



**General Certificate of Secondary Education
June 2010**

English

3702/2F

Specification A

Foundation Tier

Post-Standardisation

Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Set and published by the Assessment and Qualifications Alliance.

GCSE English 2010 June

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 ranges 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 range 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 range. **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.

Poems from the Literature section are not eligible. Put a red line through such material. An answer on two Literature poems gains 0 marks. If there is one English poem, count the answer as having dealt with one poem.

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 2010

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

01 What methods does the poet use to present feelings in 'Limbo' (page 5)?

Compare these with the ways feelings are presented in **one** other poem of your choice from the Poems from Different Cultures section of your *Anthology*.

Write about:

- the feelings presented in 'Limbo'
- how the poet presents these feelings to you
- the feelings presented in the poem of your choice
- how the poet presents these feelings to you
- similarities and differences in the ways the feelings are presented.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	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 'Limbo' and/or one other poem • simple statement on feelings e.g. the slaves are unhappy • simple awareness of presentation
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 'Limbo' and/or one other relevant poem • identification of aspects of feelings e.g. the slaves are sad and under threat from their masters • simple comment on effects e.g. the repetition makes us realise how often they were beaten
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 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	Statements
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 feelings in 'Limbo' and one other poem comments on the methods used to present feelings e.g. the repeated use of 'limbo' makes us realise how the game reminds them of their state between places relevant comparison of the methods of presenting feelings e.g. imagery, vocabulary, chorus
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 purposes 		
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 methods of presenting feelings in both poems examination and analysis of specific effects demonstrating sound understanding of authorial purpose e.g. examination of the varying rhythms integrated comparative approach, analysing and developing own response
22-24 marks	<ul style="list-style-type: none"> exploration of and empathy with writers' feelings, attitudes and ideas references integrated with argument and comparison analysis of variety of writers' techniques 		
25-27 marks	<ul style="list-style-type: none"> conceptualised comparative response consistent insight and convincing/imaginative interpretation close textual analysis 		

- 02** Compare the ways feelings about identity are presented in 'Presents from my Aunts in Pakistan' (pages 16 and 17) with the ways feelings about identity are presented in **one** other poem of your choice from the Poems from Different Cultures section of your *Anthology*.

Write about:

- the feelings about identity that are shown in 'Presents from my Aunts in Pakistan'
- the methods the poet uses to present these feelings
- the feelings about identity that are shown in the poem of your choice
- the methods the poet uses to present these feelings
- similarities and differences between the methods used.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	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 presentation • simple statement on identity
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 the kind(s) of presentation • generalisation about identity • simple comment on some aspect(s) of presentation e.g. people, places, atmosphere
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 feelings about identity in 'Presents' and one other poem • comments on the methods of presentation • relevant comparison of the uses of methods of presenting feelings about identity e.g. atmosphere, exotic places, contrasts in people, place, establishment of mood, tone, ideas
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 purposes 		

Skills Descriptors		Content Descriptors	
Mark Range	Statements	Mark Range	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 feelings about identity in two poems • examination and analysis of specific methods of presentation • integrated comparative approach, analysing and developing own response
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"> • conceptualised comparative response • consistent insight and convincing/imaginative interpretation • close textual analysis 		

Section B: Writing to Inform, Explain or Describe

Assessment Objectives

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

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

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

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

For each question, examiners are to record one mark out of 18 for AO3 (i) and (ii) combined and a **separate** mark out of 9 for AO3 (iii). The total available mark for Section B questions is therefore 27.

For AO3 (i)/(ii), assess answers in terms of the levels below, i.e. the Communication and Organisation descriptors. For AO3 (iii), use the separate set of levels which follow. Place the marks in the margin at the end of the answer, with the AO3 (i)/(ii) total above the AO3 (iii) total, 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 range, 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 range the mark should be. Remember that to be placed in a particular range 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.

- 03** Write a letter to your local councillor **informing** him or her of your views about something that concerns people in the area in which you live.

Remember to:

- write a letter
- inform your local councillor
- choose a suitable subject to write about.

(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 subject of concern • an indication of awareness of need to inform • may express personal feelings about what should be done 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 subject of concern • some awareness of need to inform, demonstrated by selection of points, though likely to be underdeveloped • may show awareness of audience by use of second person • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using connectives • more evidence of vocabulary selected to inform about concern; 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 subject of concern with more developed points • may be mainly anecdotal and/or narrative in approach though clearly intended to inform • may use simple rhetorical devices to interest reader • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary

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 subject of concern with some range of information • likely to outline in detail various aspects of subject of local concern • likely to maintain awareness of councillor audience throughout • information is logically sequenced with paragraphs usually marking shift in focus • begins to convey feelings about what should be done, 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 points to inform about subject of local concern • information likely to cover a range of aspects • may address reader directly • control of question/answer approach, anecdote in context, emphasis etc. will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the information
13-14	<ul style="list-style-type: none"> • form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> • detailed and well developed with clear outline of subject of local concern and examples to support points • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest • range of paragraph structures coherently linked • discursive markers are now coherently integrated • technical vocabulary used effectively where appropriate
15-16	<ul style="list-style-type: none"> • form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting 	<ul style="list-style-type: none"> • cogent focus on subject of local concern 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 councillor about subject of local concern • 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 complex details from range of aspects of subject of local concern• discursive markers and a range of stylistic techniques are integrated into whole seamlessly• may use some inventive structural and/or linguistic devices

AO3(iii) Sentence Structures, Punctuation and Spelling		
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 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. some use of modifiers commonly used words spelt correctly general accuracy in use of more than full stops and commas
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

04 Explain why you like or dislike celebrities.

Remember to:

- use language that helps you to explain
- give a range of reasons to explain why you like or dislike them.

(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 celebrities • an indication of awareness of need to explain why they are liked or disliked • uses appropriate words to explain e.g. because • may express simple 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 celebrities • some awareness of need to explain like or dislike demonstrated by selection of points, though likely to be underdeveloped • may show awareness of purpose by use of first person • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using connectives e.g. I admire him because ... • more evidence of vocabulary selected to show attractions of subject; 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 celebrities and like or dislike with more developed points • may be mainly anecdotal and/or narrative in approach though clearly intended to explain • may use simple rhetorical devices to interest reader • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary

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 celebrities and like or dislike • evidence of a variety of explanations • likely to describe in detail various reasons for liking or disliking • information is logically sequenced with paragraphs usually marking shift in focus • begins to convey engagement with the topic through vocabulary choices
11-12	<ul style="list-style-type: none"> • clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect 	<ul style="list-style-type: none"> • more evidence of selection of material for explanation • explanations likely to cover a range of aspects of liking or disliking • control of anecdote in context, emphasis etc. will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation
13-14	<ul style="list-style-type: none"> • form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> • detailed and well developed with clear outline and examples to support explanations of liking or disliking • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest e.g. rhetorical questions, anecdote, emotive language etc. • range of paragraph structures coherently linked • discursive markers are now coherently integrated • varied vocabulary used effectively
15-16	<ul style="list-style-type: none"> • form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting 	<ul style="list-style-type: none"> • cogent focus on celebrities with wide range of interesting explanations of like or dislike • 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 into whole 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 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. 'because', 'another reason for'; some use of modifiers • commonly used words spelt correctly • general accuracy in use of more than full stops and commas
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

05 Describe a day from your childhood.

Remember to:

- write 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 reference to childhood experience • an indication of awareness of need to describe; uses appropriate adjectives • may express personal feelings about the day from childhood • 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 day from childhood • some awareness of need to describe demonstrated by selection of aspects of day 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 the day from childhood; 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 day from childhood with more developed description • may be anecdotal and/or narrative in approach though clearly intended to be descriptive • may use simple rhetorical devices to interest reader • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary
9-10	<ul style="list-style-type: none"> • conscious attempt to suit the needs of purpose and audience and begins to engage reader's response • clear, if mechanical, paragraphing with more conscious use of vocabulary for effect 	<ul style="list-style-type: none"> • clear focus on day from childhood • evidence of description of a range of features • likely to describe in detail various aspects of the day from childhood • description is logically sequenced with paragraphs usually marking shift in focus • begins to convey enthusiasm for subject 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 detail for interest and sequencing of description of day from childhood • 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 with clear outline and examples to build description of day from childhood • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest e.g. sentence variation, parallelism • range of paragraph structures coherently linked • discursive markers are now coherently integrated • wide vocabulary used effectively
15-16	<ul style="list-style-type: none"> • form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting 	<ul style="list-style-type: none"> • cogent focus on the day from childhood 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 day from childhood 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

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 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; some use of modifiers commonly used words spelt correctly general accuracy in use of more than full stops and commas
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

- 06** Write an article for a magazine or website **informing** your readers about the charity or charities which you think they should support and **explaining** why you think they should give their support.

Remember to:

- write an article
- give information about the charity or charities
- explain why you think the charity or charities deserve support.

(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 charity/charities • an indication of awareness of need to inform and explain • may express personal feelings about charity but with little relevant detail • order of ideas can be followed by reader
5-6	<ul style="list-style-type: none"> • clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> • makes some linked points • some awareness of need to inform and explain demonstrated by selection of aspects of charity and why it should be supported, though likely to be underdeveloped • may show awareness of audience by use of first person explanation • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using connectives e.g. because ... • more evidence of vocabulary selected to show information and reasons; 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 informing about charity with more developed explanation of reasons for support • may be mainly anecdotal and/or narrative in approach though clearly intended to inform and explain • 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 charity with some range of developed explanation of reasons for support • likely to inform about aspects of charity • information and explanation are logically sequenced with paragraphs usually marking shift in focus • begins to convey enthusiasm for subject through vocabulary choices
11-12	<ul style="list-style-type: none"> • clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect 	<ul style="list-style-type: none"> • more evidence of selection of informative detail and explanation • information likely to cover a range of aspects of charity or charities • may address reader directly and effectively • explanation clearly offered with a range of reasons for support • control of alternative structure, e.g. narrative, will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the information and explanation
13-14	<ul style="list-style-type: none"> • form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> • detailed and well developed with clear information and explanation • begins to anticipate and respond to potential audience response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest • range of paragraph structures coherently linked • discursive markers are now coherently integrated • wide vocabulary used effectively

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 charity and reasons for support with wide range of interesting detail • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to provide explanations of reasons for support • 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 integrated into whole 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. 'because', 'another reason for'; some use of modifiers commonly used words spelt correctly general accuracy in use of more than full stops and commas
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