, Punctuation and Spelling</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1	<ul style="list-style-type: none"> <li>• some sentences</li> <li>• some accuracy in spelling of simple words</li> <li>• random punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some monosyllabic words, spelt correctly</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• in sentences</li> <li>• generally accurate basic spelling</li> <li>• evidence of conscious punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way</li> <li>• simple words generally spelt correctly</li> <li>• occasional full stops</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• uses a range of securely demarcated sentence structures</li> <li>• some accurate spelling of more complex words</li> <li>• starts to use a range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• commonly used words spelt correctly</li> <li>• general accuracy in use of more than full stops and commas</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• uses sentence forms for effect</li> <li>• generally secure in spelling</li> <li>• generally secure in punctuation which clarifies meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• constructions linked securely to discourse markers; may use parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect</li> <li>• generally secure spelling of irregular, latinate, complex words</li> <li>• generally accurate in sentence demarcation, use of commas, question marks etc.</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• uses full range of appropriate sentence structures</li> <li>• achieves a high level of technical accuracy in spelling (occasional lapses may occur)</li> <li>• achieves a high level of technical accuracy in punctuation (occasional lapses may occur)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• accurate spelling</li> <li>• range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate</li> </ul>