AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English 3702
Specification A

3702/1H Paper 1 Tier H

Mark Scheme

2005 examination – November 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 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	3
2a	7
2b	4
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(a)	1(b)	2(a)	2(b)
(i)	✔	✔	✔	✔
(ii)		✔		
(iii)	✔		✔	
(iv)	✔	✔	✔	✔
(v)				✔

Read **Item 1**, the newspaper article from *Water, water everywhere*.

1(a)   What are the main points of Tony Allan's argument about the world's water shortages?

(6 marks)

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	**What is Tony Allan's argument about the world's water shortages:**
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 and followed the arguement	• that it is not as bad as people think • there is no need for droughts, etc. • it needs political will • rich countries will become more water efficient
2 marks **'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	• it is the poor who suffer most because they have no alternative ways to manage water supplies • the key is to bring the world out of poverty • politicians need to grasp the issue • fewer people will live on farms in the future and cities use water more efficiently • etc.
3/4 marks **'clear attempt'**	• **clear attempt** to engage with the task • structured response • some of the order and language of the original retained	
5/6 marks **'detailed'**	• clear and **detailed** understanding of the article'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	

Now read **Item 2**, the leaflet from the charity *World Vision* entitled 'thirsty?'.

1(b)   How do the views in this leaflet:

- **agree** with
- **disagree** with

Tony Allan's views?   *(6 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	**How does this flier agree with and disagree with Tony Allan's views?**
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 difference or similarity	**agree with:** • that it is the poor who suffer most • that poor communities have little choice about water management issues
2 marks **'attempts to engage'**	• tends to paraphrase • unstructured response and largely descriptive • some identification of obvious similarities and differences • **attempts to compare**	• rich countries can help the poorer countries • water use in drought ridden areas is often counter-productive • agriculture often does harm to the environment
3/4 marks **'clear attempt'**	• **clear attempt to compare** • structured response which selects and gives reasons for choices • a number of appropriate and **clear** differences and similarities	• that the problem is to do with poverty • etc. **disagree with:**
5/6 marks **'detailed'**	• clear and **detailed comparison** of both bullets • **clear and detailed understanding** of the differences and similarities between each Item • material fully absorbed and shaped for purpose • full supporting comments • response is as **clear as you could expect** from a 16-year old	• giving to a charity like World Vision is the answer • that there is only one way out of the problem • that political action is the best way forward • etc.

2(a) How do the writers and designers of the *World Vision* leaflet persuade the reader to give money to their charity by their use of:

- layout
- pictures
- print styles? *(9 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	How do the writers of the *World Vision* leaflet persuade the reader to give money to their charity by their use of:
1-2 marks **'little evidence'**	• little content • answer may be obscured by extra detail and mainly narrative • **general/descriptive comment** • **little evidence** that candidate understands the different terms 'pictures', 'print' and 'layout'	• layout • pictures • print styles?
3-4 marks **'attempts to engage'**	• **tends to paraphrase and attempts to engage** • unstructured response and largely descriptive • some identification of the ways the pictures, print and layout are used • **attempts to compare**	**layout** • front page makes the reader want to read on • a lot of minimalist white space • eyes drawn to main message
5-7 marks **'clear attempt'**	• **clear attempt** to engage with media concepts • structured response which selects and comments on **how** different aspects are used • some appropriate media terminology used • clear treatment of the pictures, print and layout	**the pictures** • the glass of water is used to shock and persuade • repeated opposite for maximum effect • child's pictures to tug at heart strings • use of two colours is subtle and classy
8-9 marks **'detailed'**	• clear and **detailed explanation** of the three different bullets in each • careful and logical argument • material **fully absorbed and shaped for purpose** • **sophisticated and convincing use of technical terminology** to explain media concepts	**print styles** • different font sizes for visual impact • bold used for impact and to highlight key concepts • print helps to organize the text (e.g. white on orange) • large headline to exaggerate the main point

Now look at **Item 1** and **Item 2** together.

2(b)   How effectively are facts and opinions used to fulfil each writer's purpose?   *(6 marks)*

Marks	Skills Descriptors	Content Descriptors
0	• nothing written	**How effectively are facts and opinions used to fulfil each writer's purpose?**
1 mark **'little evidence'**	• **little content** • answer may be obscured by extra detail and mainly narrative/descriptive • **general/descriptive comment** • **little evidence** that candidate understands the effective use of fact and opinion	**Item 1** **facts** • to persuade the reader to the writer's point of view • to prove his points • to exemplify the scale of the problem
2 marks **'attempts to engage'**	• **tends to paraphrase the text** • unstructured response and largely descriptive/narrative • some identification of different facts and opinions • **attempts to engage** with task	**opinions** • to suggest a more positive view • to try to make a difference • to make people think
3/4 marks **'clear attempt'**	• **clear attempt to engage with media concepts and effectiveness** • structured response which **selects and comments** on different aspects of the writers' uses of facts and opinions and purpose and some attempt at effectiveness • clear explanation of the ways purposes, facts and opinions and effectiveness can be linked • some **appropriate media terminology used**	**effectiveness** • quite successful • too many opinions with not enough factual back-up • never really proves its point **Item 2** **facts** • to make readers think • to give real examples of those who actually suffer from water shortages • to personalize • to prove the point • to make the reader want to give to charity
5/6 marks **'detailed'**	• clear and **detailed** understanding of how purpose and uses of facts and opinions are linked • clear evaluation of effectiveness • 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	**opinions** • give one-sided view • opinions masquerade as facts • to appeal to the reader's sense of shame • to suggest things to the reader which may not be true **effectiveness** • quite successful • empowers the reader • a bit too wordy

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. Place the marks in the margin at the end of the answer, with the AO3 (i)/(ii) total above the AO3 (iii) total. Note that two marks will be awarded.

The Skills descriptors embody the two equally weighted Assessment Objectives in the Communication and Organisation Mark Schemes. These are amplified and customised for the question in the Content Descriptors. Examiners will need to look closely at the Content Descriptors in order to find the appropriate 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   "People should spend less money on bottled water and fizzy drinks and give more to charity."

Argue for *or* against this view.   *(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 reference to bottled water and giving money to charity • 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 essay
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 devices e.g. repetition, etc.
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

Mark	Skills Descriptors	Content Descriptors
9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response • clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• presents argument with a variety of reasons • evidence which may be drawn from personal experience and stimulus material may be used to support argument • register almost wholly formal with some attempt to control tone e.g. to be judgemental, indignant etc. • organised points with paragraphing marking some shift in argument • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• argument is starting to become more detailed with a clear awareness of alternative viewpoints and some second guessing • some sense of varying emphasis for effect with conscious use of a chosen tone e.g. confrontational or placatory • confident use of devices such as anecdote in context and rhetorical questions • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this … 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

Mark	Skills Descriptors	Content Descriptors
15-16	• form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	• argues successfully and convincingly; well-informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt tone to manipulate reader • controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate alternative points of view (e.g. anecdote, reference) • fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices	• may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Mark	**Skills Descriptors**	**Content Descriptors**
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • 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 a letter to a celebrity of your choice **persuading** him or her to support a campaign to end world poverty.   *(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 reference to trying to persuade a celebrity to support a campaign • 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
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 celebrity 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 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 material which may be developed in a generalised way • addresses celebrity 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

Mark	Skills Descriptors	Content Descriptors
9-10	- conscious attempt to suit the needs of purpose and audience and begins to engage reader's response - clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	- 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. - organised points with paragraphing marking some stages of persuasion - more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	- clear identification with purpose and audience; begins to sustain reader's response - evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	- persuasion is starting to become more detailed with a clear awareness of the features likely to persuade a celebrity - some sense of varying emphasis for effect with conscious use of a chosen tone - paragraphs are competently linked by content and language - confident use of devices such as anecdote in context and rhetorical questions - discursive markers are becoming more integrated and are used to persuade
13-14	- form, content and style are generally matched to purpose and audience - well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice	- detailed and well developed; starting to use and support persuasion though not always convincingly carried through - begins to anticipate and evaluate potential audience response - may use variety of rhetorical devices with competence - range of speech sections coherently linked - vocabulary range successfully reflects more sophisticated level of persuasion and attempt to influence reader - discursive markers are now coherently integrated

Marks	Skills Descriptors	Content Descriptors
15-16	• form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	• persuades successfully and convincingly; well-informed, drawing on a range of sources • growing subtlety of purpose and ability to adapt tone to manipulate reader • controls a range of means to gain emphasis (e.g. one sentence paragraph) and demonstrate variety of possible consequences • fluent control of range of devices and discursive markers with an extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices	• may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of persuasive techniques • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Mark	**Skills Descriptors**	**Content Descriptors**
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • 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 article **advising** teenagers what to wear and how to behave in different social situations, such as a job interview, a party or a wedding.   *(27 marks)*

	AO3 (i)/(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 reference to giving advice about what to wear and how to behave • 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 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 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
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

Marks	Skills Descriptors	Content Descriptors
9-10	- conscious attempt to suit the needs of purpose and audience and begins to engage reader's response - clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	- presents 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 - 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 problems likely to be encountered - some sense of varying emphasis for effect with conscious use of a chosen tone - confident use of devices such as anecdote in context and rhetorical questions - paragraphs are competently linked by content and language - discursive markers are becoming more integrated and are used to enhance the advice; may mark both cause and effect e.g. as a result of this … consequently …
13-14	- form, content and style are generally matched to purpose and audience - 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 response of newcomers - 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 teenagers - discursive markers are now coherently integrated
15-16	- form, content and style are consistently matched to purpose and audience - coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	- 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

Mark	Skills Descriptors	Content Descriptors
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 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 • 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
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 an article for a teenage magazine **arguing** that schools should change to give Year 11 students more freedom and **advising** about possible ways of bringing about these changes.

(27 marks)

Mark	Skills Descriptors	Content Descriptors
AO3 (i)/(ii) Communication and Organisation		
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct reference to Year 11 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 a teenage magazine
5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• a number of arguments 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 causal connectives e.g. because, so • occasional attempt to use linguistic/ presentational devices e.g. repetition, capitals, bold
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• linked arguments put forward which may be developed in a generalised way 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

Mark	Skills Descriptors	Content Descriptors
9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage audience response • clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• 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. • organised points with paragraphing marking some shift in argument and persuasion • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	• clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• advice and arguments 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 …..
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 advice, 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

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

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Mark	**Skills Descriptors**	**Content Descriptors**
1	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • 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