General Certificate of Secondary Education
June 2010

English **3702/1F**

Specification A

Foundation Tier

Post-Standardisation

Mark Scheme
v2

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

GCSE English 2010

Paper 1 Tier F Mark Scheme

INTRODUCTION

Examiners will be expected to read the scripts in their allocation carefully and to make every effort to look positively for achievement throughout the ability range. They will be expected to annotate the scripts in order to show subsequent readers what evidence they have found for the achievement of the particular descriptors in the mark 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 G. However, it is quite possible that on an individual essay or component candidates may perform above grade C.

DECIDING ON A MARK

Examiners must use the full range of marks. Work exhibiting the highest skills should be considered for full marks.

Marking throughout must be on a 'best-fit' principle. Where there are both strengths and weaknesses in a particular answer, examiners should consider carefully which 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, circled in the right-hand margin.

ANNOTATION OF SCRIPTS

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

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

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

In addition to recording the mark for a question at the end of the answer, examiners must also fill in the marks on the front cover of the answer booklet.

The grid on the front of the answer booklet should look like this:

01	2
02	2
03	4
04	5
05	5
08	9
	4

Then put the total mark for the paper in the box on the top right hand corner called 'For Office Use Only'.

Please make sure that you add your initials underneath the total for the paper.

GCSE English 2010

Paper 1 Tier F

Section A: Reading

This section covers the following Assessment Objectives:

AO2 *Reading (En2)*

Candidates are required to demonstrate their ability to:

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

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

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

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

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

Assessment Objectives	01	02	03	04	05
(i)	✔	✔	✔	✔	✔
(ii)			✔		
(iii)		✔			
(iv)	✔	✔	✔	✔	✔
(v)				✔	✔

Read **Item 1**, the website page *Votes at 16.*

01   Select and write down the names of **two** organisations which want the voting age lowered to 16.

Give 1 mark to each of up to 2 of the following:

- British Youth Council
- Children's Rights Alliance for England
- Electoral Reform Society
- National Youth Agency
- UK Youth Parliament
- Votes at 16 group   *(2 marks)*

02   What do the writers of this page want people to do, and how do they want them to do it?   *(6 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing relevant written	Possible points:
1 mark 'some simple comment'	• some simple comment • some reference to what writers want people to do	• support the Votes at 16 campaign • email the Minister • tell the PM what they think • get involved
2-3 marks 'attempts to engage'	• some identification of what writers want people to do • some comment on how they want people to do it • attempts to engage with task	• pledge support / get active • visit the Votes at 16 website • sign the petition on the PM's website • obtain campaign materials
4-5 marks 'clear'	• structured response • clear understanding of purpose • makes a variety of points	
6 marks 'detailed/ shaped and absorbed'	• full understanding • detailed and conceptualised response • material fully absorbed and shaped for purpose	

03   Choose and write down **two** facts in **Item 1** which you think are important. Then

explain why you think each one is important.

Give 1 mark each for up to 2 facts:

Accept any clear facts, such as:

- 16 year olds can join the army
- 16 year olds can pay taxes
- The Minister has responsibility for Votes at 16
- BYC is part of a Coalition
- The organisations listed in paragraph 6 are members of the Coalition
- The website to vote at is http://petitions.pm.gov.uk/votesatageof16
- BYC's email address is campaigns@byc.org.uk
- In Scotland people can marry at 16

Then give 1 mark for each of two sensible explanations. For example:

- It informs about what 16 year olds can do
- It shows who has responsibility
- It makes clear the organizations involved
- It gives clear instructions on how to sign the petition
- It provides email addresses to make action easy *(4 marks)*

04 Write about how the language and layout of **Item 1** help to achieve its purpose.
(6 marks)

Marks	Skills Descriptors	Content Descriptors
0	• nothing relevant written	Possible points:
1 mark 'some simple comment'	• some simple comment • mention of language feature • mention of layout feature	Purposes: • persuade to take action • involve in campaign
2-3 marks 'attempts to engage'	• mention of purpose • identification of some language feature(s) • identification of some layout feature(s) • attempts to engage with task	• give information Language: • involvement through questions • rhetorical question • exclamation
4-5 marks **'clear attempt'**	• structured response • links language features to purpose • links layout features to purpose • makes a variety of points	• direct address of second person • commands • informality of its use of inclusive **we** • informality of PM Layout:
6 marks **'detailed/ shaped and absorbed'**	• full understanding • detailed and conceptualised response • material fully absorbed and shaped for purpose	• pictures • smiling faces • multi-ethnic young people • colour • tabloid paragraphs • logo

Now look at **Item 2 and Item 3** – the two posters about votes for women.

05   Compare the ways in which the designers of the two posters tried to persuade people that women should have the vote.

Write about:

- the pictures
- the colours
- the words that are used
- what the words look like on the page.   *(9 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing relevant written	Possible points:
1-2 marks 'some simple comment'	• some simple supported comment and comparison • mainly narrative description • refers to some appropriate detail • some reference to language and design	Pictures: • One large; one segmented into 10 • Image of young strong woman • Natural background • Cartoon style images in item 2
3-4 marks 'attempts to engage'	• some extended supported comment and comparison • unstructured response • some identification of main features • attempts to engage with language and design	• Positive women in item 2 • Negative men in item 2 • Heraldic style in item 2
5-7 marks 'clear and effective attempt'	• clear and effective attempt to engage with language and design devices • structured response • selects and compares using some appropriate terminology • a variety of examples given with clear attempt to explain how they are used	Colour: • Restrained • Suffragette colours • Little coats of arms • Visual variety and stimulus Words that are used: • Very little
8-9 marks 'detailed/ shaped and absorbed'	• a full understanding of what is being asked • material fully absorbed and shaped for purpose • references integrated into argument with a convincing use of media terminology • a detailed and conceptualised response which explains use of language and design and compares	• All captions • Alliteration • Exclamation (joke?) • Ambiguity of 1d in item 3 • Stereotypes • Neat parallels What the words look like: • Old-fashioned (now) capitals • Ancient style • Mix of upper and lower case for Men • Upper case Ws and Vs

Specification A Paper 1, Foundation, Section B: Writing to Argue, Persuade or Advise

Assessment Objectives

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

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

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

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

For each question, examiners are to record one mark out of 18 for AO3 (i) and (ii) combined and a **separate** mark out of 9 for AO3 (iii). The total available 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. Note that two marks will be awarded.

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

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

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

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

06 The writer of a letter to your local newspaper argued that schools should give more time to vocational and practical subjects.

Reply where you **argue** for *or* against this view.

Remember to:

- write a letter to your local newspaper
- argue for or against
- give reasons for your opinions
- choose language to argue a case. *(27 marks)*

	AO3 (i)/(ii) Communication and Organisation	
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct reference to a letter to a local paper • an indication of awareness of need for formality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into a letter
5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• a number of arguments put forward • uses isolated points from stimulus material or copies some points in detail • shows awareness of wide audience at different points either by use of second person or by occasional use of a more formal register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using causal connectives e.g. because, so • occasional attempt to use linguistic/ presentational devices e.g. repetition, capitals, bold
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• linked arguments put forward which may be developed in a generalised way • addresses wide audience directly and/or starts consciously to use a more formal register, though still evidence of colloquial language • begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point …, where used, are mechanical and obvious • more frequent use of linguistic/presentational devices e.g. repetition for effect

	AO3 (i)/(ii) Communication and Organisation	
Marks	**Skills Descriptors**	**Content Descriptors**
9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response • clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• presents argument with a variety of reasons • evidence which may be drawn from personal experience and stimulus material may be used to support argument • register almost wholly formal with some attempt to control tone e.g. to be judgemental, indignant etc. • organised points with paragraphing marking some shift in argument • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• argument is starting to become more detailed with a clear awareness of alternative viewpoints and some second guessing • some sense of varying emphasis for effect with conscious use of a chosen tone e.g. confrontational or placatory • paragraphs are competently linked by content and language • confident use of devices such as anecdote in context and rhetorical questions • discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this… , consequently …
13-14	• form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing	• detailed and well developed; starting to use and support abstract argument, though not always convincingly carried through • begins to anticipate and evaluate potential audience response • may use argument and counter-argument with competence • range of paragraph structures coherently linked • vocabulary range successfully reflects more sophisticated level of argument and attempt to influence reader • discursive markers are now coherently integrated
15-16	• form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	• argues successfully and convincingly; well informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt tone to manipulate reader • controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate alternative points of view (e.g. anecdote, reference) • fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices	• may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Marks	**Skills Descriptors**	**Content Descriptors**
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • simple words spelt correctly • occasional full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may use complex sentences with appropriate discourse markers e.g. *because, on the other hand* • commonly used words spelt correctly • general accuracy in use of more than capital letters and full stops
6-7	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and/or exclamations for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	• uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation	• clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

07   Write a letter to a local employer **persuading** him or her to give you a job for the summer holidays.

Write about:

- what sort of job you want
- why you want that job
- why you would be a good person to employ.

Remember to

- use formal language
- choose language to persuade.   *(27 marks)*

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

Marks	Skills Descriptors	Content Descriptors
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• linked material which may be developed in a generalised way • addresses adult audience directly and/or starts consciously to use a more appropriate register, with evidence of colloquial language • begins to use rhetorical devices; for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point…, where used, are mechanical and obvious • more frequent use of linguistic/presentational devices e.g. repetition for effect
9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response • clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• persuades by variety of means • evidence which may be drawn from personal experience and stimulus material used to persuade • register mainly appropriate with some attempt to control tone e.g. to be persuasive, funny, serious, etc. • organised points with paragraphing marking some stages of persuasion • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• persuasion is starting to become more detailed with a clear awareness of the features likely to persuade business people • some sense of varying emphasis for effect with conscious use of a chosen tone • paragraphs are competently linked by content and language • confident use of devices such as anecdote in context and rhetorical questions • discursive markers are becoming more integrated and are used to persuade
13-14	• form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing	• detailed and well developed; starting to use and support persuasion though not always convincingly carried through • begins to anticipate and evaluate potential audience response • may use variety of rhetorical devices with competence • range of persuasive points coherently linked • vocabulary range successfully reflects more sophisticated level of persuasion and attempt to influence reader • discursive markers are now coherently integrated
15-16	• form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	• persuades successfully and convincingly; well informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt tone to manipulate reader • controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate variety of possible consequences • fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices	• may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of persuasive techniques • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

	AO3 (iii) Sentence Structures, Punctuation and Spelling	
Marks	**Skills Descriptors**	**Content Descriptors**
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • simple words spelt correctly • occasional full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may use complex sentences with appropriate discourse markers e.g. *because, on the other hand* • commonly used words spelt correctly • general accuracy in use of more than capital letters and full stops
6-7	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and/or exclamations for effect • generally secure spelling of irregular, latinate, complex words • generally accurate in sentence demarcation, use of commas, question marks etc.
8-9	• uses full range of appropriate sentence structures • achieves a high level of technical accuracy in spelling • achieves a high level of technical accuracy in punctuation	• clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout sections of speech • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

08   Write an article for a teenage magazine **advising** readers how to improve their lives.

Write about:

- what sort of improvements are desirable
- what sort of improvements are possible
- what effects the improvements might have.

Remember to:

- write an article
- choose language to advise.

(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct references to giving advice to young people about how to improve their lives • an indication of awareness of need for formality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into article for a teenage magazine
5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• a number of points made • uses selected points from stimulus material or copies some points in detail • shows awareness of general audience at different points in the article either by use of second person or by occasional use of a more appropriate register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using causal connectives e.g. because, so • occasional attempt to use linguistic/presentational devices e.g. repetition, capitals, bold
Marks	**Skills Descriptors**	**Content Descriptors**
7-8	• sustained awareness of purpose and audience	• linked advice put forward which may be developed in a generalised way

Marks	Skills Descriptors	Content Descriptors
		• addresses general audience directly and/or starts consciously to use a more formal register, plus evidence of colloquial language
		• begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively
	• more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• discursive markers e.g. the first point …, where used, are mechanical and obvious
		• more frequent use of linguistic/presentational devices e.g. repetition for effect
9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response	• presents advice with a variety of reasons
		• evidence which may be drawn from personal experience and stimulus material is used to support argument
	• clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• register almost wholly formal with some attempt to control tone
		• organised points with paragraphing marking some stages in advice
		• more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• clear identification with purpose and audience; begins to sustain reader's response	• advice is starting to become more detailed with a clear awareness of the type of advice which would be helpful
		• some sense of varying emphasis for effect with conscious use of a chosen tone
		• confident use of devices such as anecdote in context and rhetorical questions
	• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• paragraphs are competently linked by content and language
		• discursive markers are becoming more integrated and are used to enhance the advice; may mark both cause and effect e.g. as a result of this… , consequently…
13-14	• form, content and style are generally matched to purpose and audience	• detailed and well-developed; starting to use and support advice, though not always convincingly carried through
		• begins to anticipate and evaluate potential response of the readership
		• may use conditional(s) with competence
	• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice	• range of paragraph structures coherently linked
		• vocabulary range successfully reflects more sophisticated level of advice and attempt to influence teenagers
		• discursive markers are now coherently integrated
15-16	• form, content and style are consistently matched to purpose and audience	• advises successfully and convincingly; well informed, drawing on a range of sources
		• growing subtlety of purpose and ability to adapt tone to manipulate reader
	• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	• controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate possible consequences
		• fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective	• may use exaggeration, irony etc. but always fittingly and in context
		• demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources
	• controlled and sustained crafting with highly effective and delightful vocabulary choices	• discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively
		• may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Marks	**Skills Descriptors**	**Content Descriptors**

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

09   Write a speech for a radio programme in which you **argue** that 16 year olds should be allowed to vote, **persuading** listeners that this would be of benefit to everybody.

Write about:

- the reasons why 16 year olds should have the vote
- the reasons why listeners should support this.

Remember to:

- choose language to argue
- choose language to persuade. *(27 marks)*

AO3 (i)/(ii) Communication and Organisation		
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct reference to the subject of teenagers being allowed to vote • an indication of awareness of need for formality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into format appropriate for a speech
5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• a number of arguments put forward along with some persuasion • uses isolated points from stimulus material or copies some points in detail • shows awareness of the issues involved and wider audience at different points either by use of second person or by occasional use of a more formal register • may demonstrate occasional attempt to paragraph though likely to be random • some attempt to link ideas using causal connectives e.g. because, so • occasional attempt to use linguistic/ presentational devices e.g. repetition, capitals, bold
Marks	**Skills Descriptors**	**Content Descriptors**
7-8	• sustained awareness of purpose and audience	• linked arguments put forward which may be developed in a generalised way and an attempt to argue and persuade

Marks	Skills Descriptors	Content Descriptors
	• more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• addresses audience directly and/or starts to consciously use an appropriate register • begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point …, where used, are mechanical and obvious • more frequent use of linguistic/presentational devices e.g. repetition for effect
9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response • clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• presents persuasion and argument with a variety of reasons • evidence which may be drawn from personal experience and stimulus material is used to support argument • register mainly consistent formal with some attempt to control tone e.g. to be cajoling, indignant etc • organised points with paragraphing marking some shift in argument and persuasion • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• persuasion and argument are starting to become more detailed with a clear awareness of alternative viewpoints and some second guessing • some sense of varying emphasis for effect with conscious use of a chosen tone e.g. confrontational or placatory • confident use of devices such as anecdote in context and rhetorical questions • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this ….. so …..
13-14	• form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing	• detailed and well developed; starting to use and support argument and persuasion, though not always convincingly carried through • begins to anticipate and evaluate potential response • may use argument and counter-argument with competence • range of paragraph structures coherently linked • vocabulary range successfully reflects more sophisticated level of argument and persuasion and attempt to influence reader • discursive markers are now coherently integrated

Marks	Skills Descriptors	Content Descriptors
15-16	• form, content and style are consistently matched to purpose	• argues and persuades successfully and convincingly; well-informed, drawing on a

		and audience		range of sources
			•	growing subtlety of purpose and ability to adapt tone to manipulate reader
	•	coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	•	controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate alternative points of view (e.g. anecdote, reference)
			•	fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	•	form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective	•	may use satire, irony etc. but always fittingly and in context
			•	demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources
	•	controlled and sustained crafting with highly effective and delightful vocabulary choices	•	discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively
			•	may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		

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