GCSE 2004
November Series

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark Scheme

English Specification A
(3702/1H)

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

GCSE English 2004 (November)

Paper 1 Tier H Mark Scheme

INTRODUCTION

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

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

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

TIER 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 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:

1a	2
1b	5
1c	5
2	8
3	13
	6

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 2004

Paper 1 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 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	1a	1b	1c	2
(i)	✔	✔	✔	✔
(ii)			✔	✔
(iii)	✔	✔		✔
(iv)	✔		✔	✔
(v)		✔	✔	✔

Read **Item 1**, the newspaper article called *Pop music needs heroes*.

1(a) Steve Lamacq describes how sales of pop singles have dropped in the UK. What reasons does he give to explain the drop?

(3 marks)

Grades and Marks	Skills Descriptors	Content Descriptors
0	- nothing written - nothing relevant	- music industry does not understand the nature of fans' obsessive behaviour - the cost of launching a new band has risen dramatically - industry is out of touch with fans and bands - radio stations are blamed by the industry - the Internet gives access to 'free' music - everyone blames everybody else, so nothing is done - we all need heroes, not idols - to have heroes, the generation gap must be maintained - there are, however, fewer heroes **etc.** **expect to see generalised points about the industry and heroes**
1 mark **'attempts to engage'**	- tends to paraphrase - unstructured response and largely descriptive - main impression that the order and language of the article has been **reproduced or retained** **attempts to engage** with task	
2 marks **'clear attempt'**	**clear attempt** to engage with the task - structured response which selects and comments on Lamacq's argument - some of the order and language of the original retained	
3 marks **'detailed'**	- clear and **detailed** understanding of Lamacq's argument - material fully absorbed and shaped for purpose - a **full understanding** of what is being asked - response is as **detailed as you could expect** from a 16-year old	

1(b)   What writing techniques does Steve Lamacq use to develop his argument and how effective are they?

(7 marks)

Grades and Marks	Skills Descriptors	Content Descriptors
0	• nothing written	**Techniques of writing to argue:**
1 mark **'little evidence'**	• little content • answer may be obscured by extra detail and mainly narrative • general/descriptive comment • **little evidence** that candidate understands the techniques used for writing to argue	• begins with an anecdote • adopts a position • controversial in places • uses anecdotes • quotes others • rhetorical questions
2-3 marks **'attempts to engage'**	• tends to paraphrase • unstructured response and largely descriptive • some identification of the more obvious techniques • **attempts to engage** with task	• variety of sentence lengths/types • lots of examples/facts, figures • discourse markers • consecutive, ordered points • conclusion harks back and gives a way forward
4-5 marks **'clear attempt'**	• **clear attempt** to engage with the task • structured response which selects and comments on the use made by the writer of argumentative techniques • appropriate examples given • some evaluation as to their effectiveness	• rule of 3 • **etc**. **how effective are they?** • repetitive/too many points • discourse markers help the reader • strong argument • examples help to support the argument
6-7 marks **'detailed'**	• clear and **detailed** understanding of how the writer uses techniques of writing to argue • **clear and detailed understanding** of what is being asked • material fully absorbed and shaped for purpose • clear and detailed evaluation • response is as **clear as you could expect** from a 16-year old	• variety of styles helps • not always grammatical • example of Jonathan Parry is effective • conclusion links up with this example • **personal opinion – there is no right or wrong answer**

1(c)   Read **Item 2**, the magazine article called *Rock Steady* and compare it with **Item 1**, the newspaper article *Pop music needs heroes*.

     Compare:

- what the writers say about pop stars
- the writer's intended audiences
- the ways in which the writers use facts and opinions.   *(7 marks)*

Grades and Marks	Skills Descriptors	Content Descriptors
0	• nothing written	**Steve Lamacq article:**
1 mark **'little evidence'**	• little content • answer may be obscured by extra detail and mainly narrative • general/descriptive comment • **little evidence** that candidate has processed the text	**what said about pop stars** • they are necessary heroes • the young need stars from their own generation • they can be high maintenance • if you don't like it, become one yourself
2-3 marks **'attempts to engage'**	• **tends to paraphrase** with little attention to actual task • unstructured response and mainly identifying • mainly impression that the order and language of the article has been **reproduced or retained** • **attempts to compare**	**audience** • younger generation • general readership • people in the industry **use facts and opinions** • mainly opinion to substantiate his views
4-5 marks **'clear comparisons made'**	• **clear attempt** to engage with parts of the task and **to compare** • **structured** and full response • extra detail may be included on occasions • **clear attempt** to engage with all three bullets	• uses opinions of others to back up his views • opinions used to interest the reader • facts used similarly **Avril Lavigne**
6-7 marks **'detailed comparisons'**	• **a complete answer** covering both items and **compares** all parts equally well • material **fully absorbed and shaped for purpose** • a **full understanding** of what is being asked with some detail on each of the bullets • response is as **detailed as you could expect** from a 16-year old	**what is said about pop stars** • Lavigne is the ideal pop star • pop stars like this would make good mates • Lavigne is 'not typical' • she was not manufactured • does things her way **audience** • young teens • boys and girl, but mainly girls **uses of facts and opinions** • opinions used to show how 'normal' she is • facts used to do the same job • both are used to engage the reader in Lavigne's favour • opinions to express positive girl bias • expect to see generalised points

2   Look again at **Item 2**, the magazine article *Rock Steady*.

How well does the rest of the page support the writing in the column headed 'TALENTED
TOMBOY!'?   *(10 marks)*

Grades and Marks	Skills Descriptors	Content Descriptors
0	• nothing written	
1-2 mark **'little evidence'**	• **little content** • answer may be obscured by extra detail and mainly narrative/descriptive • **general/descriptive comment** • **little evidence** that candidate understands links between the written text and visual image	• Lavigne comes across as a normal looking girl in the image • she has kept her kit on • she has not got a short skirt on • the image and text are similar in visual impact of black and white • her stance is ROCK STEADY and reflects the words of the title • etc
3-4 marks **'attempts to engage'**	• **tends to describe the visual image and explain what it portrays** • unstructured response and largely descriptive/narrative • some identification of the ways that the visual image reflects the written text • **attempts to engage** with task	**however** • it is posed 'rock star' pose and she purports not to pose • the colours etc. are bright against black and white background
5-7 marks **'clear attempt'**	• **clear attempt to engage with media concepts** • structured response which **selects and comments** on different aspects of the link between text and image • clear explanation of the way visual image and text contribute to effect • some **appropriate media terminology used** • clear linkage of image and text	• she is showing some flesh • it uses a girlie pink colour for the font • the writer is not wholly won over (admits?) • masculine/tomboy stare • un-feminine accessories • un-smiling • etc.
8-10 marks **'detailed'**	• clear and **detailed** understanding of how text and image are linked • careful and logical argument, backed up with examples • material **fully absorbed and shaped for purpose** • **sophisticated and convincing use of technical terminology** to describe media concepts	

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

This section covers the following 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   'Young people nowadays don't know what real music is!'

Write an article for a national newspaper where you **argue** for or against this point of view.

(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 young people's music • an indication of awareness of need for formality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into an article
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	• 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 casual connectives e.g. because, so • occasional attempt to use linguistic/ presentational devices e.g. repetition, capitals, bold
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	• 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

Notional D 9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response	• 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.
	• clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• 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
Notional C 11-12	• clear identification with purpose and audience; begins to sustain reader's response	• 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
	• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• 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 …
Notional B 13-14	• form, content and style are generally matched to purpose and audience	• 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
	• well structured, startling 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 argument and attempt to influence reader • discursive markers are now coherently integrated
Notional A 15-16	• form, content and style are consistently matched to purpose and audience	• argues 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 alternative points of view (e.g. anecdote, reference) • fluent control of range of devices and discursive markers with an extensive vocabulary range

Notional A* 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		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
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 an enhanced way • some monosyllabic words spelt correctly • occasional accurate 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 use complex sentences with appropriate discourse markers e.g. *because, on the other hand* • 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 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.
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 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

4   You want to take two weeks off school to take part in a televised talent contest. Write a letter
persuading your Headteacher to allow you to do this.   *(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 trying to persuade Headteacher • 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 a letter
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	• a number of points of persuasion put forward • uses isolated points from stimulus material or copies some points in detail • shows awareness of adult 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
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	• linked material put forward which may be developed in a generalised way • addresses adult audience directly and/or starts consciously to use a more appropriate 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

Notional D 9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response	• persuades by variety of means • evidence which may be drawn from personal experience and stimulus material is used to persuade • register mainly appropriate with some attempt to control tone e.g. to be persuasive, funny, serious, etc.
	• clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• 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
Notional C 11-12	• clear identification with purpose and audience; begins to sustain reader's response	• persuasion is starting to become more detailed with a clear awareness of the questions likely to be asked by Headteacher • some sense of varying emphasis for effect with conscious use of a chosen tone
	• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• 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
Notional B 13-14	• form, content and style are generally matched to purpose and audience	• 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
	• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice	• range of speech sections coherently linked • vocabulary range successfully reflects more sophisticated level of persuasion and attempt to influence listener • discursive markers are now coherently integrated
Notional A 15-16	• form, content and style are consistently matched to purpose and audience	• persuades 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 variety of possible consequences • fluent control of range of devices and discursive markers with an extensive vocabulary range

Notional A* 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 persuasive techniques
	• 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		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
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 an enhanced way • some monosyllabic words spelt correctly • occasional accurate 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 use complex sentences with appropriate discourse markers e.g. *because, on the other hand* • 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 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.
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 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

5   'You spend far too much time listening to that awful music!'

Advise teenagers on how to respond to this frequently heard criticism from adults.

(27 marks)

AO(ii)/(ii) AO(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 appropriate	• makes one or more direct reference to giving advice to teenagers • an indication of awareness of need for formality/informality • may express personal feelings strongly but with little or no use of supportive detail • some attempt to shape points into a newspaper article
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	• a number of points made • uses isolated points from stimulus material or copies some points in detail • shows awareness of adult 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 casual connectives e.g. because, so • occasional attempt to use linguistic/presentational devices e.g. repetition, capitals, bold
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	• linked advice put forward which may be developed in a generalised way • addresses teenage 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

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	• presents advice with a variety of reasons • evidence which may be drawn from personal experience and stimulus material is used to support argument • register almost wholly formal with some attempt to control tone • organised points with paragraphing marking some stages in advice • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
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	• advice is starting to become more detailed with a clear awareness of the problem and what teenagers need to hear • some sense of varying emphasis for effect with conscious use of a chosen tone • paragraphs are competently linked by content and language • confident use of devices such as anecdote in context and rhetorical questions • discursive markers are becoming more integrated and are used to enhance the advice; may mark both cause and effect e.g. as a result of this … consequently …
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 well developed; starting to use and support advice though not always convincingly carried through • begins to anticipate and evaluate potential parental response • may use conditional(s) with competence • range of paragraph structures coherently linked • vocabulary range successfully reflects more sophisticated level of advice and attempt to influence students • discursive markers are now coherently integrated
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	• advises successfully and convincingly; well-informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt tone to manipulate reader • controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate possible consequences • fluent control of range of devices and discursive markers with an extensive vocabulary range

Notional A* 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	
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
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 an enhanced way • some monosyllabic words spelt correctly • occasional accurate 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 use complex sentences with appropriate discourse markers e.g. *because, on the other hand* • 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 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.
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 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

6   Write a letter to the organisers of the National Lottery in which you **argue** that more should be done to help young people with special talents and **persuade** the organisers that money should be given for this.

(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 the National Lottery and talented students • 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 tabloid newspaper
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	• a number of arguments put forward • uses isolated points from stimulus material or copies some points in detail • shows awareness of National Lottery 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 casual connectives e.g. because, so • occasional attempt to use linguistic/presentational devices e.g. repetition, capitals, bold
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	• linked arguments put forward which may be developed in a generalised way and an attempt to persuade • addresses listeners directly and/or starts to consciously use an appropriate register • begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively • discursive markers e.g. the first point …, where used, are mechanical and obvious • more frequent use of linguistic/ presentational devices e.g. repetition for effect

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	• presents argument and persuasion with a variety of reasons • evidence which may be drawn from personal experience and stimulus material is used to support argument • register mainly consistently formal with some attempt to control tone e.g. to be angry, 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
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	• argument and persuasion are starting to become more detailed with a clear awareness of alternative viewpoints and some second guessing • some sense of varying emphasis for effect with conscious use of a chosen tone e.g. confrontational or placatory • paragraphs are competently linked by content and language • confident use of devices such as anecdote in context and rhetorical questions • discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this …. so ….
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 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

Notional A 15-16	• form, content and style are consistently matched to purpose and audience	• argues and persuades successfully and convincingly; well-informed, drawing on a range of sources
		• growing subtlety of purpose and ability to adapt tone to manipulate reader
	• 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
Notional A* 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		
Mark	**Skills Descriptors**	**Content Descriptors**
Notional U 1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
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 an enhanced way • some monosyllabic words spelt correctly • occasional accurate 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 use complex sentences with appropriate discourse markers e.g. *because, on the other hand* • 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 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.
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 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