**General Certificate of Secondary Education
June 2010**

English   **3702/2H**

Specification A

Higher Tier

Post-Standardisation

Mark Scheme

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

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

GCSE English June 2010
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 ranges 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 range 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 range. **They must not be interpreted as hurdle statements**.

Once the mark has been decided upon, by the identification in the body of the script where the descriptor has been met, then the mark should be placed in the right-hand margin.

ANNOTATION OF SCRIPTS

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

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

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

02	21
04	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 June 2010
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

01 How does the poet present a variety of feelings in 'Limbo' (page 5)? Compare how he does this with the presentation of a variety of feelings in **one** other poem.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0 marks	• nothing written		
1-3 marks	• some awareness of one or more texts	**1-6 marks**	• some understanding of content of 'Limbo' and/or one other poem
4-6 marks	• simple comment • reference to some detail • awareness of some aspect of presentation		• simple statement on feelings e.g. the slaves are sad • simple statement on language/layout
7-9 marks	• some simple comment supported • reference to appropriate detail/simple linkage • statement on some aspects of presentation	**7-12 marks**	• accurate account of content of 'Limbo' and/or one other relevant poem • identification of a range of feelings e.g. the slaves are sometimes sad but they are happy when they do the dance
10-12 marks	• extended simple comment supported • appropriate reference/use of quotation to support comment/linkage • simple comment on some aspects of presentation		• simple comment on effects of method(s) e.g. the use of repetition gives it a rhythm
13-15 marks	• 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**	• some focus on variety of feelings in 'Limbo' and one other poem • comments on the effects created through the methods used e.g. the repeated use of "Limbo, like me" makes the poem feel like a song and echoes the beat of the limbo dance
16-18 marks	• understanding of feelings, attitudes, ideas • range of extended supported comment with some developed cross-reference • awareness of writer's techniques and purpose		• relevant comparison of the uses of language and/or layout

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
19-21 marks	• 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**	• examination and analysis of the variety of feelings in both poems • examination and analysis of methods used to present the range of feelings e.g. specific detail demonstrating the significance of layout in reflection of content • integrated comparative approach, analysing and developing own response
22-24 marks	• 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	• consistent insight and convincing/imaginative interpretation • conceptualised comparative response • close textual analysis		

02 Compare the ways in which the poet presents confusion about identity in 'Presents from my Aunts in Pakistan' (pages 16 and 17) with the ways confusion about identity is presented in **one** other poem.

(27 marks)

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
0 marks	• nothing written		
1-3 marks	• some awareness of one or more texts	**1-6 marks**	• some understanding of content of 'Presents' and/or one other poem
4-6 marks	• simple comment • reference to some detail • awareness of some aspect of presentation		• mention of an idea linked to identity e.g. the girl is from Pakistan • simple statement on language
7-9 marks	• some simple comment supported • reference to appropriate detail/simple linkage • statement on some aspects of presentation	**7-12 marks**	• accurate account of content of 'Presents' and/or one other relevant poem • identification of ideas to do with confusion about identity in one or both poems e.g. the poet has moved to England but the clothes are from her home country
10-12 marks	• extended simple comment supported • appropriate reference/use of quotation to support comment/linkage • simple comment on some aspects of presentation		• simple comment on method e.g. the poet uses a simile to describe this, "glistening like an orange split open"
13-15 marks	• 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**	• some focus on ideas to do with confusion about identity in 'Presents' and one other poem • comments on the methods used to present confusion about identity in one or both poems e.g. by using the image of an "orange split open", Alvi shows both the bright attractive colours of her traditional clothing and the idea that she also is split in two by these clothes
16-18 marks	• understanding of feelings, attitudes, ideas • range of extended supported comment with some developed cross-reference • awareness of writer's techniques and purpose		• relevant comparison of the methods used by the poets and the effects of these

Skills Descriptors		Content Descriptors	
Mark Range	**Statements**	**Mark Range**	**Statements**
19-21 marks	• 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**	• examination and analysis of ideas to do with confusion about identity in both poems e.g. notion of cultural ties juxtaposed against the need to adapt to a different culture • examination and analysis of specific examples of the methods the poets use to present confusion about identity e.g. detailed analysis of aspects of imagery in 'Presents' • integrated comparative approach, analysing and developing own response
22-24 marks	• 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	• 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 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. 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 range, 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 range the mark should be. Remember that to be placed in a particular range 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.

03   Write a letter to your local councillor **informing** him or her of your views about something that concerns people in the area in which you live.

(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct reference to a subject of concern and/or the area • 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	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• makes some linked points about a subject that is of concern and/or the area • 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, that shows… • more evidence of vocabulary selected to inform
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• clearer focus on the subject of concern to people in area • may be mainly anecdotal and/or narrative in approach though clearly intended to inform • may use simple rhetorical devices to interest reader e.g. What should you do with litter? • paragraphing may be tabloid and/or, at times, correctly placed • beginnings of variety in vocabulary
9-10	• conscious attempt to suit the needs of purpose and audience and begins to engage reader's response • clear, if mechanical, paragraphing with more conscious use of vocabulary for effect	• clear focus on the subject of concern to people in area • information relevant to task is given – may be incidental or sporadic • 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	• 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	• more evidence of selection of information about the subject of concern to people in area • information likely to cover a range of aspects • may address reader directly e.g. 'Have you ever wondered …?' • 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. 'furthermore'
13-14	• form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing	• detailed and developed information on the subject of concern to people in area • 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	• 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	• cogent focus on the subject of concern to people in area • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to inform councillor effectively • fluent control of range of devices and discursive markers • extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices	• 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	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way • some monosyllabic words spelt correctly • occasional accurate full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may 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	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use 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	• 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)	• 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 a sophisticated manner e.g. colons and semi-colons used correctly when appropriate

04 **Explain** why you like or dislike celebrities.

(27 marks)

AO3 (i)/(ii) Communication and Organisation		
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct reference to celebrities • an indication of awareness of need to explain e.g. uses appropriate words such as *because* • may express personal feelings about celebrities but with little relevant detail • order of ideas can be followed by reader
5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• makes some linked points about celebrities • some awareness of need to explain 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. I like her because … • more evidence of vocabulary selected to explain
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• clearer focus on the reasons for like or dislike of celebrities 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. specific details relating to celebrity or celebrities • 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	• 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	• clear focus on the reasons for like or dislike of celebrities • evidence of a variety of explanations • likely to describe various celebrities in support of explanation for like or dislike • 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	• 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	• more evidence of selection of material to explain reasons for like or dislike of celebrities • explanation likely to cover a range of aspects • may address the reader directly e.g. 'Have you ever wondered …?' • 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 e.g. 'Because of this…'
13-14	• form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing	• detailed and developed explanation of reasons for like or dislike of celebrities • 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	• 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	• cogent focus on reasons for like or dislike of celebrities, 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 explain effectively • fluent control of range of devices and discursive markers • extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices	• 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	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way • some monosyllabic words spelt correctly • occasional accurate full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may 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	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use 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	• 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)	• 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 a sophisticated manner e.g. colons and semi-colons used correctly when appropriate

05 **Describe** a day from your childhood.

(27 marks)

Marks	AO3 (i)/(ii) Communication and Organisation	
	Skills Descriptors	**Content Descriptors**
1-2	• communicates some meaning • some simple sequencing of ideas	• some words in appropriate order • one or more points made
3-4	• communicates some meaning with occasional sense of purpose and audience • ideas are sequenced simply, but generally appropriately	• makes one or more direct reference to day and/or childhood • an indication of awareness of need to describe e.g. uses appropriate adjectives • may express feelings about day and/or childhood but with little relevant detail • order of ideas can be followed by reader
5-6	• clear communication of ideas with more sense of purpose and audience • uses some organisational devices appropriately with occasional conscious selection of words	• makes some linked points about day from childhood • some awareness of need to describe, demonstrated by selection of aspects of day from childhood e.g. the sun shone, 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. 'The sun was hot so …' • more evidence of vocabulary selected to describe
7-8	• sustained awareness of purpose and audience • more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	• clearer focus on day from childhood with more developed points • may be spasmodically anecdotal in approach though clearly intended to describe • some evidence of selection of detail for purpose e.g. reference to different times of the day • 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	• 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	• clear focus on day from childhood • evidence of a variety of description • likely to describe in detail various aspects of the day • 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	• 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	• more evidence of selection of detail for description of day from childhood • description likely to cover a range of aspects (e.g. weather, place, event(s)) • may address reader directly • 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	• 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	• detailed and developed description of day from childhood • 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 are now coherently integrated • varied vocabulary used effectively in description
15-16	• form, content and style are consistently matched to purpose and audience • coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting	• cogent focus on day from childhood 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 describe the day from childhood effectively • fluent control of range of devices and discursive markers • extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices	• 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	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words, spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way • some monosyllabic words spelt correctly • occasional accurate full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may 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	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use 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	• 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)	• 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 a sophisticated manner e.g. colons and semi-colons used correctly when appropriate

06 Write an article for a magazine or website **informing** your readers about the charity or charities which you think they should support and **explaining** why you think they should give their support. *(27 marks)*

	AO3 (i)/(ii) Communication and Organisation	
Marks	**Skills Descriptors**	**Content Descriptors**
1-2	- communicates some meaning - some simple sequencing of ideas	- some words in appropriate order - one or more points made
3-4	- communicates some meaning with occasional sense of purpose and audience - ideas are sequenced simply, but generally appropriately	- makes one or more direct reference to charity or charities - an indication of awareness of need to inform and/or explain e.g. uses simple adjectives - may express personal feelings about charity or charities but with little relevant detail - order of ideas can be followed by reader
5-6	- clear communication of ideas with more sense of purpose and audience - uses some organisational devices appropriately with occasional conscious selection of words	- makes some linked points about charity or charities - an indication of awareness of the need to inform and explain, 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. They need your help because… - more evidence of vocabulary selected to inform and explain
7-8	- sustained awareness of purpose and audience - more conscious attempt to organise sentences into paragraphs with some attempt to use vocabulary for effect	- clearer focus on charity or charities and the reasons why they should be supported with more developed points - may be mainly anecdotal in approach though clearly intended to inform and explain - some evidence of selection of detail for purpose e.g. reference to the work the charity does - 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	- 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	- clear focus on charity or charities and the reasons why they should be supported - likely to give detailed information on various aspects of the charity or charities - may explain reason(s) in detail - information and explanation are logically sequenced with paragraphs usually marking shift in focus - begins to interest reader through vocabulary choices

Marks	Skills Descriptors	Content Descriptors
11-12	• clear identification with purpose and audience; begins to sustain reader's response • evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect	• more evidence of selection of material to inform about charity or charities and explain why support is needed • information and explanation likely to cover a range of aspects • may address reader directly e.g. You may think… • 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 information and explanation e.g. nevertheless, to achieve this aim…
13-14	• form, content and style are generally matched to purpose and audience • well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice and phrasing	• detailed and developed information about charity or charities and explanation of why support is needed • 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	• 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	• cogent focus on information about charity or charities with wide range of interesting explanation of why reader's support is needed • growing subtlety of purpose and ability to manipulate reader's response • structured and developed using a range of means to effectively describe and explain • fluent control of range of devices and discursive markers • extensive vocabulary range
17-18	• form, content and style are assuredly matched to purpose and audience; distinctive and consistently effective • controlled and sustained crafting with highly effective and delightful vocabulary choices	• 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	• some sentences • some accuracy in spelling of simple words • random punctuation	• some monosyllabic words spelt correctly
2-3	• in sentences • generally accurate basic spelling • evidence of conscious punctuation	• may use mainly simple and compound sentences with occasional complex sentences; may use discourse markers in a mechanical way • some monosyllabic words spelt correctly • occasional accurate full stops
4-5	• uses a range of securely demarcated sentence structures • some accurate spelling of more complex words • starts to use a range of punctuation	• some conscious variation of syntax though not always grammatically secure; may 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	• uses sentence forms for effect • generally secure in spelling • generally secure in punctuation which clarifies meaning and purpose	• constructions linked securely to discourse markers; may use 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	• 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)	• 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 a sophisticated manner e.g. colons and semi-colons used correctly when appropriate