

GCSE

English/English Language

NENG1H – Understanding and producing non-fiction texts

Mark scheme

5700/5705

November 2015

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel which includes subject teachers. This mark scheme includes any amendments made at the standardisation events and is the mark scheme which was used in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to a Senior Examiner.

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

Further copies of this Mark Scheme are available from aqa.org.uk

Marking methods

In fairness to candidates, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme and standardising scripts throughout the marking period.
3. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
4. The key to good and fair marking is **consistency**.

Marking using CMI+

All English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. You can annotate items in various ways. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
3. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
4. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
5. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you.

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work up through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

SECTION A: READING – Assessment Objectives

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- iii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

SECTION B: WRITING – Assessment Objectives

- i. Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Assessment Objective	Section A
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	Section B
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓
	One third of the marks available for Section B are allocated to this Assessment Objective

Read **Source 1**, 'Why old age need not be a burden' by Nick Triggle.

1 What do you understand from the article about old age?

[8 marks]

AO2, i English AO3, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> offers evidence that the text is fully understood shows a detailed engagement with the text makes perceptive connections and comments about the information and ideas presented in the text offers appropriate quotations or references to support understanding
Band 3 'clear' 'relevant' 5 - 6 marks	<ul style="list-style-type: none"> shows clear evidence that the text is understood shows clear engagement with the text begins to interpret the text and make connections between the information and ideas contained in the text offers relevant quotations or references to support understanding
Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> shows some evidence that the text is understood attempts to engage with the text makes some reference to the information and ideas mentioned in the text offers some relevant references or quotations to support what has been understood
Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> shows limited evidence that the text is understood shows limited engagement with the text makes limited reference to information and ideas referred to in the text
Band 0	Nothing to reward

Indicative Content

Candidates' responses **may** include:

- There are more than 1.5 million over-85s in the UK. They are called the 'old old' or 'fourth generation', suggesting there are now enough people in that age bracket to be considered a separate group. This is changing the structure of society.
- This number is predicted to rise to more than 5 million by 2050, which could cause a 'series of crises' with increased financial demands on health and social care, pensions, housing and employment.
- People are living longer but not 'automatically living as long with good health'. Most over-85s have between three to six long-term conditions, including heart disease, diabetes and dementia.
- Although it is assumed that an ageing population will be a burden on society, this can partly be avoided with better planning by both the state and the elderly person themselves.
- Giving the elderly more support in the community means they can retain their independence. Therefore, they will not need to depend on public service money for frequent hospital admissions.
- Age UK has found that although old age brings 'challenges', it does not necessarily mean elderly people have to be infirm, and many over-85s rate their health and quality of life as good.
- One key factor in maintaining quality of life is 'remaining active'. The importance of healthy living is commonly acknowledged, and is exemplified by Daphne Bernard, who plays badminton, goes to the gym every week and last year did a skydive for charity.
- The other key factor is 'maintaining friendships'. Although less recognised, socialising is equally crucial to preserving a good quality of life. Loneliness can result in both 'cognitive and physical decline', suggesting interacting with others is essential for an elderly person's sense of 'dignity and identity' and overall self-esteem.

Now read **Source 2**, 'Old Age Pirouetter! A VERY sprightly 91 is Britain's oldest ballet dancer' by Sarah Duguid.

2 Explain how the headline and picture are effective and how they link to the text. [8 marks]

AO2, iii English AO3, iii English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> • offers a detailed interpretation of how the headline is effective • presents a detailed explanation and interpretation of what the picture shows and its effects • links the picture and the headline to the text with perceptive comments • offers appropriate quotations or references to support comments
Band 3 'clear' 'relevant' 5 - 6 marks	<ul style="list-style-type: none"> • shows clear understanding of how the headline is effective • makes clear links between the headline and the content of the text • offers a clear explanation of the effectiveness of the picture • makes clear links between the picture and the content of the text • supports ideas with relevant references or quotations
Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> • shows some understanding of how the headline is effective • attempts to link the headline to the content of the text • offers some explanation of how the picture is effective • attempts to link the picture to the content of the text
Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> • offers limited understanding of how the headline is effective • offers a limited or simple explanation of what the picture shows • shows limited appreciation of how the picture and headline link with the text
Band 0	Nothing to reward
<p>Indicative content Candidates' responses may include:</p> <p>The headline is effective because:</p> <ul style="list-style-type: none"> • The exclamation mark divides the two parts of the headline and forms a pause for effect, allowing the reader to link the surprising idea of an 'old age' dancer with the even more astonishing detail that the person is 91 years old and performing ballet. • 'Old Age Pirouetter' is written with capital letters to echo Old Aged Pensioner, automatically associating old age and ballet together to create shock and amazement in the reader. • The word 'sprightly' suggests that the person is lively and energetic, something emphasised by 'VERY' in capital letters. Although 'sprightly' is typically associated with elderly people who are agile for their age, we would not normally expect it to apply to someone of such advanced years. • Overall, the headline challenges the reader's preconceptions of elderly people. It is extraordinary for someone who is 91 to do ballet, so immediately we know that this person is quite remarkable. <p>The picture is effective because:</p> <ul style="list-style-type: none"> • An elderly man doing ballet immediately strikes us as unusual, and our reaction is surprise, shock and maybe even admiration. 	

- The man is leaping in the air in a typical ballet pose, suggesting he is proficient at ballet and has both talent and skill, despite his age.
- He is wearing the appropriate clothing of leg warmers and ballet shoes and is dancing in a purpose-built studio with wooden floor, mirrors and a ballet bar, which all suggests he takes his ballet dancing seriously.
- There is a huge smile on the man's face, showing he clearly enjoys ballet, and maybe that he is performing for the camera. There is also a suggestion of strain, showing the effort and determination involved in pushing his ageing body to its limits.

Links with the text:

- 'Britain's oldest ballet dancer' links with 'if you put your mind to it, you can do almost anything', suggesting that even though John Lowe is 91, age cannot stop someone from achieving their dreams if they are determined and prepared to work hard.
- The text details just how John is 'sprightly', eg 'flying through the air on a home-made trapeze', which subverts all our expectations of a 91 year old man. However, his studio also contains 'the kind of high-backed chair that people favour in their advancing years', suggesting there are times when he is forced to acknowledge his limitations.
- When John's first landing is 'slightly shaky', he decides to perform the move again. In the picture we can see him 'whipping himself up into the air' and through sheer effort and determination, is about to 'land perfectly'.
- As John lands his ballet move he 'grins from ear to ear', and this can be seen in the picture, where his beaming smile tells us he is clearly enjoying himself. He may also be performing for the camera because 'having an audience is just the thing he thrives on'.

Now read **Source 3**, 'Granny D' by Doris Haddock.

- 3** Explain some of the thoughts and feelings the writer has during her journey across America.

[8 marks]

AO2, i English AO3, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> engages in detail with the experiences described in the text offers perceptive explanations and interpretations of the thoughts and feelings expressed employs appropriate quotations or references to support ideas
Band 3 'clear' 'relevant' 5 - 6 Marks	<ul style="list-style-type: none"> shows a clear understanding of the experiences described in the text clearly explains and begins to interpret thoughts and feelings employs relevant quotations or references to support understanding and interpretation
Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> shows some engagement with the experiences described in the text attempts to make some comments to explain thoughts and feelings offers some quotations or references to support ideas
Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> shows limited engagement with the text offers limited or simple comments to explain thoughts and feelings may offer copying or irrelevant quotation
Band 0	Nothing to reward

Indicative content

Candidates' responses **may** include the following :

- Doris found the days pleasant but the nights cold, and when the dust storm came she wondered how much longer she could continue, suggesting that at times she struggled with the extreme weather conditions in the desert.
- Doris remembered her late husband, Jim – 'the open place that he left in my heart was still fresh' – showing she clearly loved him and still missed him a great deal.
- She also recalled memories of her best friend, Elizabeth. It made her nostalgic to think of the times they spent together and sad at how much suffering Elizabeth had endured before her death.
- Doris saw her journey as a 'chance to walk out my memories and my grief'. This suggests her trek across America was a kind of therapy, helping her to come to terms with her recent depression and move on.
- At times Doris doubted herself, and recalled how others considered her 'foolish' to even consider such an epic journey at her age. The 'propped-up notion' of her own ability was being worn away by the harsh reality of the desert and she had to battle through such thoughts in order to continue.
- At other times Doris reminded herself that she was still a strong, active woman and this gave her the will to go on. She became 'a little angry' at those who doubted her and was determined to prove them wrong.
- Even if the journey ultimately proved too much, Doris enjoyed the sense of adventure and purpose it brought to her life – 'it would be better to die out here than at home in my old chair' – and had no regrets.
- When she saw the mountains of Arizona, Doris realised she had 'crossed all of California' and felt a sense of achievement at her accomplishment, although the dust storm still caused her to have doubts about completing the rest of the journey across America.

Now you need to refer to Source 3, ‘Granny D’ by Doris Haddock, and **either** Source 1 **or** Source 2.

You are going to compare the use of language in **two** texts, one of which you have chosen.

- 4 Compare the ways in which **language** is used for effect in the two texts.
Give some examples and analyse the effects.

[16 marks]

AO2, i, iii English AO3, i, iii English Language	Skills
Band 4 ‘perceptive’ ‘detailed’ 13 -16 marks	<ul style="list-style-type: none"> • offers a full and detailed understanding of the texts in relation to language • analyses how the writers have used language to achieve their effects in the different contexts • offers appropriate quotations in support of ideas with perceptive comments • focuses on comparison and cross-referencing of language between the texts
Band 3 ‘clear’ ‘relevant’ 9 -12 marks	<ul style="list-style-type: none"> • shows clear evidence that the texts are understood in relation to language • offers clear explanations of the effects of words and phrases in the different contexts • offers relevant quotations or references to support ideas • offers clear comparisons and cross references in relation to language between the two texts
Band 2 ‘some’ ‘attempts’ 5 - 8 marks	<ul style="list-style-type: none"> • shows some evidence that the texts are understood in relation to language • shows some explanation of the effects of words and phrases in the different contexts • attempts to support responses with usually appropriate quotations or references • attempts to compare language use and make cross references
Band 1 ‘limited’ 1 - 4 marks	<ul style="list-style-type: none"> • offers limited evidence that either text is understood in relation to language • offers limited explanation of the effect of words and phrases in the different contexts • offers very few examples with simple comments • shows limited ability to compare language use or make cross references
Band 0	Nothing to reward

Indicative content

Candidates’ responses **may** consider some of the following examples of language use:

Source 3

- The language is personal and reflective, essentially descriptive of place and feelings.
- Walking in the Mojave Desert is compared to ‘stepping into a child’s drawing’ – the cacti are ‘odd shaped’, the bushes are in a ‘dot pattern’ – and this idea is extended with the use of ‘crayoned’ and the bright bold colours of the ‘royal blue’ sky and ‘purple hills’. The imagery suggests a magical land full of wonder, as seen through the eyes of a child, and shows that Doris is enchanted by the simplicity and beauty of the desert. She is not just looking at the scenery but has become a part of it.
- ‘scented breezes whishing lightly’ captures the smell and sound of the desert and emphasises that Doris is experiencing every aspect of her surroundings. The onomatopoeic ‘whishing’ echoes the soft rushing sound

of the wind and suggests how the smallest things are amplified in the still and almost silent atmosphere.

- The dust is personified with the use of violent verbs – ‘blew’, ‘whipped’, ‘grabbed’. This shows the harshness of the storm and suggests it is in control. However, the wind can also be gentle – when Doris shed tears over her husband and best friend, ‘the desert winds would dry them’.
- ‘walked and remembered’ is repeated to exaggerate the repetitive nature of her journey where there was nothing to do except constantly relive past experiences. It echoes the repetition in the first paragraph of ‘endlessly repeating grey bushes’ and ‘endless vistas’.

Source 1

- The language fits the purpose of informing and presenting an argument.
- ‘gift of longer life’ – ‘gift’ implies living longer is something special. It is not given to everyone and therefore is something to cherish, rather than be considered a negative because it causes a drain on society’s resources.
- Statistics – ‘since 1990, life expectancy has risen by 4.6%, but healthy life by only 3%’ - and facts – ‘most over-85s have between three and six long-term conditions’ – are included to provide authority and weight to the argument, and suggest that elderly people are currently a burden on society.
- Negative words and phrases such as ‘burden’ and ‘series of crises’ are used to show the assumptions made about elderly people and the detrimental impact they have on society. This is contrasted with positive vocabulary such as ‘fit’, ‘active’ and ‘independent’ to suggest how old age *could* be if the right steps are taken.
- The metaphor ‘downward spiral to infirmity’ suggests frailty and ill-health are inevitable with old age: elderly people deteriorate over time, becoming increasingly weak and feeble, and it is impossible to halt the progression. The Age UK report says this does not have to be the case.

Source 2

- The language fits the purpose of informing and explaining.
- The juxtaposition of ‘sprightly’ and ‘91’ subverts our expectations of elderly people. The word ‘sprightly’ suggests that the person is lively and energetic, and although typically associated with elderly people who are agile for their age, we would not normally expect it to apply to someone who is as old as 91.
- The alliteration of lips ‘clamped in concentration’ creates a forceful sound and emphasises how tightly John is clenching his lips with determination to succeed when flying on the trapeze.
- A list is used to describe the things John keeps in his studio – ‘photographs of his four children and 11 grandchildren, a painting of his adored wife Catherine who died suddenly 25 years ago, and the kind of high-backed chair that people favour in their advancing years’. This emphasises the many ways in which John is typical of his age, and compliments the rest of the article which focuses on the ways he is atypical.
- ‘whipping himself up into the air’ – the word ‘whipping’ suggests the effort involved by John in performing the ballet move. He is moving rapidly and propelling himself aloft with some force, conveying both dexterity and enthusiasm.

Candidates need to take these, and/or similar, examples and effects and compare the different uses for different purposes made by the writers. Vivid words and images should be explained and interpreted for higher marks.

Candidates may include person, tense and devices but these need to be exemplified and their effects explained for higher marks.

5 Your school or college is celebrating the achievements of its students.

Write a speech to be delivered in assembly that describes something remarkable you have achieved, and explain why it was special.

[16 marks]

<p>AO3,i,ii English AO4, i, ii English Language</p>	
<p>Band 4 'convincing' 'compelling' 8 - 10 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> communicates in a way which is convincing, and increasingly compelling form, content and style are consistently matched to purpose and audience, and becoming assuredly matched engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> employs fluently linked paragraphs and seamlessly integrated discursive markers uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way presents complex ideas in a coherent way
<p>Band 3 'clear' 'success' 5 - 7 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> communicates in a way which is clear, and increasingly successful clear identification with purpose and audience, with form, content and style becoming increasingly matched engages the reader with a range of material, with writing becoming more detailed and developed writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively presents well thought out ideas in sentences

<p>Band 2 ‘some’ ‘attempts’ 3 - 4 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • some awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence
<p>Band 1 ‘limited’ 1 - 2 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features
<p>Band 0</p>	<p>Nothing to reward</p>

AO3, iii English AO4, iii English Language	Q5
Band 3 5 - 6 marks	<ul style="list-style-type: none"> • uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • consistently uses standard English
Band 2 3 - 4 marks	<ul style="list-style-type: none"> • writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • usually uses standard English
Band 1 1 - 2 marks	<ul style="list-style-type: none"> • writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of some words in common use • sometimes uses standard English
Band 0	Nothing to reward

- 6 A recent article in Senior Living magazine stated: ‘Some young people think that the elderly are a burden. They live in the past and contribute nothing to modern society.’

Write a letter to the Editor which argues your views on this statement. [24 marks]

<p>AO3, i, ii English AO4 i, ii English Language</p>	
<p>Band 4 ‘convincing’ ‘compelling’ 13 - 16 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way
<p>Band 3 ‘clear’ ‘success’ 9 - 12 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences

<p>Band 2 ‘some’ ‘attempts’ 5 - 8 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • some awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence
<p>Band 1 ‘limited’ 1 - 4 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features
<p>Band 0</p>	<p>Nothing to reward</p>

AO3, iii English AO4, iii English Language	Q6
Band 3 6 - 8 marks	<ul style="list-style-type: none"> • uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • consistently uses standard English
Band 2 3 - 5 marks	<ul style="list-style-type: none"> • writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • usually uses standard English
Band 1 1 - 2 marks	<ul style="list-style-type: none"> • writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of some words in common use • sometimes uses standard English
Band 0	Nothing to reward