GCSE 2004
June Series

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark Scheme (Original Version)

English Specification A
(3702/2H)

Centres may be aware that the original version of these examination papers were subject to a security breach, and had to be replaced. This is the mark scheme for the original version of this component.

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 2004

Paper 2 Tier H Mark Scheme (Original Version)

INTRODUCTION

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

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

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

TIER H

On Tier H, the questions are targeted at Grades A* to D. However, it is quite possible that on an individual essay or component candidates may perform below grade D and so there are also descriptors for grades below D.

DECIDING ON A MARK

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

Marking throughout must be on a 'best-fit' principle. Where there are both strengths and weaknesses in a particular answer, examiners should consider carefully which band is the best fit for the performance overall.

The descriptors are an attempt to guide examiners to an understanding of the qualities normally expected of, or 'typical' of, work in the band. **They must not be interpreted as hurdle statements**.

Once the mark has been decided upon, by the identification in the body of the script where the descriptor has been met, then the mark should be placed, 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 (or 'balcony' marking, etc.) just keep numbering through.

PROBLEMS

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

RUBRIC INFRINGEMENTS

There may well be a few candidates who answer the wrong number of questions. If so, mark them all and count the highest score for the three 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 total marks for each Section on the front cover of the answer booklet. A mark must be entered for Section A and Section B. There will be two marks to be placed alongside the question number, one above the other. These should then be totalled, with the total mark placed in a circle and two marks for Section B: the first for AO3(i)/(ii), and the second for AO3(iii) underneath it.

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

2	8
4	9
	5

Then put the total for the paper in the box on the top right hand corner of the cover marked 'For Office Use Only'. Put your initials next to this total.

GCSE English 2004

Paper 2 Tier H

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 Higher Tier targets Grades D to A*, 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 D to A*) is 13 - 27 for each question in Section A. Each of the questions in Section A is marked out of 27.

Specification A Paper 2 H Assessment Grids

Section A Reading

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

SECTION A: READING

1   Compare the way poets reveal feelings in *Nothing's Changed* (page 6) and **one** other poem.

(*27 marks*)

Skills Descriptors		Content Descriptors	
Mark Band	**Statements**	**Mark Band**	**Statements**
0 marks	• nothing written		
1-3 marks (notional U)	• some awareness of one or more texts	**1-6 marks**	• some understanding of content of one or more poems • mention of feeling(s) • simple statement on language/method
4-6 marks (notional G)	• simple comment • reference to some detail • awareness of some aspect of presentation		
7-9 marks (notional F)	• some simple comment supported • reference to appropriate detail • statement on some aspects of presentation	**7-12 marks**	• accurate account of content of one or more relevant poems • identification of aspects of feelings • simple comment on some aspects/examples of language/methods
10-12 marks (notional E)	• extended unsupported comment • appropriate reference/use of quotation • simple comment on some aspects of presentation		
13-15 marks (notional D)	• awareness of feeling(s), attitude(s), idea(s) • range of comment supported by textual details with simple cross reference • comment on effects achieved by writer	**13-18 marks**	• some focus on feelings in two poems and presentation of them • comments on methods of revealing feelings by means of detail from the poems • relevant comparison of methods of presentation/language and their effects
16-18 marks (notional C)	• understanding of feelings, attitudes, ideas • range of extended supported comment with some cross reference • awareness of writer's techniques and purpose		

Skills Descriptors		Content Descriptors	
Mark Band	**Statements**	**Mark Band**	**Statements**
19-21 marks (notional B)	• 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**	• examination and analysis of methods of presenting feelings in two poems • examination and analysis of specific methods of presentation/specific uses of language, demonstrating their effects and effectiveness • integrated comparative approach, analysing and developing own response
22-24 marks (notional A)	• exploration of and empathy with writers' feelings, attitudes and ideas • references integrated with argument and comparison • analysis of a variety of writers' techniques		
25-27 marks (notional A*)	• consistent insight and convincing/ imaginative interpretation • conceptualised comparative response • close textual analysis		

2   Compare the ways the poets suggest that belonging to a particular culture or cultures is important in *Presents from My Aunts in Pakistan* (pages 16 and 17) and **one** other poem.

                                                        (*27 marks*)

Skills Descriptors		Content Descriptors	
Mark Band	**Statements**	**Mark Band**	**Statements**
0 marks	• nothing written		
1-3 marks (notional U)	• some awareness of one or more texts	**1-6 marks**	• some understanding of content of one or more poems • mention of belonging • simple statement on language/method • simple statement of own response to poem/s
4-6 marks (notional G)	• simple comment • reference to some detail • awareness of some aspect of presentation		
7-9 marks (notional F)	• some simple comment supported • reference to appropriate detail • statement on some aspects of presentation	**7-12 marks**	• accurate account of content of one or more relevant poems • identification of aspects of belonging to a culture • simple comment on some aspects/examples of language/methods
10-12 marks (notional E)	• extended unsupported comment • appropriate reference/use of quotation • simple comment on some aspects of presentation		
13-15 marks (notional D)	• awareness of feeling(s), attitude(s), idea(s) • range of comment supported by textual details with simple cross reference • comment on effects achieved by writer	**13-18 marks**	• some focus on belonging to culture in two poems and presentation of this • comments on methods used to present importance of belonging to culture by means of detail from the poems • relevant comparison of methods of presentation/language and their effects
16-18 marks (notional C)	• understanding of feelings, attitudes, ideas • range of extended supported comment with some cross reference • awareness of writer's techniques and purpose		

Skills Descriptors		Content Descriptors	
Mark Band	**Statements**	**Mark Band**	**Statements**
19-21 marks (notional B)	• 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**	• examination and analysis of the importance of belonging to culture in two poems • examination and analysis of specific methods of presentation/specific uses of language, demonstrating their effects and effectiveness • integrated comparative approach, analysing and developing own response
22-24 marks (notional A)	• exploration of and empathy with writers' feelings, attitudes and ideas • references integrated with argument and comparison • analysis of a variety of writers' techniques		
25-27 marks (notional A*)	• consistent insight and convincing/ imaginative interpretation • conceptualised comparative response • close textual analysis		

SECTION B: WRITING TO INFORM, EXPLAIN OR DESCRIBE

Assessment Objectives

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

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

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

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

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

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.

Put the marks in the margin at the end of the answer. Put the mark for AO3(i)/(ii) first; then put the mark for AO3(iii) underneath it.

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

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

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

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

3   Write a letter to a teachers' magazine in which you **inform** teachers about what life is really like for people of your age.   (*27 marks*)

AO 3 (i)/(ii) Communication and Organisation		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
Notional G 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 life for people of own age • an indication of awareness of need to show it is interesting: uses appropriate adjectives e.g. great • may express personal feelings about what life is like but with little relevant detail • order of ideas can be followed by reader
Notional F 5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• makes some linked points about what life is really like • some awareness of need to inform demonstrated by selection of points, though likely to be underdeveloped • may show awareness of need for letter to teachers' magazine • 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
Notional E 7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• clearer focus on life for people own age with more developed points • may be mainly anecdotal and/or narrative in approach though clearly intended to inform • some evidence of choices for teacher audience • may use simple rhetorical devices to interest reader e.g. Have you ever …? • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary
Notional D 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	• clear focus on life for people own age with some range of information • evidence clear awareness of teacher audience • likely to describe in detail various aspects of the life of people own age • information is logically sequenced with paragraphs usually marking shift in focus • begins to interest reader through vocabulary choices

Notional C 11-12	• clear identification with purpose and audience; begins to sustain reader's response	• more evidence of selection of information for interest • information likely to cover a range of aspects of life of people own age • may address teachers directly • control of question/answer approach, anecdote in context, emphasis etc. will be competent where used
	• 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 organisation of the information e.g. finally
Notional B 13-14	• form, content and style are generally matched to purpose and audience	• detailed and developed • begins to anticipate and respond to potential teacher response • may selectively use a range of magazine devices/approaches to provide variety and sustain reader's interest e.g. rhetorical questions, bullet points, question/answer, anecdote etc.
	• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice	• range of paragraph structures coherently linked • discursive markers now coherently integrated • technical vocabulary used effectively where appropriate
Notional A 15-16	• form, content and style are consistently matched to purpose and audience	• cogent focus on subject with wide range of interesting information • growing subtlety of purpose and ability to manipulate reader's response
	• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	• structured and developed using a range of means to effectively inform teachers about life of people own age • fluent control of range of devices and discursive markers • extensive vocabulary range
Notional A* 17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective	• 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
	• controlled and sustained crafting with highly effective and delightful vocabulary choices	• 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		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1	- some sentences - some accuracy in spelling of simple words - random punctuation	- some monosyllabic words spelt correctly - occasional full stops
Notional G/F 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 a mechanical way - some monosyllabic words spelt correctly - occasional full stops
Notional E/D 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 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 capital letters and full stops
Notional C/B 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 parallel constructions, syntactical lists, 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.
Notional A/A* 8 – 9	- 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)	- 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 a sophisticated manner; e.g. colons and semi-colons used correctly when appropriate

4   Given a choice, who or what would you most like to be? **Explain** the reasons for your choice.   (*27 marks*)

AO3 (i)/(ii) Communication and Organisation		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
Notional G 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 who/what would like to be • an indication of awareness of need to explain the reasons: uses appropriate words to explain e.g. because • may express personal feelings about reasons but with little relevant detail • order of ideas can be followed by reader
Notional F 5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• makes some linked points about choice • some awareness of need to explain 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. because … • more evidence of vocabulary selected to show attractions of subject; limited in range
Notional E 7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• clearer focus on who/what would like to be 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
Notional D 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	• clear focus on who/what would like to be with some range of explanation • evidence of a variety of explanations • likely to explain in detail various reasons for the choice • information is logically sequenced with paragraphs usually marking shift in focus • begins to interest reader through vocabulary choices

Notional C 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	• more evidence of selection of material for explanation • explanations likely to cover a range of aspects • 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
Notional B 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	• detailed and developed • 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 now coherently integrated • varied vocabulary used effectively
Notional A 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	• cogent focus on choice with wide range of interesting explanations • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to explain choice effectively • fluent control of range of devices and discursive markers • extensive vocabulary range
Notional A* 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	• 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		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly • occasional full stops
Notional G/F 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 a mechanical way • some monosyllabic words spelt correctly • occasional full stops
Notional E/D 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 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 capital letters and full stops
Notional C/B 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 parallel constructions, syntactical lists, 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.
Notional A/A* 8 - 9	• 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)	• 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 a sophisticated manner; e.g. colons and semi-colons used correctly when appropriate

5　　　**Describe** a sinister street at night.　　　　　　　　　　　　　　　(*27 marks*)

AO3(i)/(ii) Communication and Organisation		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more features mentioned
Notional G 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 street • an indication of awareness of need to describe: uses appropriate adjectives • may express personal feelings about street but with little relevant detail • order of ideas can be followed by reader
Notional F 5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• makes some linked points about street • some awareness of need to describe demonstrated by selection of aspects of street 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
Notional E 7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• clearer focus on sinister street at night 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
Notional D 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	• clear focus on sinister street at night with some range of description • evidence of description of a range of features • likely to describe in detail various aspects of the street • description is logically sequenced with paragraphs usually marking shift in focus • begins to interest reader through vocabulary choices

Notional C 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	• more evidence of selection of detail for description • description likely to cover a range of aspects e.g. colour, atmosphere, senses • 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 description
Notional B 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	• detailed and developed • 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 now coherently integrated • wide vocabulary used effectively
Notional A 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	• cogent focus on sinister street at night with 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 sinister atmosphere of street effectively • fluent control of range of devices and discursive markers • extensive vocabulary range
Notional A* 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	• 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		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1	- some sentences - some accuracy in spelling of simple words - random punctuation	- some monosyllabic words spelt correctly - occasional full stops
Notional G/F 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 a mechanical way - some monosyllabic words spelt correctly - occasional full stops
Notional E/D 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 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 capital letters and full stops
Notional C/B 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 parallel constructions, syntactical lists, 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.
Notional A/A* 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 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 a sophisticated manner; e.g. colons and semi-colons used correctly when appropriate

6   Choose something you feel strongly about. Write **informatively** about it and **explain** why you feel as you do.

AO3 (i)/(ii) Communication and Organisation		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
Notional G 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 chosen subject • an indication of awareness of need to inform and explain • may express personal feelings about subject but with little relevant detail • order of ideas can be followed by reader
Notional F 5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• makes some linked points about subject • some awareness of need to inform and explain demonstrated by selection of aspects of subject and reasons, though likely to be underdeveloped • may show awareness of audience by use of 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 inform and explain
Notional E 7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• clearer focus on chosen subject with more developed explanation • may be mainly anecdotal and/or narrative in approach though clearly intended to inform and explain • may use simple rhetorical device(s) to interest reader • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary
Notional D 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	• clear focus on subject with some range of explanation • range of information about subject and several reasons • information is logically sequenced with paragraphs usually marking shift in focus • begins to interest reader through vocabulary choices

Notional C 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	• more evidence of selection of information and explanation • information likely to cover a range of aspects e.g. colour, atmosphere, senses • may address reader directly • explanation clearly offered with a range of reasons • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance organisation
Notional B 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	• detailed and developed • 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 now coherently integrated • wide vocabulary used effectively
Notional A 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	• cogent focus on subject 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 to provide explanations • fluent control of range of devices and discursive markers • extensive vocabulary range
Notional A* 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	• 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		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly • occasional full stops
Notional G/F 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 a mechanical way • some monosyllabic words spelt correctly • occasional full stops
Notional E/D 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 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 capital letters and full stops
Notional C/B 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 parallel constructions, syntactical lists, 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.
Notional A/A* 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 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 a sophisticated manner; e.g. colons and semi-colons used correctly when appropriate