



GCSE MARKING SCHEME

ENGLISH/ENGLISH LANGUAGE

NOVEMBER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the November 2012 examination in GCSE ENGLISH/ENGLISH LANGUAGE. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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UNIT 1: READING - FOUNDATION TIER (40 marks)

Look at the newspaper article in the separate Resource Material, 'Boy of 15 who eats nothing but jam sandwiches'.

- Q.1 (a) List two of the foods Craig Flatman has refused to eat. [2]
- (b) List five foods Craig has eaten or tried to eat, besides jam sandwiches or rolls. [5]
- (c) List three things Craig's parents did that show they were worried about their son's unusual diet. [3]

This question tests the ability to read and understand texts and select material appropriate to purpose.

Award one mark for each correct answer.

- (a) meat
fish
fresh fruit
vegetables (any 2)
- (b) chocolate cereal
chocolate cake
sugar sandwiches
chocolate spread sandwiches
chips
baked beans (any 5)
- (c) took him to a dietician
took him to the Nuffield Hospital
took him to the doctors
his mother constantly tried to give him proper food
sent him on a course to Great Ormond Street Children's Hospital (any 3)

Reward valid alternatives.

Q.2 How has the writer tried to make this newspaper article interesting?

You should write about and comment on:

- what the writer tells us about Craig Flatman that is interesting;
- what we learn about Craig's parents and how they have coped with their unusual son;
- the use of the photograph;
- any other ways the writer tries to make the article interesting. [10]

This question tests the ability to read and understand texts and to select material appropriate to purpose, and to develop and sustain interpretations of writers' ideas and perspectives. It also tests how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

0 marks: not worthy of credit.

1 mark - candidates struggle to engage with the text and / or question.

Give 2-4 marks, according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.

Give 5-7 marks, according to quality, to those who will make some simple comments/inferences and some appropriate selection from the text.

Give 8-10 marks, according to quality, to those who make valid comments about why or how the article is interesting based on appropriate detail from the text. These responses will track the text securely.

Some points candidates may explore:

what the writer tells us about Craig Flatman that is interesting

- strapline describes him as a 'towering teenager';
- he's described as a 'strapping' 15-year-old and there is emphasis on his health and fitness;
- Craig has a bizarre diet;
- but is nevertheless healthy – doctors have tested him and confirmed this;
- he's never been able to eat normal food from being a baby.

what we learn about Craig's parents and how they have coped with their unusual son

- Mum has to buy large quantities of bread and jam every week;
- they've tried lots of things to get Craig to eat normally;
- both parents eat a normal diet – his sister is vegetarian;
- his grandfather introduced him to solid foods – sugar sandwiches after other solids made him sick;
- they've given up trying to change his eating habits.

the use of the photograph

- photo shows a healthy young lad stacked up against all the bread he eats in a week;
- the quantity of bread in the photo is as tall as he is!

any other ways the writer tries to make the article interesting

- the statistics about his diet are interesting: four loaves of bread/1kg of jam etc;
- we get to hear how Craig feels about his unusual diet;
- the writer has interviewed hospital spokesman and Mrs Flatman for their views.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Now look at the factsheet for parents, 'The Importance of a Balanced Diet for Children'.

- Q.3 (a) According to the factsheet, what are the benefits of a balanced diet for children? [5]**

This question tests the ability to read and understand texts and select material appropriate to purpose, and to develop and sustain interpretations of writers' ideas and perspectives.

Some points candidates may explore:

- a balanced diet is essential to a child's healthy body growth and development;
- it will help them look after their bodies / make good food choices into adulthood;
- it will reduce the risk of chronic conditions such as high blood pressure and heart disease / reduce the risk of chronic diseases;
- it reduces the chances of becoming obese;
- it helps children reach maximum growth;
- it helps children to look and feel good;
- it encourages the growth of new strong hair.

- (b) Why is breakfast such an important part of a balanced diet? [5]**

- breakfast will help children concentrate and improve memory;
- it will give children energy;
- breakfast as part of a balanced diet will help children eat healthily through the day;
- breakfast will help children maintain a healthy weight;
- breakfast reduces the likelihood of children wanting to snack during the day.

Reward valid alternatives.

You should now use details and information from both texts to answer the following questions.

The factsheet identifies the problems and dangers of a poor diet. The newspaper article is about Craig Flatman's unusual diet.

- Q.4 (a) From the factsheet, list the problems and dangers linked with a poor diet.**

This question tests the ability to read and understand texts, select material appropriate to purpose and the ability to collate from different sources.

- Increases the risk of becoming obese and less healthy;
- Tooth decay;
- Poor diet is linked to short height;
- Poor diet can result in thin or greasy hair;
- Damage to arteries;
- Increase blood pressure;
- Increased chances of diabetes, heart disease, cancer.

- (b) From the newspaper article, list the details that suggest Craig Flatman is a healthy teenager in spite of his unusual diet.**

- he is a tall teenager – 6ft 2 in – his diet has not stunted his growth;
- he has a thick shock of hair;
- he appears to be 'a picture of health';
- he enjoys playing football – so he is physically fit;
- he receives enough protein, vitamins and minerals – a poor diet doesn't do this;
- consultant said tests showed that he was in excellent health;
- he weighs a 'healthy 11 stone' – he has not become overweight;
- he has no tooth fillings in spite of eating lots of sugar;
- he has never been ill.

[10]

Reward valid alternatives.

UNIT 1: READING - HIGHER TIER (40 marks)

Look at the first page of the newspaper article 'Going for Gold' in the separate Resource Material.

Q.1 According to Liz Jones, what are the conditions like in the mine and village of San Luis? [10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.

0 marks: not worthy of credit.

Give 1 mark to those who make unsupported assertions or simple comments with occasional reference to the text. These answers will struggle to engage with the question and/or the text.

Give 2-4 marks, according to quality, to those who make simple comments with reference to surface features of the text or show some awareness of implicit meaning. These answers may be thin or tending to be unselective in their choice of textual material.

Give 5-7 marks, according to quality, to those who select appropriate material from the text to reach a valid response. These answers should show understanding and some cohesion. Better answers should be making inferences.

Give 8-10 marks, according to quality, to those who select appropriate material from the text to reach a well-considered and detailed response. The best answers should be thorough as well as perceptive, covering a range of points with insight and accuracy.

Evidence?

- the work is 'back-breaking'
- the mine is 'dark, dusty and sometimes wet' (credit if separated)
- there are 'steep, dark drops'
- she feels 'vertigo and claustrophobia'
- she talks of 'terrible conditions'
- children play near opencast mines
- houses are made of old sacks
- no crèche
- no safety rules for handling dangerous materials (chemicals/cyanide)

What is it like?

- conditions are harsh and tough in the mine
- it is cramped
- it is dangerous
- it is scary
- it is unregulated
- the village is basic and poverty-stricken
- conditions are appalling

Reward valid alternatives.

Now look at the second page of the newspaper article.

Q.2 How does Liz Jones try to show that the village and mine at Santa Filomena are examples of the benefits of Fairtrade? [10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.

0 marks: not worthy of credit.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the question and / or the text.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and / or show awareness of more obvious implicit meanings/persuasive methods. These answers may be thin or tending to be unselective in their choice of textual material.

Give 5-7 marks, according to quality, to those who make valid comments based on a selection of appropriate detail from the text. These answers will probably rely on spotting factual content. Better answers may show some awareness of persuasive method and/or language, although they may rely on spotting key words and phrases.

Give 8-10 marks, according to quality, to those who explore the text in detail and make valid comments / inferences. The best answers should combine specific detail with overview and show understanding of persuasive methods and / or language.

'How' is partly a matter of content/structure and partly a matter of language/tone. Look for a clear sense of 'how' as opposed to simply 'what'. The best answers take the 'extra step' to analyse the detail rather than spotting it.

Some points:

- she says it is 'almost too good to be true'
- she claims that the difference between it and San Luis is 'enormous'
- she suggests that the wages are good (£250 a month plus a 5% bonus for being 'environmentally-friendly')
- big mining companies will blow up a mountain but Fairtrade respects the environment
- dangerous chemicals are not allowed to enter the eco-system
- there are facilities such as shops and a health clinic
- a crèche and a school
- there are benefits such as maternity leave and sick pay
- there are proper wooden houses
- she uses the example of Paulina
- she has two rooms, a stove and chickens
- her children get an education and a possible way out
- the article claims that these miners have protection and a future
- Paulina is positive and optimistic

Overview:

- she uses contrast / comparison
- she uses a lot of facts and examples
- she uses the specific example of Paulina and her family
- she uses quotation
- she is honest / balanced
- she lists benefits

Reward valid alternatives.

Now look at the internet essay 'How fair is Fairtrade?' on the opposite page.

Q.3 What does Brendan O'Neill think and feel about Fairtrade? [10]

This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language.

0 marks: not worthy of credit.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text, and / or show awareness of more straightforward implicit meaning. These answers may be thin or tending to be unselective in their choice of textual material.

Give 5-7 marks, according to quality, to those who select appropriate detail from the text to show clear understanding of the writer's position / argument.

Give 8-10 marks, according to quality, to those who select appropriate detail from the text to sustain a valid interpretation. These answers should be thorough as well as perceptive, covering a range of points accurately and coherently.

Thoughts and feelings?

- he feels that Fairtrade is 'increasingly common'
- he thinks its aims are clear, and admirable
- he is not convinced it is really a good idea
- he thinks it does not address mechanisation
- it allows poverty and back-breaking work to continue
- it can be a trap for workers
- they can become dependent on 'charity shoppers'/prisoners of the well-intentioned
- he thinks a few pennies extra is not a great success or achievement
- he thinks Fairtrade just gets small amounts of extra money for the poor
- it doesn't change anything
- it is more about 'flattering' Western shoppers
- it makes us feel good about ourselves
- it doesn't really improve the lives of the poor

Reward valid alternatives.

To answer this question you will need to refer to both texts.

Q.4 What do these two texts say about the impact of Fairtrade on people in developing countries?

Organise your answer into two paragraphs, using the following headings:

- what Liz Jones says;
- what Brendan O'Neill says.

You must make it clear from which text you get your information. [10]

This question tests the ability to select material appropriate to purpose, to collate material from different sources and make cross-references.

0 marks: not worthy of credit.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the question and/or the text.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and / or show awareness of more straightforward implicit meanings. These answers may be thin or tending to be unselective in their choice of textual material.

Give 5-7 marks, according to quality, to those who see a range of valid points and organise the answer clearly and appropriately.

Give 8-10 marks, according to quality, to those who see a wide range of valid points and organise the answer clearly and appropriately.

Some points candidates may explore:

Jones:

- she takes a positive view / it is good
- living conditions are better (wooden houses and improving sanitation)
- working conditions are safer (not handling dangerous chemicals)
- there is sick pay and maternity leave
- health care
- there are better facilities (shop, crèche and school)
- wages are better / escape grinding poverty
- people have protection and hope / a future

O'Neill:

- the impact is not so clear
- it helps a little in terms of wages
- they can invest in educating their children (and other social needs)
- it leaves (even traps) the people in poverty
- it makes them dependent on the Western shoppers
- they become our 'prisoners'
- it stifles real modernisation and development / stuck with "back-breaking work"
- he is less convinced / more sceptical

Reward valid alternatives.

UNIT 2: WRITING - FOUNDATION TIER (40 marks)

Q.1 Your school/college is interested in students' views on arrangements for lunch and the food and drinks available for students.

You have been asked to write a report for the Headteacher/Principal.

Organise your report into four sections with the following headings:

- how lunch time is organised;
- the range of food and drink available;
- students' views about the arrangements;
- suggestions for improvements.

Write your report.

[20]

The quality of your writing is more important than its length. You should write about one to two pages in your answer book.

Content and organisation (13 marks)

0 marks: not worthy of credit.

Band 1 1-6 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant comment but analysis is basic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- limited attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 7-9 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in analysis / comment and some reasons are given in support of opinions and recommendations
- sequencing of details and comments provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 10-13 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in analysis / comment; appropriate reasons given in support of opinions / ideas
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as and or so
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a “best fit” procedure, weaknesses in some areas being compensated by strengths in others.

Additional task specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a report (for example, a formal approach, possibly using the passive)
- a clear and coherent approach / viewpoint (perhaps looking in detail at some issues of the topic or ranging more widely)
- a logical structure within which any arguments are pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives / subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts / figures / anecdotes)
- some development of ideas and opinions to give substance to the writing
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of the features of the task

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the requirement for a report or misjudging the audience)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives / subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone hates school dinners*)
- limited development of ideas / opinions and a tendency to simple assertion
- very limited awareness of the reader / audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of a report

Q.2 Your local leisure centre has advertised the following holiday job.

We are looking for a young, enthusiastic student to work with children aged between 7-12 during our summer holiday programme of activities.

The programme will include sport and recreational activities such as:

- **swimming**
- **football**
- **drama**
- **arts and crafts**
- **street dancing**

Write a letter of application to the manager of the leisure centre suggesting why you would be the right person for the job. [20]

The quality of your writing is more important than its length. You should write about one to two pages in your answer book.

Content and organisation (13 marks)

0 marks: not worthy of credit.

Band 1 1-6 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant comment but analysis is basic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- limited attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 7-9 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in analysis / comment and some reasons are given in support of opinions and recommendations
- sequencing of details and comments provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 10-13 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in analysis / comment; appropriate reasons given in support of opinions/ ideas
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1 1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as and or so
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a “best fit” procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a letter of application (for example, an informative and persuasive approach)
- a clear and coherent approach
- a logical structure within which any argument is pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives / subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions
- some development of ideas and opinions
- positioning and establishing a relationship with the reader via persuasive devices and a clear sense of audience
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the requirement for a letter)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives / subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone says I'm good with children*)
- limited development of ideas / opinions and a tendency to simple assertion
- very limited awareness of the reader / audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of formal letters

UNIT 2: WRITING - HIGHER TIER (40 marks)

Q.1 Your local leisure centre has advertised the following holiday job.

We are looking for a young, enthusiastic student to work with children aged between 7-12 during our summer holiday programme of activities.

The programme will include sport and recreational activities such as:

- swimming
- football
- drama
- arts and crafts
- street dancing

Write a letter of application to the manager of the leisure centre suggesting why you would be the right person for the job. [20]

The quality of your writing is more important than its length. You should write about one to two pages in your answer book.

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 1-3 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant content despite uneven coverage of the topic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 4-6 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in content coverage and some reasons are given in support of opinions and ideas
- sequencing of ideas provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 7-9 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in content coverage; appropriate reasons given in support of opinions / ideas
- ideas are shaped into coherent arguments
- paragraphs are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 10-13 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- content coverage is well-judged, detailed, and pertinent
- arguments are convincingly developed and supported by relevant detail
- ideas are selected and prioritised to construct sophisticated argument
- paragraphs are effectively varied in length and structure to control progression
- confident and sophisticated use of a range of stylistic devices adapted to purpose/audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1 1 mark

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as ‘and’ or ‘so’
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 2-3 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 4-5 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 6-7 marks

- there is appropriate and effective variation of sentence structure
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a “best fit” procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a letter of application (for example, an informative and persuasive approach)
- a clear and coherent approach
- a logical structure within which any argument is pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions
- some development of ideas and opinions
- positioning and establishing a relationship with the reader via persuasive devices and a clear sense of audience
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of format

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the requirement for a letter)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone says I'm good with children*)
- limited development of ideas/opinions and a tendency to simple assertion
- very limited awareness of the reader/audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of formal letters

Q.2 You have been asked to write a report on catering services in your school/college for the Headteacher/Principal.

**Organise your report into paragraphs with suitable headings.
Write your report.**

[20]

The quality of your writing is more important than its length. You should write about one to two pages in your answer book.

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 1-3 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant content despite uneven coverage of the topic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 4-6 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in content coverage and some reasons are given in support of opinions and ideas
- sequencing of ideas provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 7-9 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in content coverage; appropriate reasons given in support of opinions / ideas
- ideas are shaped into coherent arguments
- paragraphs are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 10-13 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- content coverage is well-judged, detailed and pertinent
- arguments are convincingly developed and supported by relevant detail
- ideas are selected and prioritised to construct sophisticated argument
- paragraphs are effectively varied in length and structure to control progression
- confident and sophisticated use of a range of stylistic devices adapted to purpose/audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1 1 mark

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as ‘and’ or ‘so’
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 2-3 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 4-5 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4 6-7 marks

- there is appropriate and effective variation of sentence structure
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a “best fit” procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a report (for example, a formal approach, possibly using the passive)
- a clear and coherent approach/viewpoint (perhaps looking in detail at some issues of the topic or ranging more widely)
- a logical structure within which any arguments are pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions to give substance to the writing
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- clear understanding of the features of the task

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the requirement for a report or misjudging the audience)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- content is thin, brief and lacking substance
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone hates school dinners*)
- limited development of ideas/opinions and a tendency to simple assertion
- very limited awareness of the reader/audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- limited understanding of the features of a report



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