



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English 3702

Specification A Paper 2F

Mark Scheme

2007 examination – November series

GCSE English 2007 November

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 a circle in the right-hand margin.

ANNOTATION OF SCRIPTS

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

The best kinds of comments are where a particular element of the descriptors is identified clearly and concisely. The point of making such comments is to allow subsequent readers to understand what you are identifying as positive achievement and where you are seeing material which gains credit. It is to share your marking process with those reading your

scripts later (Team Leaders, Assistant Principals, Principals, the Chief, Awarders, QCA, scrutineers etc.).

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

PROBLEMS

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

RUBRIC INFRINGEMENTS

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

RECORDING

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 2 Tier F

Section A: Reading

This Section covers the following Assessment Objectives:

AO2 reading (EN2)

Candidates are required to demonstrate their ability to:

- (i) read with insight and engagement making appropriate reference to texts and developing and sustaining interpretations of them
- (iv) select material appropriate to purpose, collate material from different sources, and make cross-references
- (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

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

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

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

Specification A Paper 2F Assessment Grid

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

SECTION A: READING

- 1 Compare the methods the poets use to create a strong effect on their readers in 'Limbo' (page 5) and **one** other poem from the Poems from Different Cultures.

Write about:

- the impact of each poem
- the methods each poet uses
- how these methods are similar
- how these methods are different.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some awareness of one or more texts 	1-6 marks	<ul style="list-style-type: none"> • some understanding of content of one or more poems • mention of strong effect e.g. makes me sad • simple statement on how the strong effect is conveyed
4-6 marks	<ul style="list-style-type: none"> • simple comment • reference to some detail • awareness of some aspects of presentation 		
7-9 marks	<ul style="list-style-type: none"> • some simple comment supported • reference to appropriate detail/ simple linkage • statement of some aspects of presentation 	7-12 marks	<ul style="list-style-type: none"> • accurate account of content of one or more relevant poems • identification of material to do with strong effect e.g. repetition • simple comment on some aspects of the methods the poets use to convey strong effect e.g. song, chorus
10-12 marks	<ul style="list-style-type: none"> • some simple extended comment • appropriate reference/use of quotation to support comment/ linkage • simple comment on some aspects of presentation 		
13-15 marks	<ul style="list-style-type: none"> • awareness of feeling(s), attitude(s), idea(s) • range of comment supported by textual details with some valid cross-reference • comment on effects achieved by writer 	13-18 marks	<ul style="list-style-type: none"> • some focus on strong effect in 'Limbo' and one other poem • comments on the impact of the methods on the reader e.g. the different uses of the word <i>stick</i> makes one think about both slavery and the limbo dance • relevant comparison of the methods and their strong effects on the reader e.g. rhythm, layout, shaping, repetition, patterning
16-18 marks	<ul style="list-style-type: none"> • understanding of feelings, attitudes, ideas • range of extended supported comment with some developed cross-reference • awareness of writers' techniques and purpose 		

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
19-21 marks	<ul style="list-style-type: none"> • appreciation of feelings, attitudes and ideas • effective use of textual detail with integrated cross-reference • understanding of a variety of writers' techniques 	19-27 marks	<ul style="list-style-type: none"> • examination and analysis of the strong effects created in two poems • examination and analysis of specific methods of creating strong effects • integrated comparative approach
22-24 marks	<ul style="list-style-type: none"> • exploration of and empathy with writers' feelings, attitudes, ideas • references integrated with argument and comparison • analysis of a variety of writers' techniques 		
25-27 marks	<ul style="list-style-type: none"> • consistent insight and convincing/imaginative interpretation • conceptualised comparative response • close textual analysis 		

- 2 Compare how a person's culture is shown to be important in 'Hurricane Hits England' (page 18) and in **one** other poem from the Poems from Different Cultures.

Write about:

- the cultures of the people in the poems
- ways in which the cultures are similar
- ways in which they are different
- the methods the poets use to present the cultures
- the methods the poets use to show that these cultures are important. (27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
0 marks	<ul style="list-style-type: none"> • nothing written 		
1-3 marks	<ul style="list-style-type: none"> • some awareness of one or more texts 	1-6 marks	<ul style="list-style-type: none"> • some understanding of content of one or more poems • mention of culture(s), e.g. refers to Caribbean/England • simple statement on the culture and/or importance e.g. homeland
4-6 marks	<ul style="list-style-type: none"> • simple comment • reference to some detail • awareness of some aspect of presentation 		
7-9 marks	<ul style="list-style-type: none"> • some simple comment supported • reference to appropriate detail/simple linkage • statement on some aspects of presentation 	7-12 marks	<ul style="list-style-type: none"> • accurate account of content of one or more relevant poems • identification of aspects of culture e.g. hurricane more common in Caribbean • simple comment on some aspect(s) of the methods poets use to show importance of a person's culture e.g. sounds, sights, memories, names
10-12 marks	<ul style="list-style-type: none"> • some simple extended comment • appropriate reference/use of quotation to support comment/ linkage • simple comment on some aspects of presentation 		
13-15 marks	<ul style="list-style-type: none"> • awareness of feeling(s), attitude(s), idea(s) • range of comment supported by textual details with some valid cross-reference • comment on effects achieved by writer 	13-18 marks	<ul style="list-style-type: none"> • some focus on the importance of a person's culture in 'Hurricane Hits England' and one other poem • comments on the methods poets use to show the importance of a person's culture e.g. questions, confusion, contact with past • relevant comparison of the methods used and the effects of these e.g. incantation, direct address, reflection
16-18 marks	<ul style="list-style-type: none"> • understanding of feelings, attitudes, ideas • range of extended supported comment with some developed cross-reference • awareness of writers' techniques and purpose 		

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
19-21 marks	<ul style="list-style-type: none"> • appreciation of feelings, attitudes and ideas • effective use of textual detail with integrated cross-reference • understanding of a variety of writers' techniques 	19-27 marks	<ul style="list-style-type: none"> • examination and analysis of importance of a person's culture e.g. notions of conflict, cultural ties, a homeland, adaptations to a different culture • examination and analysis of specific methods of showing this importance e.g. analysis of structure in 'Hurricane' • integrated comparative approach
22-24 marks	<ul style="list-style-type: none"> • exploration of and empathy with writer's feelings, attitudes, ideas • references integrated with argument and comparison • analysis of a variety of writers' techniques 		
25-27 marks	<ul style="list-style-type: none"> • consistent insight and convincing/imaginative interpretation • conceptualised comparative response • close textual analysis 		

Section B: Writing to Inform, Explain or Describe

Assessment Objectives

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

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

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

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

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

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 Inform the examiner about what you are really like.

Remember to:

- give a range of information about yourself
- use language to inform.

(27 marks)

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

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

AO3(iii) Sentence Structures, Punctuation and Spelling		
Marks	Skills Descriptors	Content Descriptors
1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly
2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way • simple words generally spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>; some use of modifiers • commonly used words spelt correctly • uses more than commas and full stops accurately
6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • constructions linked securely to discourse markers; may use parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) 	<ul style="list-style-type: none"> • clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs • accurate spelling • range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate

4 Explain what you intend to achieve in the next year and **explain** how you intend to achieve these things.

Remember to:

- think about the different things you intend to achieve in the next year
- explain what they are
- explain how you intend to succeed
- choose language to explain.

(27 marks)

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

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

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

AO3(iii) Sentence Structures, Punctuation and Spelling		
Marks	Skills Descriptors	Content Descriptors
1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly
2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way • simple words generally spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>; some use of modifiers • commonly used words spelt correctly • uses more than commas and full stops accurately
6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • constructions linked securely to discourse markers; may use parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) 	<ul style="list-style-type: none"> • clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs • accurate spelling • range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate

5 Describe the view from your bedroom window.

Remember to:

- imagine you are standing at your bedroom window
- describe the different things you can see
- choose language to describe.

(27 marks)

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

Marks	Skills Descriptors	Content Descriptors
9-10	<ul style="list-style-type: none"> conscious attempt to suit the needs of purpose and audience and begins to engage reader's response clear, if mechanical, paragraphing with more conscious use of vocabulary for effect 	<ul style="list-style-type: none"> clear focus on view evidence of description of a range of features likely to describe in detail various aspects of the view description is logically sequenced with paragraphs usually marking shift in focus begins to interest reader through vocabulary choices
11-12	<ul style="list-style-type: none"> clear identification with purpose and audience; begins to sustain reader's response evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect 	<ul style="list-style-type: none"> more evidence of selection of detail for description of view description likely to cover a range of aspects e.g. atmosphere control of parallel structure, shaping, links, modifiers will be competent where used paragraphs are competently linked by content and language discursive markers are becoming more integrated and are used to enhance the organisation of the description
13-14	<ul style="list-style-type: none"> form, content and style are generally matched to purpose and audience well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> detailed and well developed description of view begins to anticipate and respond to potential audience response may selectively use a range of devices/approaches to provide variety and sustain reader's interest e.g. sentence variation, similes range of paragraph structures coherently linked discursive markers are now coherently integrated varied vocabulary used effectively in description
15-16	<ul style="list-style-type: none"> form, content and style are consistently matched to purpose and audience coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting 	<ul style="list-style-type: none"> cogent focus on the view with a wide range of interesting description growing subtlety of purpose and ability to manipulate reader's response structured and developed using a range of means to convey the view effectively fluent control of range of devices and discursive markers extensive vocabulary range

17-18	<ul style="list-style-type: none"> • form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices 	<ul style="list-style-type: none"> • strong personal style • may use satire, irony, humour etc. but always fittingly and in context • demonstrates the ability to integrate a range of complex details • discursive markers and a range of stylistic techniques are integrated seamlessly • may use some inventive structural and/or linguistic devices
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AO3(iii) Sentence Structures, Punctuation and Spelling		
Marks	Skills Descriptors	Content Descriptors
1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly
2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way • simple words generally spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may link complex sentences with appropriate discourse markers, e.g. <i>because</i>, <i>another reason for</i>; some use of modifiers • commonly used words spelt correctly • uses more than commas and full stops accurately
6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • constructions linked securely to discourse markers; may use parallel constructions, syntactical list, adjectives, adverbs, minor sentences, for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	<ul style="list-style-type: none"> • uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) 	<ul style="list-style-type: none"> • clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs • accurate spelling • range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate

- 6 Your local council is planning to develop a Youth Centre in your area. Write a letter to the leader of the council. **Explain** why a Youth Centre is a good idea and give **information** about the facilities and events you would like to have.

Remember to:

- explain why a Youth Centre is a good idea
- inform the council what facilities and events you would like to have
- write a letter
- use language to inform and explain
- use language for the leader of the council to read.

(27 marks)

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

Marks	Skills Descriptors	Content Descriptors
9-10	<ul style="list-style-type: none"> • conscious attempt to suit the needs of purpose and audience and begins to engage reader's response • clear, if mechanical, paragraphing with more conscious use of vocabulary for effect 	<ul style="list-style-type: none"> • clear focus on Youth Centre • evidence of a variety of explanations and information • likely to outline aspects of Youth Centre in detail in the letter • detail is logically sequenced with paragraphs usually marking shift in focus • begins to interest reader through vocabulary choices
11-12	<ul style="list-style-type: none"> • clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect 	<ul style="list-style-type: none"> • more evidence of selection of material to explain and inform • explanation and information likely to cover a range of aspects • control of formal letter form; register will be competent • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the explanation and information
13-14	<ul style="list-style-type: none"> • form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> • detailed and well developed explanation of reasons and information about facilities and events • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest appropriate to formal letter • range of paragraph structures coherently linked • discursive markers are now coherently integrated • varied vocabulary used effectively in explanation and information

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

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