AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English 3702
Specification A

3702/1H Paper 1 Higher Tier

Mark Scheme

2005 examination – June series

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 June 2005

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	5
1b	2
2a	4
2b	5
2c	5
3	14
	7

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 2005

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.

Specification A Paper 1H Assessment Grids

Assessment Objectives	1	2	3	4	5
(i)	✔	✔	✔	✔	✔
(ii)		✔	✔		
(iii)	✔				✔
(iv)			✔		
(v)		✔	✔	✔	✔

Read **Item 1**, the extract called from *Why No One Walks* from a book by Bill Bryson.

1(a)   What surprises Bryson about the way Americans live?   *(3 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	**Things that Bryson finds surprising about the way Americans live.**
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	• his neighbours drove round to dinner • nobody walks anywhere in America nowadays • Americans walk very little daily and yearly
2 marks **'clear attempt'**	• **clear attempt** to engage with the task • structured response which selects and comments on Bryson's views • some of the order and language of the original retained • **clear attempt** to engage with task	• this is even in a strollable town like Hanover • Bryson is regarded as an eccentric • they even leave their engines running outside shops • this unwillingness to walk is exhibited by fit and unfit alike
3 marks **'detailed'**	• clear and **detailed** understanding of Bryson's views • 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	• no pavements or pedestrian crossings • so little spent on facilities for pedestrians • etc

1(b)   What methods does Bryson use to entertain the reader?   *(4 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	• uses the first person
1 mark **'little evidence'**	• little content • answer may be obscured by extra detail and mainly narrative • general/descriptive comment • **little evidence** that candidate understands concept of methods to entertain	• welcoming tone • shares a secret/confession/joke with the reader • gives examples and anecdotes • uses irony (wasted on American audience!) • makes assertions which are not based upon fact
2 marks **'attempts to engage'**	• tends to paraphrase • unstructured response and largely descriptive • some identification of the more obvious methods to entertain • gives some reasons • **attempts to engage** with task	• refers to research • persuasive words, phrases, e.g. 'Sometimes it's almost ludicrous.' 'It's crazy.' etc • pandering and condescending to the reader's sense of humour, e.g. several examples of his neighbours' excesses
3 marks **'clear attempt'**	• **clear attempt** to engage with the task • structured response which selects and gives reasons for choices • a number of appropriate methods to entertain given	• examples of speech • we identify with him and laugh at the Americans • etc
4 marks **'detailed'**	• clear and **detailed** understanding of Bryson's methods to entertain • **clear and detailed understanding** of what is being asked • material fully absorbed and shaped for purpose • full supporting comments • response is as **clear as you could expect** from a 16-year old	

Read **Item 2**, the advertisement called *Gadgets for the Girls*.

1(c)   Compare the views about cars in Item 1 with the views about cars in Item 2.   *(6 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	**Bryson's extract:**
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	• Americans rely upon them for even the shortest journey • cars are essential for their way of life • people use them too much • cars are becoming a hindrance to health and fitness • **expect a general point about people becoming increasingly reliant upon cars in America**
2 marks **'attempts to compare'**	• **tends to paraphrase** with little attention to actual task • unstructured response and mainly identifying • main impression that the order and language of the article has been **reproduced or retained** • **attempts to compare**	**The Nissan Micra advert:** • they are a life-style accompaniment • they are useful gadgets
3-4 marks **'clear comparison(s)'**	• **clear attempt** to engage with the task and **to compare** • **structured** and full response • extra detail may be included on occasions • **clear attempt** to engage with both texts	• they can enhance sociability and security • they are design statements • they spawn a language of their own • **expect a general point about mainly meant for women**
5-6 marks **'detailed comparisons'**	• **a complete answer** covering both items and **identifying** the different views about cars • material **fully absorbed and shaped for purpose** • a **full understanding** of what is being asked with some detail on each item's different views • response is as **detailed as you could expect** from a 16-year old	

Look again at **Item 2**, the advertisement *Gadgets for the Girls*.

2(a)   How does the use of language in the advertisement make the car seem desirable?   *(8 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	• alliteration
1-2 mark **'little evidence'**	• **little content** • answer may be obscured by extra detail & mainly narrative/descriptive • **general/descriptive comment** • **little evidence** that candidate understands that language is being used	• Micra's language makes it seem modern and desirable • the sexy lips linked with 'Do You Speak Micra?' • the 'girlie' references to 'leggy mates' • the concept of "friendly" headlamps
3-4 marks **'attempts to engage'**	• **tends to paraphrase the text** • unstructured response and largely descriptive/narrative • some identification of the ways that the language is used • **attempts to engage** with task	• it is matter of fact and looks like a factual article • desirable for different reasons (safety, security, space, etc) • etc • students can say, it does not make it desirable
5-6 marks **'clear attempt'**	• **clear attempt to engage with media concepts and the use of language** • structured response which **selects & comments** on different aspects of the uses of language • clear explanation of the ways language is used to make the car desirable • some **appropriate media terminology used**	
7-8 marks **'detailed'**	• clear and **detailed** understanding of how language is used to make the car seem desirable • 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	

2(b)   How effective are the pictures in helping to support the claims made for the car in the written text?

(6 marks)

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	• the key fob has no actual 'key'
1 mark **'little evidence'**	• little content • answer may be obscured by extra detail and mainly narrative • **general/descriptive comment** • **little evidence** that candidate understands how the pictures are used'	• the handle shows the nature of the sensor • the car lights up your journey to your front door • it allows you to open your front door safely • it looks good
2 marks **'attempts to engage'**	• **tends to paraphrase and attempts to explain their uses** • unstructured response and largely descriptive • some identification of the ways the presentational devices are used • **attempts to engage** with task	• it marries technology and good looks • it links the owner with a smart big house • it links the owner with an attractive young woman • it hints that there are dangers out there (the shadows)
3-4 marks **'clear attempt'**	• **clear attempt** to engage with media concepts • structured response which selects & comments on **how** different aspects are used • some appropriate media terminology used	• it is sexy and futuristic • the car is 'curvy' in all of the right places • the lips are sexy, futuristic and talk 'Micra' to you • the smaller pictures make it look 'arty'
5-6 marks **'detailed'**	• clear and **detailed evaluation** of effectiveness • careful and logical argument • material **fully absorbed and shaped for purpose** • **sophisticated and convincing use of technical terminology** to explain media concepts	• they are not helpful (e.g. the parking sensor) • etc

Specification A Paper 1, Higher and 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 marks for Section B questions is therefore 27.

For AO3 (i)/(ii), assess answers in terms of the levels which follow, i.e. the Communication and Organisation descriptors. For AO3 (iii), use the separate set of levels which follow. Ring 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 which must be added together.

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 an article for a magazine aimed at teenagers in which you **argue** that students should be taught to drive at school.   *(27 marks)*

	AO3 (i)(ii) Communication and Organisation	
Mark	**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 young people being taught to drive • 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
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
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

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	• 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	• 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
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**
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly • occasional full stops
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 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 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

4   Write the text for a car advertisement aimed at young men, which **persuades** them to buy the car.
(27 marks)

AO3 (i)(ii) Communication and Organisation		
Mark	**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 appropriate	• makes one or more direct references to trying to persuade young men to buy a car • 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 text for an advertisement
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 boy 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
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 boy 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	• 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
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 features likely to persuade young men • 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
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 reader • discursive markers are now coherently integrated
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

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		
Mark	**Skills Descriptors**	**Content Descriptors**
1	- some sentences - some accuracy in spelling of simple words - random punctuation	- some monosyllabic words spelt correctly - occasional full stops
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 full stops
4-5	- uses a range of securely demarcated sentence structure - 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
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

5   Write an **advice** sheet for people who are newcomers to your area.   *(27 marks)*

AO (ii)/(ii) AO (i)/(ii) Communication and Organisation		
Mark	**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 about being new to your area • 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 advice sheet
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 general audience at different points in the advice sheet either by 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
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 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 • 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 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

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 potential problems when someone is new to an area
		• some sense of varying emphasis for effect with conscious use of a chosen tone
		• paragraphs are competently linked by content and language
	• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• 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 …
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 newcomers
		• 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 newcomers
		• 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		
Mark	**Skills Descriptors**	**Content Descriptors**
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly • occasional full stops
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 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 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

6   Write the text for a local radio programme on physical fitness. Try to **persuade** people to get
fitter and **advise** them how to do so.   *(27 marks)*

AO3 (i)/(ii) Communication and Organisation		
Mark	**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 the local radio programme and its nature • 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 radio programme
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 persuasive reasons put forward along with some advice • 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 casual 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 and an attempt to persuade and advise • 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

9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage audience response	• presents advice 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 cajoling, indignant etc
	• clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• 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 audience response	• advice 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
	• 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 ….. so …..
13-14	• form, content and style are generally matched to purpose and audience	• 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
	• 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 argument and persuasion and attempt to influence listener • discursive markers are now coherently integrated

15-16	• form, content and style are consistently matched to purpose and audience	• advises 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
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**
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly • occasional full stops
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 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 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