



General Certificate of Secondary Education

English 3702

Specification A Paper 1H

Mark Scheme

2007 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.

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GCSE English June 2007

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 for each question on the front cover of the answer booklet. These should then be totalled, with the total mark placed in the appropriate box.

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

40

1a	4
1b	6
2a	3
2b	6
3	14
	7

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

GCSE English 2007

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 Grid

Assessment Objectives	1(a)	1(b)	2(a)	2(b)
(i)	✓	✓	✓	✓
(ii)		✓	✓	
(iii)	✓	✓		✓
(iv)	✓	✓	✓	✓
(v)			✓	✓

Read **Item 1**, the web page from *BBC News online*.

1(a) Explain the key points made in this item.

(6 marks)

Marks	Skills Descriptors	Content Descriptors
0	<ul style="list-style-type: none"> nothing relevant written 	<ul style="list-style-type: none"> teenagers may be getting healthier because mobiles are replacing cigarettes mobile use is replacing the chic image of smoking dangers of smoking are clear while dangers of mobiles are not fewer teenagers are smoking as mobile phone ownership is rising two may not be linked but extra money needed for mobiles may be leaving less for smoking smoking could be viewed as old hat it is welcomed by cancer charities, but still not a decisive link smoking is a known killer and hard to quit etc.
1 mark 'some simple comment'	<ul style="list-style-type: none"> some simple supported comment mainly narrative description refers to some appropriate detail some reference to key points 	
2 marks 'some awareness'	<ul style="list-style-type: none"> some extended supported comments unstructured response and tends to paraphrase some identification of main features some awareness of key points 	
3-4 marks 'clear attempt to select'	<ul style="list-style-type: none"> clear attempt to engage with the task structured response selects and comments a range of key points, 3 at least from either page 	
5 - 6 marks 'detailed/shaped & absorbed'	<ul style="list-style-type: none"> a full understanding of what is being asked material fully absorbed and shaped for purpose references integrated into argument a detailed and conceptualised response 	

1(b) How are facts and opinions used in this item?

(6 marks)

Marks	Skills Descriptors	Content Descriptors
0	<ul style="list-style-type: none"> nothing relevant written 	<p>How are facts and opinions used in this item:</p> <p>facts:</p> <ul style="list-style-type: none"> drop of 7% of 15 year olds smoking 1996 – 1999 mobile phone ownership has increased massively half of regular smokers will die as a result etc. <p>uses:</p> <ul style="list-style-type: none"> relatively secure facts form basis of article to give evidence of the decline in smoking to reiterate the dangers of smoking to give evidence to back up the findings whatever the reason, cancer charities are delighted – arguable smoking kills <p>opinions:</p> <ul style="list-style-type: none"> mobile phone ownership may be the cause smoking has a chic image smoking may be viewed as old technology may not be a link etc. <p>uses:</p> <ul style="list-style-type: none"> opinions provide the interest to introduce the article's premise to suggest that smoking is being replaced by mobile phone usage to suggest reasons for the links to celebrate the drop in smoking to suggest that teenagers are becoming healthier teenagers' opinions etc.
1 mark 'some simple comment'	<ul style="list-style-type: none"> some simple unsupported comment mainly narrative description refers to some appropriate detail some reference to fact and opinion 	
2 marks 'some awareness'	<ul style="list-style-type: none"> some extended supported comment unstructured response and tends to paraphrase some identification of fact and opinion some awareness of fact and opinion 	
3-4 marks 'clear attempt to select'	<ul style="list-style-type: none"> clear and effective attempt to engage with task structured response selects and comments a range of examples 	
5-6 marks 'detailed/shaped & absorbed'	<ul style="list-style-type: none"> a full understanding of what is being asked material fully absorbed and shaped for purpose references integrated into argument a detailed and conceptualised response 	

Now read **Item 2** the advertisement for *The Carphone Warehouse*.

2(a) How do the writers of **Items 1** and **2** use language to suit their purposes? (7 marks)

Marks	Skills Descriptors	Content Descriptors
0	<ul style="list-style-type: none"> nothing relevant written 	Item 1 Language use <ul style="list-style-type: none"> informative quite dull lots of factual language and quotation headline used to engage doesn't try to shock language helps by not being sensationalised successful in suiting its purpose etc. Item 2 <ul style="list-style-type: none"> not much language persuasive imperatives details in pugs and puffs tries to suggest that the buyer of this phone will succeed in his/her love life the details are quite financially worrying! succeeds in making the reader interested etc.
1 mark 'some simple comment'	<ul style="list-style-type: none"> some simple unsupported comment mainly narrative description refers to some appropriate detail some reference to language 	
2-3 marks 'some awareness'	<ul style="list-style-type: none"> some extended supported comment unstructured response and tends to paraphrase some identification of main features of language some awareness of language used 	
4-5 marks 'clear attempt'	<ul style="list-style-type: none"> clear and effective attempt to engage with language use structured response selects and comments a range of examples, one example from each some appropriate media terminology used 	
6-7 marks 'detailed/shaped & absorbed'	<ul style="list-style-type: none"> a full understanding of what is being asked material fully absorbed and shaped for purpose references integrated into argument a detailed and conceptualised response sophisticated and convincing use of technical terminology to explain media concepts terminology and/or media concepts 	

2(b) **Compare** how the writers and designers of **Items 1** and **2** aim to interest the reader by their use of:

- pictures
- layout.

(8 marks)

Marks	Skills Descriptors	Content Descriptors
0	<ul style="list-style-type: none"> • nothing relevant written 	<p>Item 1</p> <ul style="list-style-type: none"> • picture illustrates part of the problem • it does illustrate some of the views in the article • realistic scenario • not enough use of pictures • interesting if 'messy' web page <p>layout</p> <ul style="list-style-type: none"> • in 'columns', headline and boldening • side bars point to different views and different articles • print colour is a layout device • etc. <p>Item 2</p> <ul style="list-style-type: none"> • picture dominates • it attracts the reader's attention • it anthropomorphises the phones and gives them gender/personality • suggest relationships for the owner • aims at both sexes • typical picture, caption, copy • layout of an advert • lots of messy puffs • the word 'free' is given prominence • etc.
1-2 marks 'little evidence'	<ul style="list-style-type: none"> • some simple supported comment • mainly narrative description • refers to some appropriate detail • some reference to pictures and layout 	
3-4 marks 'attempts to engage'	<ul style="list-style-type: none"> • some extended supported comments • unstructured response and tends to describe • some identification of main features • some awareness of need to compare 	
5-6 marks 'clear attempt'	<ul style="list-style-type: none"> • clear attempt to engage with task and to compare • structured response • selects and comments • a range of comparisons, one from each • some appropriate media terminology used 	
7-8 marks 'detailed/shaped & absorbed'	<ul style="list-style-type: none"> • a full understanding of what is being asked • material fully absorbed and shaped for purpose • references integrated into argument • detailed and conceptualised comparisons • sophisticated and convincing use of technical terminology to explain media concepts 	

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 below, i.e. the Communication and Organisation descriptors. For AO3 (iii), use the separate set of levels which follow. Place the marks in the margin at the end of the answer, with the AO3 (i)/(ii) total above the AO3 (iii) total.

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** 'Students should not be allowed to bring mobile phones to school'.
Write an article for a school newspaper in which you **argue** for or against this view(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Marks	Skills Descriptors	Content Descriptors
1-2	<ul style="list-style-type: none"> communicates some meaning some simple sequencing of ideas 	<ul style="list-style-type: none"> some words in appropriate order one or more points made
3-4	<ul style="list-style-type: none"> communicates some meaning with occasional sense of purpose and audience ideas are sequenced simply, but generally appropriately 	<ul style="list-style-type: none"> makes one or more direct references to students being allowed to bring mobile phones to school 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	<ul style="list-style-type: none"> clear communication of ideas with more sense of purpose and audience uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> a number of arguments put forward uses isolated points from stimulus material or copies some points in detail shows awareness of wide audience at different points either by use of second person or by occasional use of a more formal register may demonstrate occasional attempt to paragraph though likely to be random some attempt to link ideas using causal connectives e.g. because, so occasional attempt to use linguistic/presentational devices e.g. repetition, capitals, bold
7-8	<ul style="list-style-type: none"> sustained awareness of purpose and audience more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> form, content and style are generally matched to purpose and audience well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Marks	Skills Descriptors	Content Descriptors
1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly
2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • simple words spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may use complex sentences with appropriate discourse markers e.g. <i>because, on the other hand</i> • commonly used words spelt correctly • general accuracy in use of more than commas and full stops
6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power paragraphs • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

- 4 Write an article for a teenage magazine in which you **persuade** the readers **not** to smoke.

(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Marks	Skills Descriptors	Content Descriptors
1-2	<ul style="list-style-type: none"> communicates some meaning some simple sequencing of ideas 	<ul style="list-style-type: none"> some words in appropriate order one or more points made
3-4	<ul style="list-style-type: none"> communicates some meaning with occasional sense of purpose and audience ideas are sequenced simply, but generally appropriately 	<ul style="list-style-type: none"> makes one or more direct reference to trying to persuade teenagers to give up smoking 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	<ul style="list-style-type: none"> clear communication of ideas with more sense of purpose and audience uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> a number of points of persuasion put forward uses isolated points from stimulus material or copies some points in detail shows awareness of teenage 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	<ul style="list-style-type: none"> sustained awareness of purpose and audience more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect 	<ul style="list-style-type: none"> linked material which may be developed in a generalised way addresses teenage 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> persuades by variety of means evidence which may be drawn from personal experience and stimulus material used to persuade register mainly appropriate with some attempt to control tone e.g. to be persuasive, funny, serious etc. organised points with paragraphing marking some stages of persuasion more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> persuasion is starting to become more detailed with a clear awareness of the features likely to persuade young people some sense of varying emphasis for effect with conscious use of a chosen tone paragraphs are competently linked by content and language confident use of devices such as anecdote in context and rhetorical questions discursive markers are becoming more integrated and are used to persuade
13-14	<ul style="list-style-type: none"> form, content and style are generally matched to purpose and audience well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> 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
15-16	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> persuades successfully and convincingly; well informed, drawing on a range of sources growing subtlety of purpose and ability to adapt to 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
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AO3 (iii) Sentence Structures, Punctuation and Spelling		
Marks	Skills Descriptors	Content Descriptors
1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly
2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • simple words spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may use complex sentences with appropriate discourse markers e.g. because, on the other hand • commonly used words spelt correctly • general accuracy in use of more than commas and full stops
6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • clear and controlled, manipulation of sentence structures for effect; may use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout sections of speech • accurate spelling • range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate

- 5** A friend of yours has been left some money. **Advise** him or her what to do with it.
(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Marks	Skills Descriptors	Content Descriptors
1-2	<ul style="list-style-type: none"> communicates some meaning some simple sequencing of ideas 	<ul style="list-style-type: none"> some words in appropriate order one or more points made
3-4	<ul style="list-style-type: none"> communicates some meaning with occasional sense of purpose and audience ideas are sequenced simply, but generally appropriately 	<ul style="list-style-type: none"> makes one or more direct reference to giving advice about how to spend this money on teenage child 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	<ul style="list-style-type: none"> clear communication of ideas with more sense of purpose and audience uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> a number or 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	<ul style="list-style-type: none"> sustained awareness of purpose and audience more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect 	<ul style="list-style-type: none"> linked advice put forward which may be developed in a generalised way addresses audience directly and/or starts consciously to use an authoritative 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> presents advice with a variety of reasons evidence which may be drawn from personal experience and stimulus material is used to support argument register appropriate 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> advice is starting to become more detailed with a clear awareness of the potential problems and benefits of spending this amount of money 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	<ul style="list-style-type: none"> form, content and style are generally matched to purpose and audience well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> detailed and well developed; starting to use and support advice, though not always convincingly carried through begins to anticipate and evaluate potential response of friend 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 friend discursive markers are now coherently integrated
15-16	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

17-18	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
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AO3 (iii) Sentence Structures, Punctuation and Spelling		
Marks	Skills Descriptors	Content Descriptors
1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly
2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • simple words spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may use complex sentence with appropriate discourse markers e.g. <i>because, on the other hand</i> • commonly used words spelt correctly • general accuracy in use of more than commas and full stops
6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 of a leaflet **advising** elderly people of the direct benefits of the use of modern technology and **arguing** that it would improve their lives. (27 marks)

AO3 (i)/(ii) Communication and Organisation		
Marks	Skills Descriptors	Content Descriptors
1-2	<ul style="list-style-type: none"> communicates some meaning some simple sequencing of ideas 	<ul style="list-style-type: none"> some words in appropriate order one or more points made
3-4	<ul style="list-style-type: none"> communicates some meaning with occasional sense of purpose and audience ideas are sequenced simply, but generally appropriately 	<ul style="list-style-type: none"> marks one or more direct reference to the old people and their possible benefits from technology 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 leaflet
5-6	<ul style="list-style-type: none"> clear communication of ideas with more sense of purpose and audience uses some organisational devices appropriately with occasional conscious selection of words 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> sustained awareness of purpose and audience more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect 	<ul style="list-style-type: none"> linked arguments put forward which may be developed in a generalised way and an attempt to argue and advise addresses older audience directly and/or starts to consciously use an appropriate register begins to use rhetorical devices, for example, rhetorical questions with occasional evidence of language being used emotively discursive markers e.g. the first point..., where used, are mechanical and obvious more frequent use of linguistic/presentational devices e.g. repetition for effect

Marks	Skills Descriptors	Content Descriptors
9-10	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • presents advice and arguments with a variety of reasons • evidence which may be drawn from personal experience and stimulus material is used to support argument • register mainly consistent formal with some attempt to control tone e.g. to be cajoling, indignant etc. • organised points with paragraphing marking some shift in argument and persuasion • more appropriate use of wider range of rhetorical devices and discursive markers though still mechanical and superimposed
11-12	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • confident use of devices such as anecdote in context and rhetorical questions • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the argument; may mark both cause and effect e.g. as a result of this ... so ...
13-14	<ul style="list-style-type: none"> • form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing 	<ul style="list-style-type: none"> • 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

Marks	Skills Descriptors	Content Descriptors
15-16	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • advises and 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • may use satire, irony etc. but always fittingly and in context • demonstrates intellectual rigour and the ability to integrate a range of complex details from varied sources • discursive markers, rhetorical devices etc. are integrated into whole seamlessly and persuasively • may use some inventive structural and/or linguistic devices

AO3 (iii) Sentence Structures, Punctuation and Spelling		
Marks	Skills Descriptors	Content Descriptors
1	<ul style="list-style-type: none"> • some sentences • some accuracy in spelling of simple words • random punctuation 	<ul style="list-style-type: none"> • some monosyllabic words spelt correctly
2-3	<ul style="list-style-type: none"> • in sentences • generally accurate basic spelling • evidence of conscious punctuation 	<ul style="list-style-type: none"> • may use mainly simple and compound sentences, with occasional complex sentences; may use discourse markers in an enhanced way • simple words spelt correctly • occasional full stops
4-5	<ul style="list-style-type: none"> • uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation 	<ul style="list-style-type: none"> • some conscious variation of syntax though not always grammatically secure; may use complex sentence with appropriate discourse markers e.g. <i>because, on the other hand</i> • commonly used words spelt correctly • general accuracy in use of more than commas and full stops
6-7	<ul style="list-style-type: none"> • uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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