AQA
ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Secondary Education

English 3702
Specification A Paper 1F

Mark Scheme

2007 examination – November series

GCSE English November 2007

Paper 1 Tier F Mark Scheme

INTRODUCTION

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

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

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

TIER F

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

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 identitification in the body of the script where the descriptor has been met, then the mark should be placed in the right-hand margin, circled.

ANNOTATION OF SCRIPTS

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

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

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

PROBLEMS

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

RUBRIC INFRINGEMENTS

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

RECORDING

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 2007

Paper 1 Tier F

Section A: Reading

This section covers the following Assessment Objectives

AO2 *Reading (En2)*

Candidates are required to demonstrate their ability to:

(i)   read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

(ii)   distinguish between fact and opinion and evaluate how information is presented

(iii)   follow an argument, identifying implications and recognising inconsistencies

(iv)   select material appropriate to their purpose, collate material from different sources, and make cross references

(v)   understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

Specification A Paper 1F Assessment Grid

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

Read **Item 1**, the extract from a study guide called *Newspapers and the Media*.

1 (a) Select and write down the names of **two** charities which have benefited from media support. *(2 marks)*

Give one mark for each of two of the following:

Possible points:
Child Line
Comic Relief
Live Aid.

(b) Explain, in your own words, the main points about the influence of the media.
(8 marks)

Marks	Skills Descriptors	Content Descriptors
0	• nothing relevant written	Good effects:
1 – 2	• little content • answer may be obscured by extra detail and mainly narrative • general/descriptive comment • little evidence of following argument	Possible main points: • main source of information • raise awareness of moral issues • promote charities.
3 – 4	• tends to paraphrase • unstructured response and largely descriptive • some evidence that the writer's points are understood • attempts to engage with task	Bad effects: • effect on sex and violent behaviour • create panics • intrude into people's personal lives.
5 – 6	• clear attempt to engage with the task • structured response • clear understanding of points	
7 – 8	• a competent and well structured answer • sense that the material has been absorbed and shaped • a clear and detailed understanding of writer's points	

(c) The writer uses particular words and phrases to show that he is expressing opinions. Pick out and write down **four** examples of this. *(4 marks)*

Give one mark for each appropriate word/phrase (up to four examples).

Possible examples:
- for most of us
- some people claim
- it is probably true
- might influence
- it is often claimed
- other people claim
- it may be true
- it is unlikely
- there is general concern
- too intrusive
- it is said
- it has been claimed
- while some say
- others say
- should not

Now look at **Item 2** and **3**, the front pages from two magazines.

2 (a) Compare the cover of *Bella* with the cover of *Trout Fisherman*.

You should write about:

- the pictures
- the print styles
- the layout. *(8 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing relevant written	
1 – 2 **'some simple comment'**	• little content • general/descriptive comment • little grasp of print styles and layout • some attempt at comparison	Pictures: • both have idealised target audience • fisherman more active/interesting • both smiling figures – pleased with themselves for different reasons.
3 – 4	• attempts to explain all three features • unstructured response and largely descriptive • some evidence that the writers' purposes are understood • attempts to engage with task	Print styles: • different font sizes for effect • more variety of size in 'Fishing' • print styles important in both to convey messages
5 – 6	• clear attempt to engage with the task and to give reasons • structured response • extra detail may be included but some clear comparison • some awareness of the use of all aspects	• bold used to highlight key articles • more variety and colour in *Bella* • fish scales on title of 'Fishing'. Layout:
7 – 8	• a competent answer, covering all three aspects • sense that the material has been absorbed and shaped • a clear understanding of the writers' purposes in using various devices • clear comparison	• *Bella* much more fussed about and crowded • *Bella* in chunks arranged like a collage • same structure of figure on right of picture and writing on left.

Now look again at **Item 2**

2 (b)   What do the words used on the cover of *Bella* tell you about the sort of people who might want to read that magazine?   *(5 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing relevant written	Use of familiar jargon to make a story dramatic
1–2	• little content • answer may be obscured by extra detail and mainly narrative • general comment	• 'love of my life' • 'evil monster' • 'hospital blunder' • 'medical shocker'
3 – 4	• identification of target audience • some comment on use of language to interest target audience • unstructured response and largely descriptive • attempts to engage with task	Target audience (the sort of people who might want to read it): • mostly women • women with children • women interested in clothes • women wanting to lose weight • women who like melodrama/disaster/family tragedy/exaggeration
5	• clear understanding of writer's use of language to suit particular audience • structured response which selects and comments on detail • confident explanation • clear identification of main language features	etc. emphasis on sensation/overstatement Short, simple sentences Use of slang: mum flat tum Possibly: • use of different print styles to convey drama • layout.

Section B: Writing to Argue, Persuade or Advise

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. Note that two marks will be awarded.

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

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

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

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

3 Write an article for a magazine where you present an **argument** for *or* against something you feel strongly about.

You might write about:

- what you feel strongly about
- why you feel strongly about it
- what should be done about it.

Remember to:

- choose language suitable for a magazine article
- argue for *or* against. *(27 marks)*

AO3 (i)/(ii) Communication and Organisation		
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	- communicates some meaning - some simple sequencing of ideas	- some words in appropriate order - one or more points made
3-4	- communicates some meaning with occasional sense of purpose and audience - ideas are sequenced simply, but generally appropriately	- makes one or more direct reference to an argument - an indication of awareness of need for formality - may express personal feelings strongly but with little or no use of supportive detail - some attempt to shape points into an article
5-6	- clear communication of ideas with more sense of purpose and audience - uses some organisational devices appropriately with occasional conscious selection of words	- a number of arguments put forward - uses isolated points from stimulus material or copies some points in detail - shows awareness of wide audience at different points either by use of second person or by occasional use of a more formal register - may demonstrate occasional attempt to paragraph though likely to be random - some attempt to link ideas using causal connectives e.g. because, so - occasional attempt to use linguistic/ presentational devices e.g. repetition, capitals, bold

Marks	Skills Descriptors	Content Descriptors
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• linked arguments put forward which may be developed in a generalised way • addresses wide audience directly and/or starts consciously to use a more formal register, though still evidence of colloquial language • begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point…, where used, are mechanical and obvious • more frequent use of linguistic/presentational devices e.g. repetition for effect
9-10	• 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	• presents argument with a variety of reasons • evidence which may be drawn from personal experience and stimulus material may be used to support argument • register almost wholly formal with some attempt to control tone e.g. to be judgemental, indignant etc. • organised points with paragraphing marking some shift in argument • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• 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	• argument is starting to become more detailed with a clear awareness of alternative viewpoints and some second guessing • some sense of varying emphasis for effect with conscious use of a chosen tone e.g. confrontational or placatory • paragraphs are competently linked by content and language • confident use of devices such as anecdote in context and rhetorical questions • discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this … consequently …

Marks	Skills Descriptors	Content Descriptors
13-14	• 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 and phrasing	• detailed and well developed; starting to use and support abstract argument, though not always convincingly carried through • begins to anticipate and evaluate potential audience response • may use argument and counter-argument with competence • range of paragraph structures coherently linked • vocabulary range successfully reflects more sophisticated level of argument and attempt to influence reader • discursive markers are now coherently integrated
15-16	• 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	• argues successfully and convincingly; well informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt tone to manipulate reader • controls a range of means to gain emphasis (e.g. one-sentence paragraph) and demonstrate alternative points of view (e.g. anecdote, reference) • fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	• 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	• may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

Marks	Skills Descriptors	Content Descriptors
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • some monosyllabic words spelt correctly • occasional full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may use complex sentence with appropriate discourse markers e.g. because, on the other hand • commonly used words spelt correctly • general accuracy in use of more than full stops and commas
6-7	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and/or exclamations for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	• uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation	• clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout sections of speech • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

4 Write a letter **persuading** a publisher to produce a new and different magazine for teenagers.

You might write about:

- what sort of magazine would suit teenagers
- why would it be a different sort of magazine
- what articles should be in the magazine
- why this sort of magazine is needed
- why teenagers would read it.

Remember to:

- write a letter
- use language which will persuade. *(27 marks)*

AO3 (i)/(ii) Communication and Organisation		
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct reference to producing a magazine for teenagers • an indication of awareness of need for a sense of audience • may express personal feelings strongly, but with little or no use of supportive detail • some attempt to shape points appropriately for a letter
5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• a number of points of persuasion put forward • uses isolated points from stimulus material or copies some points in detail • shows awareness of the audience at different points either by use of second person or by occasional use of an appropriate register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using causal connectives e.g. because, so • occasional attempt to use linguistic/ presentational devices e.g. repetition, capitals, bold

Marks	Skills Descriptors	Content Descriptors
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• linked material which may be developed in a generalised way • addresses adult audience directly and/or starts consciously to use a more appropriate register, with evidence of colloquial language • begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point…, where used, are mechanical and obvious • more frequent use of linguistic/presentational devices e.g. repetition for effect
9-10	• 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	• persuades by variety of means • evidence which may be drawn from personal experience and stimulus material used to persuade • register mainly appropriate with some attempt to control tone e.g. to be persuasive, funny, serious etc. • organised points with paragraphing marking some stages of persuasion • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• 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	• persuasion is starting to become more detailed with a clear awareness of the features likely to persuade publishers • some sense of varying emphasis for effect with conscious use of a chosen tone • paragraphs are competently linked by content and language • confident use of devices such as anecdote in context and rhetorical questions • discursive markers are becoming more integrated and are used to persuade

Marks	Skills Descriptors	Content Descriptors
13-14	• 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 and phrasing	• detailed and well developed; starting to use and support persuasion though not always convincingly carried through • begins to anticipate and evaluate potential audience response • may use variety of rhetorical devices with competence • range of speech sections coherently linked • vocabulary range successfully reflects more sophisticated level of persuasion and attempt to influence listener • discursive markers are now coherently integrated
15-16	• 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	• persuades successfully and convincingly; well informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt to tone to manipulate reader • controls a range of means to gain emphasis (e.g. one-sentence paragraph) and demonstrate variety of possible consequences • fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	• 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	• may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of persuasive techniques • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

Marks	Skills Descriptors	Content Descriptors
1	- some sentences - some accuracy in spelling of simple words - random punctuation	some monosyllabic words spelt correctly
2-3	- in sentences - generally accurate basic spelling - evidence of conscious punctuation	- may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way - some monosyllabic words spelt correctly - occasional full stops
4-5	- uses a range of securely demarcated sentence structures - some accurate spelling of more complex words - starts to use a range of punctuation	- some conscious variation of syntax though not always grammatically secure; may use complex sentence with appropriate discourse markers e.g. because, on the other hand - commonly used words spelt correctly - general accuracy in use of more than full stops and commas
6-7	- uses sentence forms for effect - generally secure in spelling - generally secure in punctuation which clarifies meaning and purpose	- constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and/or exclamations for effect - generally secure spelling of irregular, latinate, complex words - generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	- uses full range of appropriate sentence structures - achieves a high level of technical accuracy in spelling - achieves a high level of technical accuracy in punctuation	- clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout sections of speech - accurate spelling - range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

5 Write an article for a teachers' magazine **advising** teachers how to get pupils to read more.

You might write about:

- how to help pupils read more
- why reading is important
- how to choose books which pupils will enjoy
- how to make sure there is time for reading.

Remember to:

- write an article
- use language suitable for giving advice. *(27 marks)*

	AO3 (i)/(ii) Communication and Organisation	
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct reference to giving advice about how to get children to read more • an indication of awareness of need for formality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into an article
5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• a number or points made • uses isolated points from stimulus material or copies some points in detail • shows awareness of general audience at different points in the advice sheet either by use of second person or by occasional use of a more appropriate register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using causal connectives e.g. because, so • occasional attempt to use linguistic/ presentational devices e.g. repetition, capitals, bold

Marks	Skills Descriptors	Content Descriptors
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• linked advice put forward which may be developed in a generalised way • addresses general audience directly and/or starts consciously to use a more formal register, plus evidence of colloquial language • begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point…, where used, are mechanical and obvious • more frequent use of linguistic/presentational devices e.g. repetition for effect
9-10	• 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	• presents advice with a variety of reasons • evidence which may be drawn from personal experience and stimulus material is used to support argument • register almost wholly formal with some attempt to control tone • organised points with paragraphing marking some stages in advice • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• 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	• advice is starting to become more detailed with a clear awareness of the type of advice which would be helpful • some sense of varying emphasis for effect with conscious use of a chosen tone • paragraphs are competently linked by content and language • confident use of devices such as anecdote in context and rhetorical questions • discursive markers are becoming more integrated and are used to enhance the advice; may mark both cause and effect e.g. as a result of this… consequently…

Marks	Skills Descriptors	Content Descriptors
13-14	- 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 and phrasing	- detailed and well developed; starting to use and support advice, though not always convincingly carried through - begins to anticipate and evaluate potential response of newcomers - may use conditional(s) with competence - range of paragraph structures coherently linked - vocabulary range successfully reflects more sophisticated level of advice and attempt to influence teenagers - discursive markers are now coherently integrated
15-16	- 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	- advises successfully and convincingly; well informed, drawing on a range of sources - growing subtlety of purpose and ability to adapt tone to manipulate reader - controls a range of means to gain emphasis (e.g. one-sentence paragraph) and demonstrate possible consequences - fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	- 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	- may use exaggeration, irony etc. but always fittingly and in context - demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources - discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively - may use some inventive structural and/or linguistic devices

Marks	Skills Descriptors	Content Descriptors
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • some monosyllabic words spelt correctly • occasional full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may use complex sentence with appropriate discourse markers e.g. because, on the other hand • commonly used words spelt correctly • general accuracy in use of more than full stops and commas
6-7	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and/or exclamations for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	• uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation	• clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout sections of speech • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

6   A student you know is about to be excluded from school. Write a letter to the school governors **arguing** for *or* against this exclusion. Give the governors **advice** about what action they might take.

You might write about:

- why the student should or should not be excluded
- how exclusion would affect the student
- how it can be avoided
- why other methods should or should not be tried.

Remember to:

- write a letter
- argue for *or* against
- use language suitable for argument and advice.   *(27 marks)*

AO3 (i)/(ii) Communication and Organisation		
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	- communicates some meaning - some simple sequencing of ideas	- some words in appropriate order - one or more points made
3-4	- communicates some meaning with occasional sense of purpose and audience - ideas are sequenced simply, but generally appropriately	- makes one or more direct reference to someone excluded from school - an indication of awareness of need for formality - may express personal feelings strongly but with little or no use of supportive detail - some attempt to shape points into format appropriate for a letter
5-6	- clear communication of ideas with more sense of purpose and audience - uses some organisational devices appropriately with occasional conscious selection of words	- a number of arguments put forward along with some advice - uses isolated points from stimulus material or copies some points in detail - shows awareness of the issues involved and wider audience at different points either by use of second person or by occasional use of a more formal register - may demonstrate occasional attempt to paragraph though likely to be random - some attempt to link ideas using causal connectives e.g. because, so - occasional attempt to use linguistic/ presentational devices e.g. repetition, capitals, bold

Marks	Skills Descriptors	Content Descriptors
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• linked arguments put forward which may be developed in a generalised way and an attempt to argue and advise • addresses listeners directly and/or starts to consciously use an appropriate register • begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point…, when used, are mechanical and obvious • more frequent use of linguistic/ presentational devices e.g. repetition for effect
9-10	• 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	• presents persuasion and argument with a variety of reasons • evidence which may be drawn from personal experience and stimulus material is used to support argument • register mainly consistent formal with some attempt to control tone e.g. to be cajoling, indignant etc. • organised points with paragraphing marking some shift in argument and persuasion • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• 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	• advice and argument are starting to become more detailed with a clear awareness of alternative viewpoints and some second guessing • some sense of varying emphasis for effect with conscious use of a chosen tone e.g. confrontational or placatory • paragraphs are competently linked by content and language • confident use of devices such as anecdote in context and rhetorical questions • discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this … so …

Marks	Skills Descriptors	Content Descriptors
13-14	• 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 and phrasing	• detailed and well developed; starting to use and support argument and advice, though not always convincingly carried through • begins to anticipate and evaluate potential response • may use argument and counter-argument with competence • range of paragraph structures coherently linked • vocabulary range successfully reflects more sophisticated level of argument and attempt to influence reader • discursive markers are now coherently integrated
15-16	• 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	• advises and persuades successfully and convincingly; well informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt tone to manipulate reader • controls a range of means to gain emphasis (e.g. one-sentence paragraph) and demonstrate alternative points of view (e.g. anecdote, reference) • fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	• 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	• may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

Marks	Skills Descriptors	Content Descriptors
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • some monosyllabic words spelt correctly • occasional full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may use complex sentence with appropriate discourse markers e.g. because, on the other hand • commonly used words spelt correctly • general accuracy in use of more than full stops and commas
6-7	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and/or exclamations for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	• uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation	• clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout sections of speech • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate