



MARKING SCHEME

**LEVEL 1 LEVEL 2 CERTIFICATE IN ENGLISH
LANGUAGE**

NOVEMBER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the November 2014 examination in LEVEL 1 / LEVEL 2 CERTIFICATE IN 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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Level 1/Level 2 Certificate in English Language

9700-01 Paper 1

Marking Instructions - November 2014

1. What do you learn about Jack in these lines?

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks: nothing attempted or not worthy of credit.

Give 1-3 marks to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 4-5 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.

Give 6-7 marks, according to quality, to those who select appropriate detail from the text to show understanding of the character. Better answers should be making inferences.

Give 8-10 marks, according to quality, to those who select appropriate detail from the text to reach a well-considered and detailed response. The best answers should be detailed as well as perceptive, covering a range of points accurately and with an assured grasp of character.

Some points that candidates may explore:

- he is 'forty-five feet underground'
- he can hear the 'wheezing' of the air feed
- much of the air is 'exhausted' before it reaches him
- his back is 'supported by a wooden cross'
- his feet 'touched the clay'
- he is 'loosening' soil and putting it into a bag to be taken away
- he can hear the 'hammering' as they 'shore up the tunnel further back'
- where he works though 'there was no guarantee the clay would hold'
- he tries to shake the sweat out of his eyes
- he hacks out the earth 'as if he hated it'
- he had lost track of how long he had been underground
- he tried to keep digging and not think about when 'he might be relieved'
- the 'harder he worked, the easier it seemed'
- it had been 'six hours' since he had seen daylight

Impressions:

- Jack struggles to breathe
- he finds the conditions harsh
- he does not have much room
- he is in danger
- he is hot/frightened
- he keeps working to distract himself

Look for and reward valid alternatives.

2. What does Jack think and feel in these lines?

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation.

0 marks: nothing attempted or not worthy of credit.

Give 1-3 marks to those who make simple comments with occasional reference to the text.

Give 4-5 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.

Give 6-7 marks, according to quality, to those who select and begin to analyse appropriate material from the text to reach a sensible understanding of the conditions in the mines. These answers should show understanding and some cohesion.

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

Some points that candidates may explore:

- he tried to keep digging
- he tries not to think about when he will be relieved
- he worked to try to distract himself
- it 'must have been six hours or more' since he had 'seen daylight'
- he is tired – they had not been able to return to rest
- he tried not to 'imagine the weight of earth on top of him'
- he did not think about 'stretching' down of the tree roots/too deep for these
- he remembers how he had survived in London/remembers imagining the tunnel as a railway carriage at night
- he remembers how he imagined a 'wide world of trees and fields'/beneath an open sky' in the darkness
- through Jack's memories if mining in London you get the impression there was more space and air than in these mines below the trenches
- 'Now' he is unable to 'sustain' the same 'illusion'

Overview:

- He's scared
- He's exhausted
- Conditions are claustrophobic
- He doesn't know how long he'll be there

Look for and reward valid alternatives.

**3. What happens in these lines?
What are your thoughts and feelings as you read these lines?**

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation. It also tests understanding of linguistic and structural devices.

0 marks: nothing attempted or not worthy of credit.

Give 1-3 marks to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 4-5 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.

Give 6-7 mark, according to quality, to those who select and begin to analyse appropriate material from the text. These answers should show clear understanding of 'what happens' and at least begin to engage with the issue of personal response.

Give 8-10 marks, according to quality, to those who show clear, detailed understanding of the text. They should also make a well-considered personal response.

What happens?

- Captain Weir explains that Turner thought he had heard digging
- Turner shows Jack where he heard the noise
- he explains that he had had his head 'close up' to a timber and could 'hear vibrations'
- Turner 'tells' Jack that it 'wasn't our lot'
- Jack places his head 'against the wall of the tunnel'
- all he can hear is the air feed
- Jack tells Captain Weir he'll have to 'turn off the air feed'
- Turner says he 'can't breathe'
- Captain Weir arranges for the air to be turned off
- Jack 'knelt down again' to listen

Thoughts and feelings:

- initial confusion and intrigue about what they are listening for and where it is coming from
- interested about what they want Jack for – his 'exceptional hearing' is explained
- concern about their safety if the air feed goes off
- uneasy about what Jack will hear/the potential danger

Look for and reward valid alternatives.

4. How does the writer make this part of the story dramatic?

This question tests the ability to read with insight and engagement, to make appropriate references to texts and to sustain an interpretation. It also tests understanding of linguistic and structural devices.

0 marks: nothing attempted or not worthy of credit.

Give 1-3 marks to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 4-5 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. Better answers will make some attempt to address the issue of 'how'.

Give 6-7 marks, according to quality, to those who select and begin to analyse appropriate material from the text. These answers should engage with the issue of 'how', even if they do rely on some narrative or spotting of key quotations.

Give 8-10 marks, according to quality, to those who select and explore appropriate material from the text, showing insight into technique and use of language.

Analysis of 'how' is partly a matter of content and structure and partly a matter of language.

Some points that candidates may explore:

- the men stand 'motionless'
- Weir 'held his finger to his lips'
- Jack 'breathed in' and listened
- his body was 'rigid with effort'
- there 'were sounds' but 'he could not be sure what they were'
- the enormity of his dilemma becomes clear – if they evacuate the tunnel as a 'precaution' and the noise is only 'shellfire' then time 'would be lost' in building their own tunnel
- if he fails to identify 'German digging' from the other direction 'the loss of life would be greater'
- 'He had to be sure'
- time is limited – 'The men can hardly breathe'
- Jack holds up his hand – again he silences them
- He listens for 'the distinctive knocking' of timber when being hammered
- he tightens 'his nerves once more' – emphasises his concentration
- he is interrupted by 'a noise that sounded like the delivery of a sack of potatoes' Turner 'had collapsed' – releases the tension but emphasises danger/conditions
- Jack 'had made up his mind' – decision taken quickly
- he identifies the noise as 'shellfire'
- business as usual – 'air-feed on again' and 'Firebrace, you get back on the cross'

Look for and reward valid alternatives.

SECTION B

BAND DESCRIPTORS

The following descriptors have to be applied using the notion of best-fit and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

For this question you will be awarding two marks:

- content and organisation (28 marks)
- sentence structure, punctuation, spelling (12 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark (out of 40) should be recorded in the right-hand margin and then transferred to the front cover.

0 marks: not worthy of credit

Band 1 1-9 marks

- basic sense of plot and characterisation
- simple chronological writing predominates
- narratives may have a beginning and an ending but content is likely to be undeveloped
- paragraphs may be used to show obvious divisions and to group ideas into some order and sequence
- limited range of vocabulary is used with little variation of word choice for meaning or effect

Band 2 10-15 marks

- some control of plot and characterisation (e.g. perspective is maintained)
- narrative is beginning to show evidence of some conscious construction (e.g. some appropriate use of dialogue; topic sentences are supported by relevant detail)
- there is an appropriate beginning and an apt conclusion
- narrative is developed to engage the reader's interest
- paragraphs are logically ordered and sequenced
- there is some range of vocabulary, occasionally selected to create effect or to convey precise meaning

Band 3 16-21 marks

- overall the writing is controlled and coherent
- plot and characterisation are convincingly sustained (e.g. dialogue helps to develop character)
- narrative is organised and sequenced purposefully
- narrative has shape, pace and detail, engaging the reader's interest
- detailed content is well organised within and between paragraphs
- paragraphs of varied length are linked by text connectives and progression is clear
- there is some use of devices to achieve particular effects
- there is a range of vocabulary selected to create effect or to convey precise meaning

Band 4 22-28 marks

- the writing is developed with originality and imagination
- plot and characterisation are effectively constructed and sustained
- material is selected and prioritised to maintain interest
- narrative is purposefully organised and sequenced and well paced
- paragraphs are effectively varied in length and structure to control detail and progression
- cohesion is reinforced by the use of text connectives and other linking devices
- devices to achieve particular effects are used consciously and effectively
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey

Sentence structure, punctuation and spelling:

12 marks

0 marks: not worthy of credit

Band 1 **1-5 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 **6-7 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 **8-9 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 **10-12 marks**

- there is appropriate and effective variation of sentence structures
- 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 for by strengths in others

Additional task-specific guidance

Good answers **may** include some of the following features:

- clear and controlled expression
- the best answers will be ambitious in style and expression and accuracy
- a clear and coherent perspective (first or third person)
- a logical structure
- material linked effectively/some cohesion
- relevant development of detail
- close and well-selected detail on characters (e.g. their appearance/behaviour/emotions/interactions with others)
- skilful use of dialogue to develop plot/characterisation
- a sense of relationship with the reader/awareness of positioning (may include humour/asides/questions/active or passive voice)
- ability to move from the general to the particular (precision in observing the details relating to character or place)

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

- expression lacks clarity and coherence (awkward expression)
- errors are basic and/or numerous
- content is thin and/or brief (lacks convincing development/substance)
- uncertain sense of perspective
- less secure sense of structure and uncertain sequencing (e.g. uneasy chronology)
- a tendency for detail to be handled in isolation
- description general and lacks close detail:
 - a. physical description is generalised/formulaic with little development
 - b. general and/or stereotyped description of characters
- limited range of description (action driven – limited sense of reader)
- limited or inappropriate use of dialogue
- limited awareness of reader through structure/devices

Level 1/Level 2 Certificate in English Language

9700-02 Paper 2

Marking Instructions - November 2014

Read the extract from the ‘National Geographic’ magazine, printed on the opposite page.

A1. What uses have people found for wind? [10]

This question tests knowledge and use of text, location and inference / interpretation.

0 marks: nothing attempted or not worthy of credit.

Give 1-3 marks to those who make unsupported assertions or simple comments with occasional reference to the text or copy unselectively.

Give 4-5 marks, according to quality, to those who make simple comments with reference to some specific details.

Give 6-7 marks, according to quality, to those who select a range of appropriate material from the text to reach a valid response.

Give 8-10 marks, according to quality, to those who select appropriate material from the text to reach a well-considered response. For 9/10 marks these answers should be thorough.

Some points that candidates may explore:

- for power/energy/electricity (general point)
- yachtsmen – sails capture the wind to move the yacht
- hot air balloons for short trips
- aeroplanes – increase lift and reduce fuel consumption
- farmers – windmills to grind grain and pump water
- Dutch – for irrigation
- China – to supply water to farms/ranches
- wind surfing
- kite flying
- drying washing
- to create wind farms – hundreds of turbines in windy spots
- to supply homes or businesses with energy (more specific point)

Look for and reward valid alternatives.

Look at the newspaper article in the separate Resource Material – ‘Has the wind revolution come to a stop in the UK?’ Read the first page up to “. . . or their parts in the UK.”

A2. The writer, Fiona Harvey, is clearly in favour of a UK wind energy industry, and is surprised by those who object. How does she show this? [10]

Look carefully at what she says and how she says it. This question tests knowledge and use of text and inference / interpretation. It also tests appreciation of language/method.

0 marks: nothing attempted or not worthy of credit.

Give 1-3 marks to those who make simple comments with occasional reference to the text or copy unselectively.

Give 4-5 marks, according to quality, to those who make simple comments based on some selection of detail.

Give 6-7 marks, according to quality, to those who make valid comments/inferences based on appropriate detail from the text. These answers may rely on some spotting of key words or quotations but should begin to show an awareness of method.

Give 8-10 marks, according to quality, to those who explore the text in detail and make valid comments/inferences. These answers should combine specific detail with overview and be engaged with analysis of method.

Some points that candidates may explore:

- she begins with a **clear statement of her viewpoint**: “It would seem to me that Britain should be a world leader in wind energy . . .”
- she uses the **word** “surprisingly” to show that she is surprised that it isn’t
- she uses **an example** of a wind-farm in North Yorkshire to support her argument, saying that this was “the perfect place to build modern turbines”
- she **paints a pleasant picture**: “elegant turbines slowly turning round”, “slender white poles”, “delicate blades”
- this **compares** favourably with the **contrasting** description of the power station’s “monstrous cooling towers . . . belching clouds of steam into the Yorkshire sky”
- she suggests a sort of harmony “old and new energy standing side by side” (suggesting/implying that objections to this are odd/surprising)
- the “battle with local people” is unexpected and by implication, surprising, as one might argue that the turbines were to be erected in an area which is already ‘spoilt’ by the “huge industrial complex – burning millions of tonnes of coal a year”
- she implies that reactions are extreme (**loaded language**) “battle”, “many objections”, “saying that the turbines were ugly”, “offensive”
- she implies that reactions are irrational and weak (and, therefore, surprising) – use of inverted commas around ‘pollution’ (as it’s not in the usual sense – not dirty, just noisy) and they have no reason to offer other than “We’re used to the power station.”
- she says that the current alternative – the “fossil-fuelled power plant” is “uglier”
- **phrases** like “The UK should be a world leader in wind energy generation”, “one of the windiest countries in Europe”, “led the way in the design and technology needed to build effective turbines” suggest that she is surprised that the UK has not lived up to potential
- she uses the **words** “Yet surprisingly’ . . .” before providing some **facts and figures**: “The UK has fallen to 8th place in the world when it comes to the production of wind energy. It is 9th in Europe in the proportion of electricity generated from wind: 4.5 per cent compared with an EU average of 6.3per cent”
- **she shocks/dismays/surprises us with facts** about the lack of firms making wind turbines or their parts in the UK, saying that it is “disappointing”

Look for and reward valid alternatives.

Read the second page from “It is quite easy to understand . . .”

A3. According to Fiona Harvey, why are there problems with the development of the UK wind industry? [10]

This question tests the ability to read with insight and engagement, to make appropriate references to the text and to sustain an interpretation.

0 marks: nothing attempted or not worthy of credit.

Give 1-3 marks to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 4-5 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.

Give 6-7 marks, according to quality, to those who reach a valid, sensible interpretation, based on a range of appropriate evidence from the text.

Give 8-10 marks, according to quality, to those who reach a detailed and well considered interpretation based on methodical exploration of the text.

Some points that candidates may explore:

- changes to government grants
- planning regulations which put too many obstacles in the way
- availability of North-Sea gas
- businesses too worried to risk their money in the UK
- unenthusiastic reception from politicians
- unenthusiastic reception from the public
- failure to make the most of all the wind
- slow to become competitive
- slow to attract investment
- limited offers of money stopped it from being ‘attractive’
- people power – government lobbies

Overview:

- lack of support
- lack of insight
- lack of financial backing

Look for and reward valid alternatives.

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

A4. According to the writers of both texts what are the positives and disadvantages of wind power?

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

- The positives of wind power;
- The disadvantages of wind power

[10]

Remember to make it clear which text you get your information from.

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

0 marks: nothing attempted or not worthy of credit.

1 mark: fails/struggles to engage with the question and/or the texts.

Give 2-3 marks, according to quality, to those who make simple comments with occasional reference to the texts, or copy unselectively.

Give 4-5 marks, according to quality, to those who make simple comments based on surface features of the texts. Weaker answers could be a jumble of detail. Better answers should be organised.

Give 6-7 marks, according to quality, to those who make valid comments/inferences based on appropriate detail from the texts. Better answers will be organised effectively and appropriately.

Give 8-10 marks, according to quality, to those who make valid comments/inferences based on a thorough and organised selection of appropriate detail from the texts. These answers should be coherent and insightful, ranging confidently across both texts.

Some points that candidates may explore:

The positives of wind power:

| National Geographic | Guardian (Fiona Harvey) |
|---|--------------------------------------|
| Available/renewable/versatile | Availability (often windy) |
| Clean – no air or water pollution | Turbines are elegant/attractive |
| Free – energy costs nearly zero | Worth billions a year to the economy |
| Many governments offer money | Potentially huge provider of jobs |
| Small back garden turbine can produce electricity for a home/business | |
| It could be the answer to 1/3 of world's electricity needs by 2050 | |

The disadvantages of wind power:

| National Geographic | Guardian (Fiona Harvey) |
|--|--|
| Unattractive/ugly – look like giant aeroplane propellers | Ugly/offensive |
| Too many in one place | Attract many objectors |
| Noisy | Noisy – ‘pollution’ |
| The turbines kill bats/birds | No UK firm making turbines or parts so they have to be imported. |
| Wildlife habitats are affected | |
| Countryside is destroyed | |
| Variable – no wind, no electricity | |

Look for and reward valid alternatives.

SECTION B

BAND DESCRIPTORS

The following descriptors have to be applied using the notion of best-fit and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short, will be self-penalising. Be prepared for the unexpected approach.

For each of questions 1 and 2 you will be awarding two marks:

- content and organisation (14 marks)
- sentence structure, punctuation, spelling (6 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of questions 1 and 2 (out of 20) should be recorded in the right hand margin and the total (out of 40) ringed and then transferred to the front cover.

B1

Content and organisation:

14 marks

0 marks: not worthy of credit

Band 1 1-4 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
- some 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 5-7 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 8-10 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 11-14 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:

6 marks

0 marks: not worthy of credit

Band 1 **1-2 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 **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 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 **5-6 marks**

- there is appropriate and effective variation of sentence structures
- 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 for by strengths in others.

B2

An understanding of purpose, audience and format is particularly important in this type of writing.

Content and organisation:

14 marks

0 marks: nothing written or nothing worthy of credit

Band 1 1-4 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 (e.g. comment / analysis not effectively linked to stimulus material)
- 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 5-7 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. use of sub-headings)
- a clear attempt to adapt style to purpose / audience (e.g. use of features of newspapers / magazines)
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 8-10 marks

- shows clear understanding of the purpose and format of the task (e.g. newspaper / magazine format)
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in analysis / comment; appropriate reasons given in support of opinions/ recommendations
- Analysis / comment is shaped to support a clearly expressed view point or recommendation (e.g. in a review recommendations are specifically targeted with explicit reasons)
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose / audience (e.g. use of journalistic devices)
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 11-14 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- analysis / comment is well-judged, detailed, and pertinent (e.g. comments lead to a well-balanced judgement and recommendations)
- analysis / comment is convincingly developed and supported by relevant detail
- analysis / comment is selected and prioritised to structure the whole text effectively
- paragraphs are effectively varied in length and structure to control different aspects of comment
- 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:

6 marks

0 marks: nothing written or nothing worthy of credit

Band 1 1-2 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 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 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 5-6 marks

- there is appropriate and effective variation of sentence structures
- 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 for by strengths in others.

Additional task specific guidance

1. Opinion Writing

Good answers **may** include some of the following features:

- clear understanding of task
- a sustained sense of register and purpose (this is formal and requires expression of opinion)
- a clear and coherent approach (for example, the reader should be in no doubt about the intention/direction of the essay)
- a logical structure within which any information is presented effectively and clearly (for example, the writing is organised methodically into paragraphs)
- an evident sense of cohesion with material linked effectively (use of connectives/subordination and topic sentences which are supported by relevant detail)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/ideas)
- some development of ideas and opinions to give substance to the writing (perhaps dealing with alternative views)
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- expression is clear and controlled (the best answers will show ambition and sophistication in expression)

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

- uneasy sense of task
- uncertain sense of purpose and register (for example, misjudging the task included or the level of formality)
- less secure control of structure (uncertain or random sequencing and paragraphing with an uneasy sense of task)
- very limited awareness of the reader/audience
- content is thin, brief and lacking substance (perhaps uncertain in direction)
- 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)
- limited development of ideas/opinions and a tendency to simple assertion
- a tendency for comments to stay at the level of the 'general' and to lack specific examples
- expression lacks fluency and clarity (a tendency to be awkward)
- errors are basic and/or numerous

2.

Good answers **may** include some of the following features:

- a clear understanding of format/task
- a sustained sense of register and purpose which meets the requirement for a letter (for example, a lively, detailed, chatty or engaging approach)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other devices (**clear sense of engagement with audience**)
- a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects 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)
- expression is clear and controlled (the best answers will show ambition and sophistication in expression)

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

- uncertain grasp of task/format
- uncertain sense of purpose and register (for example, ignoring the requirements for a letter)
- very limited awareness of the reader/audience
- less secure control of structure (uncertain or random sequencing)
- content is thin, brief and lack substance (perhaps uncertain in direction)
- 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 knows people like this place*)
- limited development of ideas/opinions and a tendency to simple assertion
- expression lacks fluency and clarity (a tendency to be awkward)
- errors are basic and/or numerous



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