



## **General Certificate of Secondary Education**

### **English 3702 R**

#### *Specification A Paper 2H*

## **Mark Scheme**

*2008 examination - June (Replacement Paper)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

# GCSE English 2008 Replacement

## Paper 2 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, circled, in the right-hand margin.

---

## ANNOTATION OF SCRIPTS

It is important that while they are marking in red, examiners note on the script where they have found specific evidence of candidates having achieved a descriptor. It is likely that examiners will be making more extensive annotations at the beginning of the marking period than at the end, but every mark must be justified by a written comment. Ticks should be used to identify evidence of particular skills. Random ticking is extremely unhelpful.

The best kinds of comments are where a particular element of the descriptors is identified clearly and concisely. The point of making such comments is to allow subsequent readers to understand what you are identifying as positive achievement and where you are seeing material which gains credit. It is to share your marking process with those reading your scripts later (Team Leaders, Assistant Principals, Principals, the Chief, Awarders, QCA, scrutineers etc.).

Examiners are asked to number the scripts in their allocation in the order in which they mark them. The first script marked is '1'. Go right through the allocation. Number the script in the top left-hand corner of the front cover of the script. If you do extra scripts (or 'balcony' marking, etc.) just keep numbering through.

## PROBLEMS

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

## RUBRIC INFRINGEMENTS

There may well be a few candidates who answer the wrong number of questions. If so, mark them all and count the highest score for the three eligible under the terms of the rubric. Thus the marks should be entered which are the highest according to the allowable rubric.

## RECORDING

In addition to recording the mark(s) for a question at the end of the answer and circling them, examiners must also fill in the marks on the front cover of the answer booklet. A mark must be entered for Section A and 2 marks for Section B. There will, therefore, be three marks to be placed alongside the question numbers, one above the other. These should then be totalled. The total mark and your initials should be placed in the boxes in the top right-hand corner of the answer booklet.

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

2	21
4	14
	7

Then put the total for the paper in the box on the top right-hand corner of the cover marked 'For Office Use Only' and circle it. Put your initials underneath this total.

# GCSE English 2008

## Paper 2 Tier H

### Section A: Reading

This Section covers the following Assessment Objectives:

AO2 reading (EN2)

Candidates are required to demonstrate their ability to:

- (i) read with insight and engagement making appropriate reference to texts and developing and sustaining interpretations of them;
- (iv) select material appropriate to purpose, collate material from different sources, and make cross references;
- (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

The Higher Tier targets Grades D to A\*, but candidates may gain any mark on a particular component or question.

Descriptors and content guides have been included for performance from U to A\*.

The range of marks targeted by the paper (notional D to A\*) is 13 – 27 for each question in Section A. Each of the questions in Section A is marked out of 27.

### Specification A Paper 2 H Assessment Grid

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

**SECTION A: READING**

- 1 Compare how language and layout are used for effect in 'Two Scavengers in a Truck, Two Beautiful People in a Mercedes' (page 8) with the ways language and layout are used for effect in **one** other poem.

*(27 marks)*

<b>Skills Descriptors</b>		<b>Content Descriptors</b>	
<b>Mark Band</b>	<b>Statements</b>	<b>Mark Band</b>	<b>Statements</b>
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some awareness of one or more texts</li> </ul>	<b>1-6 marks</b>	<ul style="list-style-type: none"> <li>some understanding of content of 'Scavengers' and/or one other poem</li> <li>simple statements on layout e.g. the bin men are described as not very nice</li> <li>simple statement on layout</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple comment</li> <li>reference to some detail</li> <li>awareness of some aspect of presentation</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some simple comment supported</li> <li>reference to appropriate detail/ simple linkage</li> <li>statement on some aspects of presentation</li> </ul>	<b>7-12 marks</b>	<ul style="list-style-type: none"> <li>accurate account of content of 'Scavengers' and/or one other relevant poem</li> <li>identification of aspects of language/layout e.g. the scavengers are described as grungy and like a gargoyle Quasimodo</li> <li>simple comment on effects e.g. This makes them seem unpleasant and scruffy</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>extended unsupported comment</li> <li>appropriate reference/use of quotation to support comment/linkage</li> <li>simple comment on some aspects of presentation</li> </ul>		
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>awareness of feeling(s), attitude(s), idea(s)</li> <li>range of comment supported by textual details with some valid cross-reference</li> <li>comment on effects achieved by writer</li> </ul>	<b>13-18 marks</b>	<ul style="list-style-type: none"> <li>some focus on the ideas in 'Scavengers' and one other poem</li> <li>comments on the effects created through the use of language and/or layout e.g. The repeated use of "elegant" to describe the couple makes them seem completely different to the scavengers</li> <li>relevant comparison of uses of language and/or layout</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>understanding of feelings, attitudes, ideas</li> <li>range of extended supported comment with some developed cross-reference</li> <li>awareness of writer's techniques and purpose</li> </ul>		

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• appreciation of feelings, attitudes and ideas</li> <li>• effective use of textual detail with integrated cross reference</li> <li>• understanding of a variety of writers' techniques</li> </ul>	<b>19-27 marks</b>	<ul style="list-style-type: none"> <li>• examination and analysis of the uses of language and layout in both poems</li> <li>• examination and analysis of specific effects, demonstrating sound understanding of authorial purpose e.g. examination of the ambiguity in the portrayal of the "cool couple"</li> <li>• integrated comparative approach, analysing and developing own response</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• exploration of and empathy with writers' feelings, attitudes, ideas</li> <li>• references integrated with argument and comparison</li> <li>• analysis of a variety of writers' techniques</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• consistent insight and convincing/imaginative interpretation</li> <li>• conceptualised comparative response</li> <li>• close textual analysis</li> </ul>		

- 2 Compare the ways poets use description in 'from Search For My Tongue' (page 12) and one other poem. (27 marks)

Skills Descriptors		Content Descriptors	
Mark Band	Statements	Mark Band	Statements
<b>0 marks</b>	<ul style="list-style-type: none"> <li>nothing written</li> </ul>		
<b>1-3 marks</b>	<ul style="list-style-type: none"> <li>some awareness of one or more texts</li> </ul>	<b>1-6 marks</b>	<ul style="list-style-type: none"> <li>some understanding of content of one or more poems</li> <li>mention of descriptions</li> <li>simple statement on what is described</li> </ul>
<b>4-6 marks</b>	<ul style="list-style-type: none"> <li>simple comment</li> <li>reference to some detail</li> <li>awareness of some aspect of presentation</li> </ul>		
<b>7-9 marks</b>	<ul style="list-style-type: none"> <li>some simple comment supported</li> <li>reference to appropriate detail/simple linkage</li> <li>statement on some aspects of presentation</li> </ul>	<b>7-12 marks</b>	<ul style="list-style-type: none"> <li>accurate account of content of one or more relevant poems</li> <li>identification of the kind(s) e.g. the tongue is described as a plant</li> <li>simple comment on some effect(s) e.g. this makes it seem alive</li> </ul>
<b>10-12 marks</b>	<ul style="list-style-type: none"> <li>extended unsupported comment</li> <li>appropriate reference/use of quotation to support comment/linkage</li> <li>simple comment on some aspects of presentation</li> </ul>		
<b>13-15 marks</b>	<ul style="list-style-type: none"> <li>awareness of feeling(s), attitude(s), idea(s)</li> <li>range of comment supported by textual detail with some valid cross reference</li> <li>comment on effects achieved by writer</li> </ul>	<b>13-18 marks</b>	<ul style="list-style-type: none"> <li>some focus on ideas in 'Search For My Tongue' and one other poem</li> <li>comments on the uses poets make of description e.g. Bhatt uses the image of a bud opening to show how her mother tongue is returning</li> <li>relevant comparison of the mood, change, contrast, feelings, ideas etc.</li> </ul>
<b>16-18 marks</b>	<ul style="list-style-type: none"> <li>understanding of feelings, attitudes, ideas</li> <li>range of extended supported comment with some developed cross-reference</li> <li>awareness of writer's techniques and purpose</li> </ul>		



<b>Skills Descriptors</b>		<b>Content Descriptors</b>	
<b>Mark Band</b>	<b>Statements</b>	<b>Mark Band</b>	<b>Statements</b>
<b>19-21 marks</b>	<ul style="list-style-type: none"> <li>• appreciation of feelings, attitudes and ideas</li> <li>• effective use of textual detail with integrated cross reference</li> <li>• understanding of a variety of writers' techniques</li> </ul>	<b>19-27 marks</b>	<ul style="list-style-type: none"> <li>• examination and analysis of the possible meanings of the two poems</li> <li>• examination and analysis of specific uses of description</li> <li>• integrated comparative approach focusing on, for example, mood, senses, feelings; use of metaphor etc.</li> </ul>
<b>22-24 marks</b>	<ul style="list-style-type: none"> <li>• exploration of and empathy with writers' feelings, attitudes and ideas</li> <li>• references integrated with argument and comparison</li> <li>• analysis of a variety of writers' techniques</li> </ul>		
<b>25-27 marks</b>	<ul style="list-style-type: none"> <li>• consistent insight and convincing/imaginative interpretation</li> <li>• conceptualised comparative response</li> <li>• close textual analysis</li> </ul>		

## SECTION B: WRITING TO INFORM, EXPLAIN OR DESCRIBE

### Assessment Objectives

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

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

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

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

For each question, examiners are to record one mark out of 18 for AO3 (i) and (ii) combined and a **separate** mark out of 9 for AO3 (iii). The total available mark 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. Ring 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 necessarily 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 under timed conditions.

- 3** Write a letter to a Minister for Education **informing** him or her of the things you think should be done to improve education for teenagers. (27 marks)

<b>AO3 (i)/(ii) Communication and Organisation</b>		
<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1-2	<ul style="list-style-type: none"> <li>communicates some meaning</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>some words in appropriate order</li> <li>one or more points made</li> </ul>
3-4	<ul style="list-style-type: none"> <li>communicates some meaning with occasional sense of purpose and audience</li> <li>ideas are sequenced simply, but generally appropriately</li> </ul>	<ul style="list-style-type: none"> <li>makes one or more direct reference to changes</li> <li>an indication of awareness of need to inform</li> <li>may express personal feelings about what should be done but with little relevant detail</li> <li>order of ideas can be followed by reader</li> </ul>
5-6	<ul style="list-style-type: none"> <li>clear communication of ideas with more sense of purpose and audience</li> <li>uses some organisational devices appropriately with occasional conscious selection of words</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points about what should be done</li> <li>some awareness of need to inform, demonstrated by selection of points, though likely to be under-developed</li> <li>may show awareness of audience by use of second person</li> <li>may demonstrate occasional attempt to paragraph though likely to be random</li> <li>some attempt to link ideas using connectives</li> <li>more evidence of vocabulary selected to outline changes</li> </ul>
7-8	<ul style="list-style-type: none"> <li>sustained awareness of purpose and audience</li> <li>more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>clearer focus on what should be done with more developed points</li> <li>may be mainly anecdotal and/or narrative in approach though clearly intended to inform</li> <li>may use simple rhetorical devices to interest reader</li> <li>paragraphing may be tabloid and/or, at times, correctly placed</li> <li>beginnings of variety in vocabulary</li> </ul>
9-10	<ul style="list-style-type: none"> <li>conscious attempt to suit the needs of purpose and audience and begins to engage reader's response</li> <li>clear, if mechanical, paragraphing with more conscious use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>clear focus on what should be done with some range of information</li> <li>likely to outline in detail various aspects of what should be done</li> <li>likely to maintain awareness of audience throughout</li> <li>information is logically sequenced with paragraphs usually marking shift in focus</li> <li>begins to convey feelings about what should be done through vocabulary choices</li> </ul>

<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
11-12	<ul style="list-style-type: none"> <li>• clear identification with purpose and audience; begins to sustain reader's response</li>   <li>• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• more evidence of selection of points to inform</li> <li>• information likely to cover a range of aspects</li> <li>• may address reader directly</li> <li>• paragraphs are competently linked by content and language</li> <li>• control of question/answer approach, anecdote in context, emphasis etc. will be competent where used</li> <li>• discursive markers are becoming more integrated and are used to enhance the organisation of the information</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• form, content and style are generally matched to purpose and audience</li>   <li>• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• detailed and well developed with clear outline of what should be done and examples to support points</li> <li>• begins to anticipate and respond to potential audience response</li> <li>• may selectively use a range of devices/approaches to provide variety and sustain reader's interest</li> <li>• range of paragraph structures coherently linked</li> <li>• discursive markers are now coherently integrated</li> <li>• varied vocabulary used effectively</li> </ul>
15-16	<ul style="list-style-type: none"> <li>• form, content and style are consistently matched to purpose and audience</li>   <li>• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting</li> </ul>	<ul style="list-style-type: none"> <li>• cogent focus on what should be done with wide range of interesting information</li> <li>• growing subtlety of purpose and ability to manipulate reader's response</li> <li>• structured and developed using a range of means to effectively inform audience about what should be done</li> <li>• fluent control of range of devices and discursive markers</li> <li>• extensive vocabulary range</li> </ul>
17-18	<ul style="list-style-type: none"> <li>• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective</li>   <li>• controlled and sustained crafting with highly effective and delightful vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>• strong personal style</li> <li>• may use satire, irony, humour etc. but always fittingly and in context</li> <li>• demonstrates the ability to integrate a range of complex details from range of aspects of what should be done</li> <li>• discursive markers and a range of stylistic techniques are integrated into whole seamlessly and informatively</li> <li>• may use some inventive structural and/or linguistic devices</li> </ul>

<b>AO3 (iii) Sentence Structures, Punctuation and Spelling</b>		
<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1	<ul style="list-style-type: none"> <li>• some sentences</li> <li>• some accuracy in spelling of simple words</li> <li>• random punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some monosyllabic words spelt correctly</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• in sentences</li> <li>• generally accurate basic spelling</li> <li>• evidence of conscious punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way</li> <li>• some monosyllabic words spelt correctly</li> <li>• occasional full stops</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• uses a range of sentence structures</li> <li>• some accurate spelling of more complex words</li> <li>• starts to use a range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some conscious variation of syntax though not always grammatically secure; may link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>, some use of modifiers</li> <li>• commonly used words spelt correctly</li> <li>• general accuracy in use of capital letters and full stops</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• uses sentence forms for effect</li> <li>• generally secure in spelling</li> <li>• generally secure in punctuation which clarifies meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• constructions linked securely to discourse markers; may use parallel constructions, syntactical lists, adjectives, adverbs, minor sentences, for effect</li> <li>• generally secure spelling of irregular, latinate, complex words</li> <li>• generally accurate in sentence demarcation, use of commas, question marks etc</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• uses full range of appropriate sentence structures</li> <li>• achieves a high level of technical accuracy in spelling (occasional lapses may occur)</li> <li>• achieves a high level of technical accuracy in punctuation (occasional lapses may occur)</li> </ul>	<ul style="list-style-type: none"> <li>• clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs</li> <li>• accurate spelling</li> <li>• range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate</li> </ul>

- 4 Choose a famous person whom you admire. **Explain** why you admire this person.  
(27 marks)

<b>AO3 (i)/(ii) Communication and Organisation</b>		
<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1-2	<ul style="list-style-type: none"> <li>communicates some meaning</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>some words in appropriate order</li> <li>one or more points made</li> </ul>
3-4	<ul style="list-style-type: none"> <li>communicates some meaning with occasional sense of purpose and audience</li> <li>ideas are sequenced simply, but generally appropriately</li> </ul>	<ul style="list-style-type: none"> <li>makes one or more direct reference to famous person</li> <li>an indication of awareness of need to explain admiration. Uses appropriate words to explain e.g. because</li> <li>may express personal feelings but with little relevant detail</li> <li>order of ideas can be followed by reader</li> </ul>
5-6	<ul style="list-style-type: none"> <li>clear communication of ideas with more sense of purpose and audience</li> <li>uses some organisational devices appropriately with occasional conscious selection of words</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points about famous person</li> <li>some awareness of need to explain demonstrated by selection of points, though likely to be underdeveloped</li> <li>may show awareness of purpose by use of first person</li> <li>may demonstrate occasional attempts to paragraph though likely to be random</li> <li>some attempt to link ideas using connectives e.g. I admire him because ...</li> <li>more evidence of vocabulary selected to show attractions of subject; limited in range</li> </ul>
7-8	<ul style="list-style-type: none"> <li>sustained awareness of purpose and audience</li> <li>more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>clearer focus on famous person and admiration with more developed points</li> <li>may be mainly anecdotal and/or narrative in approach though clearly intended to explain</li> <li>may use simple rhetorical devices to interest reader</li> <li>paragraphing may be tabloid and/or, at times, correctly placed</li> <li>beginnings of variety in vocabulary</li> </ul>
9-10	<ul style="list-style-type: none"> <li>conscious attempt to suit the needs of purpose and audience and begins to engage reader's response</li> <li>clear, if mechanical, paragraphing with more conscious use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>clear focus on famous person and admiration</li> <li>evidence of a variety of explanations</li> <li>likely to describe in detail various reasons for admiration</li> <li>information is logically sequenced with paragraphs usually marking shift in focus</li> <li>begins to convey engagement with the topic through vocabulary choices</li> </ul>

<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
11-12	<ul style="list-style-type: none"> <li>• clear identification with purpose and audience; begins to sustain reader's response</li>   <li>• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• more evidence of selection of material for explanation and interest</li> <li>• explanations likely to cover a range of aspects of admiration</li> <li>• paragraphs are competently linked by content and language</li> <li>• control of anecdote in context, emphasis etc. will be competent where used</li> <li>• discursive markers are becoming more integrated and are used to enhance the organisation</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• form, content and style are generally matched to purpose and audience</li>   <li>• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• detailed and well developed with clear outline and examples to support explanations of admiration</li> <li>• begins to anticipate and respond to potential audience response</li> <li>• may selectively use a range of devices/approaches to provide variety and sustain reader's interest e.g. rhetorical questions, anecdote, emotive language etc.</li> <li>• range of paragraph structures coherently linked</li> <li>• discursive markers are now coherently integrated</li> <li>• varied vocabulary used effectively</li> </ul>
15-16	<ul style="list-style-type: none"> <li>• form, content and style are consistently matched to purpose and audience</li>   <li>• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting</li> </ul>	<ul style="list-style-type: none"> <li>• cogent focus on admiration with wide range of interesting explanations</li> <li>• growing subtlety of purpose and ability to manipulate reader's response</li> <li>• structured and developed using a range of means to explain choice effectively</li> <li>• fluent control of range of devices and discursive markers</li> <li>• extensive vocabulary range</li> </ul>
17-18	<ul style="list-style-type: none"> <li>• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective</li>   <li>• controlled and sustained crafting with highly effective and delightful vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>• strong personal style</li> <li>• may use satire, irony, humour etc. but always fittingly and in context</li> <li>• demonstrates the ability to integrate a range of explanations</li> <li>• discursive markers and a range of stylistic techniques are integrated into whole seamlessly</li> <li>• may use some inventive structural and/or linguistic devices</li> </ul>

<b>AO3 (iii) Sentence Structures, Punctuation and Spelling</b>		
<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1	<ul style="list-style-type: none"> <li>some sentences</li> <li>some accuracy in spelling of simple words</li> <li>random punctuation</li> </ul>	<ul style="list-style-type: none"> <li>some monosyllabic words spelt correctly</li> </ul>
2-3	<ul style="list-style-type: none"> <li>in sentences</li> <li>generally accurate basic spelling</li> <li>evidence of conscious punctuation</li> </ul>	<ul style="list-style-type: none"> <li>may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way</li> <li>some monosyllabic words spelt correctly</li> <li>occasional full stops</li> </ul>
4-5	<ul style="list-style-type: none"> <li>uses a range of sentence structures</li> <li>some accurate spelling of more complex words</li> <li>starts to use a range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>some conscious variation of syntax though not always grammatically secure; may link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>; some use of modifiers</li> <li>commonly used words spelt correctly</li> <li>general accuracy in use of capital letters and full stops</li> </ul>
6-7	<ul style="list-style-type: none"> <li>uses sentence forms for effect</li> <li>generally secure in spelling</li> <li>generally secure in punctuation which clarifies meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>constructions linked securely to discourse markers; may use parallel constructions, syntactical lists, adjectives, adverbs, minor sentences, for effect</li> <li>generally secure spelling of irregular, latinate, complex words</li> <li>generally accurate in sentence demarcation, use of commas, question marks etc</li> </ul>
8-9	<ul style="list-style-type: none"> <li>uses full range of appropriate sentence structures</li> <li>achieves a high level of technical accuracy in spelling (occasional lapses may occur)</li> <li>achieves a high level of technical accuracy in punctuation (occasional lapses may occur)</li> </ul>	<ul style="list-style-type: none"> <li>clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs</li> <li>accurate spelling</li> <li>range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate</li> </ul>



**5 Describe** a dream world.**(27 marks)**

<b>AO3(i)(ii) Communication and Organisation</b>		
<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1-2	<ul style="list-style-type: none"> <li>communicates some meaning</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>some words in appropriate order</li> <li>one or more features mentioned</li> </ul>
3-4	<ul style="list-style-type: none"> <li>communicates some meaning with occasional sense of purpose and audience</li> <li>ideas are sequenced simply, but generally appropriately</li> </ul>	<ul style="list-style-type: none"> <li>makes one or more direct reference to dream world</li> <li>an indication of awareness of need to describe: uses appropriate adjectives</li> <li>may express personal feelings about the dream world</li> <li>order of ideas can be followed by reader</li> </ul>
5-6	<ul style="list-style-type: none"> <li>clear communication of ideas with more sense of purpose and audience</li> <li>uses some organisational devices appropriately with occasional conscious selection of words</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points about the dream world</li> <li>some awareness of need to describe demonstrated by selection of aspects of the world though likely to be underdeveloped</li> <li>may demonstrate occasional attempt to paragraph though likely to be random</li> <li>some attempt to link ideas using connectives</li> <li>more evidence of vocabulary selected to show the dream world; limited in range</li> </ul>
7-8	<ul style="list-style-type: none"> <li>sustained awareness of purpose and audience</li> <li>more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>clearer focus on the dream world with more developed description</li> <li>may be anecdotal and/or narrative in approach though clearly intended to be descriptive</li> <li>may use simple rhetorical devices to interest reader</li> <li>paragraphing may be tabloid and/or, at times, correctly placed</li> <li>beginnings of variety in vocabulary</li> </ul>
9-10	<ul style="list-style-type: none"> <li>conscious attempt to suit the needs of purpose and audience and begins to engage reader's response</li> <li>clear, if mechanical, paragraphing with more conscious use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>clear focus on dream world</li> <li>evidence of description of a range of features</li> <li>likely to describe in detail various aspects of the dream world</li> <li>description is logically sequenced with paragraphs usually marking shift in focus</li> <li>begins to convey enthusiasm for subject through vocabulary choices</li> </ul>

Mark	Skills Descriptors	Content Descriptors
11-12	<ul style="list-style-type: none"> <li>• clear identification with purpose and audience; begins to sustain reader's response</li>   <li>• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• more evidence of selection of detail for interest and sequencing of description of dream world</li> <li>• description likely to cover a range of aspects e.g. atmosphere</li> <li>• paragraphs are competently linked by content and language</li> <li>• control of parallel structure, shaping, links, modifiers will be competent where used</li> <li>• discursive markers are becoming more integrated and are used to enhance the organisation of the description</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• form, content and style are generally matched to purpose and audience</li>   <li>• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• detailed and well developed with clear outline and examples to build description of dream world</li> <li>• begins to anticipate and respond to potential audience response</li> <li>• may selectively use a range of devices/approaches to provide variety and sustain reader's interest e.g. sentence variation, parallelism</li> <li>• range of paragraph structures coherently linked</li> <li>• discursive markers are now coherently integrated</li> <li>• wide vocabulary used effectively</li> </ul>
15-16	<ul style="list-style-type: none"> <li>• form, content and style are consistently matched to purpose and audience</li>   <li>• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting</li> </ul>	<ul style="list-style-type: none"> <li>• cogent focus on the dream world with a wide range of interesting description</li> <li>• growing subtlety of purpose and ability to manipulate reader's response</li> <li>• structured and developed using a range of means to convey the dream world effectively</li> <li>• fluent control of range of devices and discursive markers</li> <li>• extensive vocabulary range</li> </ul>
17-18	<ul style="list-style-type: none"> <li>• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective</li>   <li>• controlled and sustained crafting with highly effective and delightful vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>• strong personal style</li> <li>• may use satire, irony, humour etc. but always fittingly and in context</li> <li>• demonstrates the ability to integrate a range of complex details</li> <li>• discursive markers and a range of stylistic techniques are integrated into whole seamlessly</li> <li>• may use some inventive structural and/or linguistic devices</li> </ul>

<b>AO3 (iii) Sentence Structures, Punctuation and Spelling</b>		
<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1	<ul style="list-style-type: none"> <li>• some sentences</li> <li>• some accuracy in spelling of simple words</li> <li>• random punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some monosyllabic words spelt correctly</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• in sentences</li> <li>• generally accurate basic spelling</li> <li>• evidence of conscious punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way</li> <li>• some monosyllabic words spelt correctly</li> <li>• occasional full stops</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• uses a range of sentence structures</li> <li>• some accurate spelling of more complex words</li> <li>• starts to use a range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some conscious variation of syntax though not always grammatically secure; may link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>; some use of modifiers</li> <li>• commonly used words spelt correctly</li> <li>• general accuracy in use of capital letters and full stops</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• uses sentence forms for effect</li> <li>• generally secure in spelling</li> <li>• generally secure in punctuation which clarifies meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• constructions linked securely to discourse markers; may use parallel constructions, syntactical lists, adjectives, adverbs, minor sentences, for effect</li> <li>• generally secure spelling of irregular, latinate, complex words</li> <li>• generally accurate in sentence demarcation, use of commas, question marks etc</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• uses full range of appropriate sentence structures</li> <li>• achieves a high level of technical accuracy in spelling (occasional lapses may occur)</li> <li>• achieves a high level of technical accuracy in punctuation (occasional lapses may occur)</li> </ul>	<ul style="list-style-type: none"> <li>• clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs</li> <li>• accurate spelling</li> <li>• range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate</li> </ul>

- 6** Choose an event from your past that has special significance for you. **Describe** what happened and **explain** how you feel about it.

(27 marks)

<b>AO3(i)/(ii) Communication and Organisation</b>		
<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1-2	<ul style="list-style-type: none"> <li>communicates some meaning</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>some words in appropriate order</li> <li>one or more points made</li> </ul>
3-4	<ul style="list-style-type: none"> <li>communicates some meaning with occasional sense of purpose and audience</li> <li>ideas are sequenced simply, but generally appropriately</li> </ul>	<ul style="list-style-type: none"> <li>makes one or more direct reference to event</li> <li>an indication of awareness of need to describe and explain</li> <li>may express personal feelings about concern(s) but with little relevant detail</li> <li>order of ideas can be followed by reader</li> </ul>
5-6	<ul style="list-style-type: none"> <li>clear communication of ideas with more sense of purpose and audience</li> <li>uses some organisational devices appropriately with occasional conscious selection of words</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points</li> <li>some awareness of need to describe and explain demonstrated by selection of aspects of event and feelings, though likely to be underdeveloped</li> <li>may show awareness of audience by use of first person explanation</li> <li>may demonstrate occasional attempt to paragraph though likely to be random</li> <li>some attempt to link ideas using connectives e.g. because ...</li> <li>more evidence of vocabulary selected to inform and explain</li> </ul>
7-8	<ul style="list-style-type: none"> <li>sustained awareness of purpose and audience</li> <li>more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>clearer focus on event with more developed explanation of feelings</li> <li>may be mainly anecdotal and/or narrative in approach though clearly intended to describe and explain</li> <li>may use simple rhetorical device to interest reader</li> <li>paragraphing may be tabloid and/or, at times, correctly placed</li> <li>beginnings of variety in vocabulary</li> </ul>
9-10	<ul style="list-style-type: none"> <li>conscious attempt to suit the needs of purpose and audience and begins to engage reader's response</li> <li>clear, if mechanical, paragraphing with more conscious use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>clear focus on event with some range in description</li> <li>likely to explain aspects of feelings</li> <li>paragraphs usually marking shift in focus</li> <li>detail is logically sequenced</li> <li>begins to convey enthusiasm for subject through vocabulary choices</li> </ul>

Mark	Skills Descriptors	Content Descriptors
11-12	<ul style="list-style-type: none"> <li>• clear identification with purpose and audience; begins to sustain reader's response</li>   <li>• evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• more evidence of selection of descriptive detail</li> <li>• explanation likely to cover a range of aspects of feelings and the reasons for these</li> <li>• may address reader directly and effectively</li> <li>• paragraphs are competently linked by content and language</li> <li>• control of alternative structure, e.g. narrative, will be competent where used</li> <li>• discursive markers are becoming more integrated and are used to enhance the organisation of the information and explanation</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• form, content and style are generally matched to purpose and audience</li>   <li>• well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• detailed and well developed with clear description and explanation</li> <li>• begins to anticipate and respond to potential audience response</li> <li>• may selectively use a range of devices/approaches to provide variety and sustain reader's interest</li> <li>• range of paragraph structures coherently linked</li> <li>• discursive markers are now coherently integrated</li> <li>• wide vocabulary used effectively</li> </ul>
15-16	<ul style="list-style-type: none"> <li>• form, content and style are consistently matched to purpose and audience</li>   <li>• coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting</li> </ul>	<ul style="list-style-type: none"> <li>• cogent focus on event and feelings with wide range of interesting detail</li> <li>• growing subtlety of purpose and ability to manipulate reader's response</li> <li>• structured and developed using a range of means to provide description and explanation</li> <li>• fluent control of range of devices and discursive markers</li> <li>• extensive vocabulary range</li> </ul>
17-18	<ul style="list-style-type: none"> <li>• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective</li>   <li>• controlled and sustained crafting with highly effective and delightful vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>• strong personal style</li> <li>• may use satire, irony, humour etc. but always fittingly and in context</li> <li>• demonstrates the ability to integrate a range of complex details</li> <li>• discursive markers and a range of stylistic techniques are integrated into whole seamlessly and informatively</li> <li>• may use some inventive structural and/or linguistic devices</li> </ul>

<b>AO3 (iii) Sentence Structures, Punctuation and Spelling</b>		
<b>Mark</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
1	<ul style="list-style-type: none"> <li>• some sentences</li> <li>• some accuracy in spelling of simple words</li> <li>• random punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some monosyllabic words spelt correctly</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• in sentences</li> <li>• generally accurate basic spelling</li> <li>• evidence of conscious punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way</li> <li>• some monosyllabic words spelt correctly</li> <li>• occasional full stops</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• uses a range of sentence structures</li> <li>• some accurate spelling of more complex words</li> <li>• starts to use a range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• some conscious variation of syntax though not always grammatically secure; may link complex sentences with appropriate discourse markers e.g. <i>because, another reason for</i>; some use of modifiers;</li> <li>• commonly used words spelt correctly</li> <li>• general accuracy in use of capital letters and full stops</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• uses sentence forms for effect</li> <li>• generally secure in spelling</li> <li>• generally secure in punctuation which clarifies meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• constructions linked securely to discourse markers; may use parallel constructions, syntactical lists, adjectives, adverbs, minor sentences, for effect</li> <li>• generally secure spelling of irregular, latinate, complex words</li> <li>• generally accurate in sentence demarcation, use of commas, question marks etc</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• uses full range of appropriate sentence structures</li> <li>• achieves a high level of technical accuracy in spelling (occasional lapses may occur)</li> <li>• achieves a high level of technical accuracy in punctuation (occasional lapses may occur)</li> </ul>	<ul style="list-style-type: none"> <li>• clear and controlled manipulation of sentence structures for effect; may use wide range of appropriate discourse markers linked to syntactical choice; may use repetition, contrast, parallel phrases and clauses, verbal patterning to control sentence variety within paragraphs</li> <li>• accurate spelling</li> <li>• range of punctuation used in a sophisticated manner; colons and semi-colons used correctly when appropriate</li> </ul>