



General Certificate of Secondary Education

English 3702

Specification A Paper 2H

Mark Scheme

2008 examination - November series

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: 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 November 2008

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 in the right hand margin and circled.

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 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 marks for a question at the end of the answer, 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 November 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 2H Assessment Grid

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

SECTION A: READING

- 1 Compare the ways poets use structure and language to convey meaning in 'What Were They Like?' (page 11) and **one** other poem. (27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Band | Statements | Mark Band | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some awareness of one or more texts | 1-6 marks | <ul style="list-style-type: none"> some understanding of content of one or more poems mention of structure or language described simple statement on structure/language/ meaning e.g. question and answer, then and now, Vietnam |
| 4-6 marks | <ul style="list-style-type: none"> simple comment reference to some detail awareness of some aspect of presentation | | |
| 7-9 marks | <ul style="list-style-type: none"> some simple comment supported reference to appropriate detail/simple linkage statement on some aspects of presentation | 7-12 marks | <ul style="list-style-type: none"> accurate account of content of one or more relevant poems identification of material to do with structure/language/meaning simple comment on some aspects of the methods the poets use to convey meaning e.g. question and answer, split structure, change |
| 10-12 marks | <ul style="list-style-type: none"> extended unsupported comment appropriate reference/use of quotation to support comment/linkage simple comment on some aspects of presentation | | |
| 13-15 marks | <ul style="list-style-type: none"> awareness of feeling(s), attitude(s), idea(s) range of comment supported by textual details with some valid cross-reference comment on effect achieved by writer | 13-18 marks | <ul style="list-style-type: none"> some focus on the meanings in 'What Were They Like' and one other poem comments on the ways the poets use language and structure relevant comparison of the uses of language and structure e.g. opening, conclusion, statement, question and answer, stanzas, metaphor, description |
| 16-18 marks | <ul style="list-style-type: none"> understanding of feelings, attitudes, ideas range of extended supported comment with some developed cross-reference awareness of writer's techniques and purpose | | |

| Skills Descriptors | | Content Descriptors | |
|--------------------|--|---------------------|---|
| Mark Band | Statements | Mark Band | Statements |
| 19-21 marks | <ul style="list-style-type: none"> • appreciation of feelings, attitudes and ideas • effective use of textual detail with integrated cross-reference • understanding of a variety of writers' techniques | 19-27 marks | <ul style="list-style-type: none"> • examination and analysis of meaning in two poems • examination and analysis of specific methods of using language and structure to convey meanings • integrated comparative approach e.g. clear comparison on contrasts, sequencing, shape, metaphor, simile, images, description, repetition |
| 22-24 marks | <ul style="list-style-type: none"> • exploration of and empathy with writers' feelings, attitudes and ideas • references integrated with argument and comparison • analysis of a variety of writers' techniques | | |
| 25-27 marks | <ul style="list-style-type: none"> • consistent insight and convincing/ imaginative interpretation • conceptualised comparative response • close textual analysis | | |

- 2 Compare the methods used to present ideas in 'Hurricane Hits England' (page 18) with the methods used to present ideas in **one** other poem.

(27 marks)

| Skills Descriptors | | Content Descriptors | |
|--------------------|---|---------------------|---|
| Mark Band | Statements | Mark Band | Statements |
| 0 marks | <ul style="list-style-type: none"> nothing written | | |
| 1-3 marks | <ul style="list-style-type: none"> some awareness of one or more texts | 1-6 marks | <ul style="list-style-type: none"> some understanding of content of 'Hurricane Hits England' and/or one other poem mention of an idea e.g. the hurricane keeps her awake simple statement on language |
| 4-6 marks | <ul style="list-style-type: none"> simple comment reference to some detail awareness of some aspect of presentation | | |
| 7-9 marks | <ul style="list-style-type: none"> some simple comment supported reference to appropriate detail/ simple linkage statement on some aspects of presentation | 7-12 marks | <ul style="list-style-type: none"> accurate account of content of 'Hurricane Hits England' and/or one other relevant poem identification of ideas in one or both poems e.g. the poet has moved to England but the hurricane is from her home country simple comment on some aspects of method e.g. the hurricane is described like a cousin to show it is like family to her |
| 10-12 marks | <ul style="list-style-type: none"> extended simple comment supported appropriate reference/use of quotation to support comment/ linkage simple comment on some aspects of presentation | | |
| 13-15 marks | <ul style="list-style-type: none"> awareness of feeling(s), attitude(s), idea(s) range of comment supported by textual details with some valid cross-reference comment on effects achieved by writer | 13-18 marks | <ul style="list-style-type: none"> some focus on the ideas in 'Hurricane' and one other poem comments on the methods used in both poems e.g. By showing the force of the hurricane which makes trees fall "heavy as whales" we can see the powerful effect it has on the speaker relevant comparison of the methods used and the effects of these |
| 16-18 marks | <ul style="list-style-type: none"> understanding of feelings, attitudes, ideas range of extended supported comment with some developed cross-reference awareness of writer's techniques and purpose | | |

| Skills Descriptors | | Content Descriptors | |
|---------------------------|---|----------------------------|---|
| Mark Band | Statements | Mark Band | Statements |
| 19-21 marks | <ul style="list-style-type: none"> • appreciation of feelings, attitudes and ideas • effective use of textual detail with integrated cross-reference • understanding of a variety of writers' techniques | 19-27 marks | <ul style="list-style-type: none"> • examination and analysis of the ideas in both poems e.g. notion of cultural ties, a homeland and the need to adapt to a different culture • examination and analysis of specific examples methods the poets use to present ideas e.g. analysis of imagery in 'Hurricane' • integrated comparative approach, analysing and developing own response |
| 22-24 marks | <ul style="list-style-type: none"> • exploration of and empathy with writers' feelings, attitudes, ideas • references integrated with argument and comparison • analysis of a variety of writers' techniques | | |
| 25-27 marks | <ul style="list-style-type: none"> • consistent insight and convincing/imaginative interpretation • conceptualised comparative response • close textual analysis | | |

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 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 Communications 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 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 an **information** leaflet for parents on how to deal with difficult children.
(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 difficult children an indication of awareness of need to inform e.g. I am going to tell you about ... may express personal feelings but with little relevant detail order of ideas can be followed by reader |
| 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"> makes some linked points about how to deal with difficult children some awareness of need to inform demonstrated by the selection of points, though likely to be underdeveloped may demonstrate occasional attempt to paragraph though likely to be random some attempt to link ideas using connectives e.g. 'Therefore, when you talk to them ...' more evidence of vocabulary selected to inform |
| 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"> clearer focus on how to deal with difficult children, with more developed points may be mainly anecdotal and/or narrative in approach though clearly intended to inform may use simple rhetorical devices to interest reader e.g. 'Why are children naughty?' paragraphing may be tabloid and/or, at times, correctly placed beginnings of variety in vocabulary |
| 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"> clear focus on how to deal with difficult children; with some range of information may describe in detail various aspects of chosen subject information is logically sequenced with paragraphs usually marking shift in focus begins to interest reader through vocabulary choices |

| Marks | Skills Descriptors | Content Descriptors |
|-------|--|--|
| 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"> • more evidence of selection of information about how to deal with difficult children • information likely to cover a range of aspects • may address reader directly e.g. 'Have you ever wondered ...?' • control of sub-headings, question/answer approach, anecdote in context, emphasis etc. will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the information e.g. 'Finally' |
| 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 developed information on how to deal with difficult children • begins to anticipate and respond to potential reader response • may selectively use a range of devices/ approaches to provide variety and sustain reader's interest e.g. rhetorical questions, question/answer, anecdote • range of paragraph structures coherently linked • discursive markers are now coherently integrated • varied vocabulary used effectively to inform |
| 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"> • cogent focus on how to deal with difficult children with wide range of interesting information • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to effectively inform students • fluent control of range of devices and discursive markers • 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"> • strong personal style • may use satire, irony, humour etc. but always fittingly and in context • demonstrate the ability to integrate a range of complex details • discursive markers and a range of stylistic techniques integrated seamlessly • 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 a mechanical way • simple words generally 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 link complex sentences with appropriate discourse markers e.g. 'because', 'another reason for'; some use of modifiers • commonly used words spelt correctly • uses more than commas and full stops accurately |
| 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 parallel constructions, syntactical list, adjectives, adverbs, minor sentences, 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 (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) | <ul style="list-style-type: none"> • 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 • accurate spelling • range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate |

- 4** Write a letter to the Chair of the Governors of your school or college in which you **explain** what you believe to be the most important things in education up to the age of sixteen and why you think this. (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 important things in education an indication of awareness to explain e.g. uses appropriate word such as 'because' may express personal feelings about education but with little relevant detail order of ideas can be followed by reader |
| 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"> makes some linked points about important things in education some awareness of need to explain demonstrated by selection of points, though likely to be underdeveloped may demonstrate occasional attempt to paragraph though likely to be random some attempt to link ideas using connectives e.g. 'This is important because ...' more evidence of vocabulary selected to explain |
| 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"> clearer focus on the important things, with more developed points may be mainly anecdotal and/or narrative in approach though clearly intended to explain some evidence of selection of detail for purpose e.g. important things relevant to age may use simple rhetorical devices to interest reader e.g. lists of three paragraphing may be tabloid and/or, at times, correctly placed beginnings of variety in vocabulary |
| 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"> clear focus on the important things evidence of a variety of explanations likely to describe in detail various examples of what is important based on personal experience explanation is logically sequenced with paragraphs usually marking shift in focus begins to interest reader through vocabulary choices |

| Marks | Skills Descriptors | Content Descriptors |
|-------|--|--|
| 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"> • more evidence of selection of material to explain what the important things are • explanation likely to cover a range of aspects • may address the reader directly e.g. 'Have you ever considered ...?' • control of anecdote in context, emphasis etc. will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the letter e.g. 'Because of this...' |
| 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 developed explanation of the important things • begins to anticipate and respond to potential reader response • may selectively use a range of devices/ approaches to provide variety and sustain reader's interest e.g. rhetorical questions, question/answer, anecdote • range of paragraph structures coherently linked • discursive markers are now coherently integrated • varied vocabulary used effectively in explanation |
| 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"> • cogent focus on the important things with wide range of interesting explanation • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to effectively explain • fluent control of range of devices and discursive markers • 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"> • strong personal style • may use satire, irony, humour etc. but always fittingly and in context • demonstrates the ability to integrate a range of complex details • discursive markers and a range of stylistic techniques integrated seamlessly • 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 a mechanical way simple words generally 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 link complex sentences with appropriate discourse markers e.g. 'because', 'another reason for'; some use of modifiers commonly used words spelt correctly uses more than commas and full stops accurately |
| 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 parallel constructions, syntactical list, adjectives, adverbs, minor sentences, 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 (occasional lapses may occur) achieves a high level of technical accuracy in punctuation (occasional lapses may occur) | <ul style="list-style-type: none"> 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 accurate spelling range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate |

5 Describe a place you do not like.

(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 place an indication of awareness of need to describe e.g. uses appropriate adjectives may express feelings about place but with little relevant detail order of ideas can be followed by reader |
| 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"> makes some linked points about place some awareness of need to describe, demonstrated by selection of aspects of place e.g. its appearance, though likely to be underdeveloped may demonstrate occasional attempt to paragraph though likely to be random some attempt to link ideas using connectives e.g. 'This place annoys me because ...' more evidence of vocabulary selected to describe |
| 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"> clearer focus on place, with more developed points may be mainly anecdotal and/or narrative in approach though clearly intended to describe some evidence of selection of detail for purpose e.g. reference to particular characteristics of place may use simple rhetorical devices to interest reader e.g. lists of three paragraphing may be tabloid and/or, at times correctly placed beginnings of variety in vocabulary |
| 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"> clear focus on place evidence of description of a range of features likely to make some connection between features and reasons for dislike description is logically sequenced with paragraphs usually marking shift in focus begins to interest reader through vocabulary choices |

| Marks | Skills Descriptors | Content Descriptors |
|-------|--|---|
| 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"> • more evidence of selection of detail for description of place • description likely to cover a range of aspects, e.g. location, appearance, time spent there, which explain dislike • control of anecdote in context, emphasis etc. will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the description |
| 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 description of place • begins to anticipate and respond to potential reader response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest e.g. sentence, variation, similes • range of paragraph structures coherently linked • discursive markers now coherently integrated • varied vocabulary used effectively in description |
| 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"> • cogent focus on place with wide range of interesting description • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to convey atmosphere of place and reasons for dislike effectively • fluent control of range of devices and discursive markers • 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"> • strong personal style • may use satire, irony, humour etc. but always fittingly and in context • demonstrates the ability to integrate a range of complex details • discursive markers and a range of stylistic techniques integrated seamlessly • 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 occasional full stops |
| 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 a mechanical way simple words generally spelt correctly occasional accurate 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 link complex sentences with appropriate discourse markers e.g. 'because', 'another reason for'; some use of modifiers commonly used words spelt correctly general accuracy in use of more than full stops and commas |
| 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 parallel constructions, syntactical list, adjectives, adverbs, minor sentences, 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 (occasional lapses may occur) achieves a high level of technical accuracy in punctuation (occasional lapses may occur) | <ul style="list-style-type: none"> 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 accurate spelling range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate |

- 6 Write a formal letter to the Prime Minister **explaining** what you consider to be the most important issues the government needs to deal with and **describing** the kind of country in which you would like to live. (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 important issues an indication of awareness need to inform and/or describe e.g. uses simple adjectives may express personal feelings but with little relevant detail order of ideas can be followed by reader |
| 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"> makes some linked points about important issues some awareness of the need to explain and describe, demonstrated by the selection of points, though likely to be underdeveloped may demonstrate occasional attempt to paragraph though likely to be random some attempt to link ideas using connectives e.g. 'Pollution needs to be dealt with because ...' more evidence of vocabulary selected to inform and explain |
| 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"> clearer focus on issues, with more developed points may be mainly anecdotal and/or narrative in approach though clearly intended to explain and describe some evidence of selection of detail for purpose e.g. the importance of good health care may use simple rhetorical devices to interest reader e.g. lists of three paragraphing may be tabloid and/or, at times, correctly placed beginnings of variety in vocabulary |
| 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"> clear focus on important issues evidence of a variety of explanation and description likely to describe in detail various aspects of the ideal kind of country explanation and description are logically sequenced with paragraphs usually marking shift in focus begins to interest reader through vocabulary choices |

| Marks | Skills Descriptors | Content Descriptors |
|-------|--|---|
| 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"> • more evidence of selection of material to explain and describe • description and explanation likely to cover a range of aspects • may address reader directly e.g. 'Now this is one issue you may already have ...' • control of anecdote in context, emphasis etc. will be competent where used • paragraphs are competently linked by content and language • discursive markers are becoming more integrated and are used to enhance the organisation of the explanation and description e.g. 'Nevertheless, this could be achieved by...' |
| 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 developed explanation and description • begins to anticipate and respond to potential reader response • may selectively use a range of devices/approaches to provide variety and sustain reader's interest e.g. sentence variation, rhetorical questions • range of paragraph structures coherently linked • discursive markers are now coherently integrated • varied vocabulary used effectively in information and explanation |
| 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"> • cogent focus on issues with wide range of interesting explanation and description • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to effectively explain and describe • fluent control of range of devices and discursive markers • 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"> • strong personal style • may use satire, irony, humour etc. but always fittingly and in context • demonstrates the ability to integrate a range of complex details • discursive markers and a range of stylistic techniques integrated seamlessly • 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 • occasional full stops |
| 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 a mechanical way • simple words generally spelt correctly • occasional accurate 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 link complex sentences with appropriate discourse markers e.g. 'because', 'another reason for'; some use of modifiers • commonly used words spelt correctly • uses more than commas and full stops accurately |
| 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 parallel constructions, syntactical list, adjectives, adverbs, minor sentences, 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 (occasional lapses may occur) • achieves a high level of technical accuracy in punctuation (occasional lapses may occur) | <ul style="list-style-type: none"> • 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 • accurate spelling • range of punctuation used in sophisticated manner e.g. colons and semi-colons used correctly where appropriate |