***GCSE English***

***Media***

***GCSE English***

***Paper 1:***

**SECTION A: READING**

Read the source: Opening from *The Hunger Games*

**“The Hunger Games” by Suzanne Collins**

|  |  |
| --- | --- |
| 151015192024 | When I wake up, the other side of the bed is cold. My fingers stretch out, seeking Prim’s warmth but finding only the rough canvas cover of the mattress. She must have hadbad dreams and climbed in with our mother. Of course, she did. This is the day of the reaping.I prop myself up on one elbow. There’s enough light in the bedroom to see them. My little sister, Prim, curled up on her side, cocooned in my mother’s body, their cheekspressed together. In sleep, my mother looks younger, still worn but not so beaten-down. Prim’s face is as fresh as a raindrop, as lovely as the primrose for which she was named.My mother was very beautiful once, too. Or so they tell me.Sitting at Prim’s knees, guarding her, is the world’s ugliest cat. Mashed-in nose, half of one ear missing, eyes the colour of rotting squash. Prim named him Buttercup, insistingthat his muddy yellow coat matched the bright flower. He hates me. Or at least distrusts me. Even though it was years ago, I think he still remembers how I tried to drownhim in a bucket when Prim brought him home. Scrawny kitten, belly swollen with worms, crawling with fleas. The last thing I needed was another mouth to feed. But Primbegged so hard, cried even, I had to let him stay. It turned out okay. My mother got rid of the vermin and he’s a born mouser. Even catches the occasional rat. Sometimes, when Iclean a kill, I feed Buttercup the entrails. He has stopped hissing at me.Entrails. No hissing. This is the closest we will ever come to love.I swing my legs off the bed and slide into my hunting boots. Supple leather that has moulded to my feet. I pull on trousers, a shirt, tuck my long dark braid up into a cap, and grab my forage bag. On the table, under a wooden bowl to protect it from hungry rats and cats alike, sits a perfect little goat cheese wrapped in basil leaves. Prim’s gift to me on reaping day. I put the cheese carefully in my pocket as I slip outside. |

1. Read again the first part of the source, **lines 10-18.**

List **four** things that you learn about the cat, from this part of the source.

 (4 marks)

This question tests: AO1

* Identify and interpret explicit and implicit information and ideas.
* Select and synthesise evidence from different texts.

A)

B)

C)

D)

1. Look in detail at this extract, **lines 1 to 9** of the source.
2. When I wake up, the other side of the bed is cold. My fingers stretch out, seeking Prim’s warmth but finding only the rough canvas cover of the mattress. She must have had bad dreams and climbed in with our mother. Of course, she did. This is the day of the reaping.
3. I prop myself up on one elbow. There’s enough light in the bedroom to see them. My little sister, Prim, curled up on her side, cocooned in my mother’s body, their cheeks pressed together. In sleep, my mother looks younger, still worn but not so beaten-down. Prim’s face is as fresh as a raindrop, as lovely as the primrose for which she was named. My mother was very beautiful once, too. Or so they tell me.

**How does the writer use language here to describe Prim and her mother?**

You could include the writer’s choice of:

* Words and phrases
* Language features and techniques
* Sentence forms

 (8 marks)

This question tests: AO2

* Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

|  |  |  |
| --- | --- | --- |
| **AO2****Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**Detailed, perceptive** **Analysis****7-8 marks** | Detailed and perceptive understanding of language:Analyses effect of languageSelect a range of detailSophisticated and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**Clear, relevant explanation****5-6 marks**  | Clear understanding:Clear explanation of effect of writer’s choice of languageRange of relevant detailClear and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**Some understanding and comment****3-4 marks** | Some understanding:Attempt to comment on effectSome appropriate detailSome use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**Simple, limited comment****1-2 marks** | Simple awareness of language:Simple comment on effect, detail and terminology. | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

1. You now need to think about the **whole** of the **source.**

This text is from the opening of a novel.

**How has the writer structured the text to interest you as a reader?**

You could write about:

* What the writer focuses your attention on at the beginning
* How and why the writer changes this focus as the source develops
* Any other structural features that interest you.

 (8 marks)

This question tests: AO2

* Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

|  |  |  |
| --- | --- | --- |
| **AO2****Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**Detailed, perceptive** **Analysis****7-8 marks** | Detailed and perceptive understanding of language:Analyses effect of languageSelect a range of detailSophisticated and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**Clear, relevant explanation****5-6 marks**  | Clear understanding:Clear explanation of effect of writer’s choice of languageRange of relevant detailClear and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**Some understanding and comment****3-4 marks** | Some understanding:Attempt to comment on effectSome appropriate detailSome use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**Simple, limited comment****1-2 marks** | Simple awareness of language:Simple comment on effect, detail and terminology. | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

1. Focus this part of your answer on the first part of the source, **from line 1-9**

A student, having read this section of the text, said: “*Representations of women and young female characters in mainstream books and films are always the same: in The Hunger Games the mother is seen as the protector and the child as the vulnerable infant. You have to look beyond the film to find good role models for young people.”*

**To what extent do you agree?**

In your response you could:

* Consider your own impressions of female characters in films you have seen recently.
* Evaluate how the writer suggests that stereotypes are often used to portray women.
* Support your opinions with quotations from the text.

 (20 marks)

This question tests: AO4

* Evaluate texts critically and support this with appropriate textual references.

|  |  |  |
| --- | --- | --- |
| **AO4** **Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**Detailed, perceptive** **Analysis****16 - 20 marks** | Detailed and perceptive evaluation:Evaluates critically and in detail effect on readerPerceptive understanding of writer’s methodsFull range of textual detailConvincing and critical response.  | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**Clear, relevant evaluation****11 – 15 marks**  | Clear, relevant evaluation:Clearly evaluates effect on readerClear understanding of writer’s methodsRange of textual detailClear and relevant response | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**Some evaluation****6 – 10 marks** | Some attempt at evaluation:Some evaluative comments on effects on readerSome understanding of writer’s methodsSome appropriate detailSome response to focus on question. | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**Simple, limited evaluation****1-5 marks** | Simple, limited evaluation:Simple evaluative comment on effect and writer’s methods Limited detailLimited, unfocused response. | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

**SECTION B: WRITING**

**Pick either the description *OR* the narrative question.**

**Creative Writing is marked out of 24 for content and organisation and 16 for technical accuracy.**

**DESCRIPTION QUESTIONS**

1. Write a description of your favourite character in a film.

  (40 marks)

This question tests: AO5

* Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.
* Organise information and ideas, using structural and grammatical features to support coherence and coherence of texts.

 AO6

* Use a range of vocabulary and sentences for clarity, purpose and effect, with accurate spelling and punctuation.

OR

1. Write a narrative (story) about a relationship which has broken down, inspired by this picture.

 (40 marks)



|  |  |  |
| --- | --- | --- |
| **AO5 – CONTENT AND ORGANSATION****Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**Compelling, convincing****19 - 24 marks** | 22-24 marks:Convincing and compelling registerConvincing and compellingly matched to purposeExtensive and ambitious vocabulary with sustained craftingVaried and inventive use of structural devicesRange of convincing and compelling ideasFluently linked paragraphs with integrated discourse markers19 – 21 marks:Convincing registerConvincingly matched to purposeExtensive vocabulary with conscious craftingVaried and effective structural featuresWriting is highly engaging with a range of developed ideasConsistently coherent paragraphs with integrated discourse markers | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**Consistent, clear****13 - 18 marks**  | 16 – 18 marks:Register consistently matched to audienceConsistently matched to purposeIncreasingly sophisticated vocabulary and phrasing chosen for effectEffective use of structural featuresWriting is engaging using a range of clear, connected ideasCoherent paragraphs with integrated discourse markers13 – 15 marks:Register generally matched to audienceGenerally matched to purposeVocabulary clearly chosen for effectUsually effective use of structural featuresWriting is engaging with a range of connected ideasUsually coherent paragraphs with a range of discourse markers  | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**Some success****7 - 12 marks** | 10 – 12 marks:Some sustained attempt to match register to audience and match purposeConscious use of vocabulary with some use of linguistic devicesSome use of structural featuresIncreasing variety of linked and relevant ideasSome use of paragraphs and some use of discourse markers7 – 9 marks:Attempt to match register and purpose to audienceBegin to vary vocabulary with some use of linguistic devicesAttempts to use structural featuresSome linked and relevant ideasAttempts to write in paragraphs with some discourse markers, not always appropriate | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**Simple, limited** **1 - 6 marks** | 4 – 6 marks:Simple awareness of register/audienceSimple awareness of purposeSimple vocabulary, simple linguistic devicesEvidence of simple structural features1 or 2 relevant ideas, simply linkedRandom paragraph structure1 – 3 marks:Occasional sense of audience and purposeSimple vocabularyLimited or no evidence of structural features1 or 2 unlinked ideasNo paragraphs | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

|  |  |  |
| --- | --- | --- |
| **AO6 – TECHNICAL ACCURACY****Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**13 – 16 marks** | Accurate use of sentence demarcationWide range of punctuationWide range of sentence forms for effectConsistent use of Standard EnglishAccurate spellingAmbitious use of vocabulary | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**9 – 12 marks**  | Mostly accurate use of sentence demarcationRange of punctuation with some errorsRange of sentence forms for effectMostly uses Standard EnglishGenerally accurate spellingIncreasingly sophisticated use of vocabulary | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**5 – 8 marks** | Sometimes accurate use of sentence demarcationSome control of punctuationAttempts a range of sentence formsSome use of Standard EnglishSome accurate basic spellingVaried use of vocabulary | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**1 – 4 marks**  | Occasional use of sentence demarcationSome evidence of punctuationSimple range of sentence formsOccasional use of Standard EnglishAccurate basic spellingSimple use of vocabulary | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

***GCSE English***

***Paper 2:***

**SECTION A: READING**

**Read both sources.**

**Source A: Guide to a TV studio**

Floor manager Ed Sharpe takes us on a tour of the studio where Sam & Mark's *Big Friday Wind-Up* is filmed.

|  |  |
| --- | --- |
| 1510152025 | Before production starts, a TV studio is just a big empty room with a lighting grid in place in the ceiling. Everything in the studio, from lights to the set, has to be designed, built, brought into the studio and put together. Studios are usually either specially built or adapted industrial buildings. They are normally sound proofed and have high ceilings and large access doors so that scenery and equipment can be easily loaded in and out.The studio floor is where the show takes place and where the audience, if there is one, sits. As floor manager, Ed listens to the producer and director to make sure everything on the floor is going to plan.Behind the scenes are the various galleries. Lights are controlled in the lighting gallery. The sound gallery is where sound is mixed by a sound supervisor, and music and effects are played out by a grams operator. The show is directed from the production gallery where the director, producer, script supervisor and vision mixer work. The galleries and the studio floor are connected by talkback systems which ensure that everyone on the production can hear the instructions of the director.The director coordinates the camera operators to get the shots needed while the vision mixer cuts these together on the TX monitor. They sit with the producer, who is responsible for the editorial content of the show, and the script supervisor who makes sure that the filming runs to schedule.Studios are highly regulated spaces with rules which govern etiquette and behaviour on set. Crews can often consist of 50 people or more with cameras, cranes and other equipment moving around, so health and safety is a particular concern. Before any show goes into studio a set of risk assessments which cover the precautions to protect crew, audience and performers need to be in place.*"As long as everyone communicates clearly and knows what they're doing it can be a really fun environment to work in." – Ed Sharpe* |

<http://www.bbc.co.uk/academy/production/article/art20130702112135564>

**Source B: An excerpt from an article in *Household Words* by Sir Joseph Arthur Crowe published in 1850**

1

5

10

15

21

25

30

35

*Put an extract here with line numbers every 5 lines that is subject-specific*

**A Paris Newspaper**

It is from an office in the Rue de 24 Fevrier, almost opposite the dark side of a gorgeous Palais Royal

restaurant, that issue 40,000 copies of a daily print, entitled the 'Constitutionnel’. There is always an old

and respectable look about the interior of newspaper establishments, in whatever country you may find

them. For rusty dinginess, perhaps there is nothing to equal a London office, with its floors strewed
with newspapers from all parts of the world, parliamentary reports, and its shelves creaking under books

of all sorts thumbed to the last extremity. Notwithstanding these appearances, however, there is

discipline, there is real order in the apparent disorder of things. Those newspapers that are lying in
heaps have to be accurately filed; those books of reference can be pounced upon when wanted on the

instant; and as to reports, the place of each is as well known as if all labelled and ticketed with the

elaborate accuracy of a public library.

Not less rusty and not less disorderly is the appearance of a French newspaper office; but how different

the aspect of things from what you see in England!

You enter through a narrow passage flanked with wire cages, in which are confined for the day the

clerks who take account of advertisements and subscriptions. Melancholy objects seem these caged birds;

whose hands alone emerge at intervals through the pigeon-holes made for the purpose of taking in money
and advertisements. The universal beard and *moustachios* that ornament their chins, look, however, more

unbusiness-like than are the men really. They are shrewd and knowing birds that are enclosed in these

wire cages.

Passing still further up the narrow and dim passage, one sees a pigeon-hole, over which is written the

word 'Advertisements.' At the end of the same dark passages, are the rooms specially used for the

editors and writers.

I was led by a sort of guide down some passages dimly lighted with lamps. To the right and to the left

we turned, descending stone steps into the bowels of the earth as it seemed to me; the walls oozing

with slimy damp in some parts; dry and saltpetry in others. A bundle of keys, which were jingling in my
guide's hand, made noises which reminded me of the description of prisoners going down into the

Bastille or Tower. At another moment a sound of voices in the distance, reminded me of a scene of

desperate coiners in a cellar.

These sounds grew louder, as we soon entered a vast stone cellar, in which rudely dressed men,

half-naked as to their breasts and arms, were to be seen flitting to and fro at the command

of a superior; their long beards and grimy faces, their short pipes and dirty appearance, made them look
more like devils than men, and I bethought me that here, at last, I had found that real animal—the printer's devil. There were two or three printing-presses in the room, only one of which

was going. Its rolling sound was like thunder in the cave in which we stood. As paper after paper

flew out from the sides of this creaking press, they were carried to a long table and piled up in heaps.

This was the concluding sight in my visit to a Paris Newspaper-Office.

1. Read again the first part of **source A**, **lines 1 to 14.**

Choose **four** statements below which are TRUE.

* Shade the boxes of the ones that you think are true.
* Choose a maximum of four statements.

 (4 marks)

This question tests: AO1

* Identify and interpret explicit and implicit information and ideas.
* Select and synthesise evidence from different texts.

A)

B)

C)

D)

E)

F)

G)

H)

1. Read again the first part of **source A**, **lines 1 to 14.**
2. Read again the first part of **source A**, **lines 1 to 14.**

Choose **four** statements below which are **TRUE**.

* Shade the boxes of the ones that you think are true.
* Choose a maximum of four statements.

 (4 marks)

This question tests: AO1

* Identify and interpret explicit and implicit information and ideas.
* Select and synthesise evidence from different texts.
1. A TV studio is a specially built or adapted industrial building.
2. The audience is seated on the studio floor.
3. The sound gallery is played out by a grams operator.
4. The director edit scenes on the TX monitor.
5. Crews consist of 55 people or more.
6. With cameras, cranes and other equipment around, health and safety

is a particular concern.

1. Risk assessments must be done before any show goes into the studio.

1. You need to refer to **source A** *and***source B** for this question.

The things to see and do at the Paris newspaper office and the television studio are different.

Use details from **both** sources to write a summary of the differences.

 (8 marks)

This question tests: AO1

* Identify and interpret explicit and implicit information and ideas.
* Select and synthesise evidence from different texts.

|  |  |  |
| --- | --- | --- |
| **AO1****Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**Perceptive** **summary****7-8 marks** | Perceptive synthesis and interpretation of both texts:Perceptive inferences from both textsJudicious references/use of textual detail relevant to questionPerceptive differences between texts | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**Clear, relevant summary****5-6 marks**  | Clear synthesis and interpretation of both texts:Clear inferences from both textsClear references/textual detail relevant to questionClear differences between texts | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**Some attempts at summary****3-4 marks** | Some interpretation from one/both texts:Attempts some inference from one/both textsSome appropriate references/ textual detail from one/both textsStatements show some difference(s) between texts | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**Simple, limited summary****1-2 marks** | Simple awareness from one/both texts:Offers paraphrase or simple engagementMakes simple reference/textual detail from one/both textsShow a simple difference between texts | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

1. You now need to refer **only** to **source B**, an excerpt from an article in *Household Words* by Sir Joseph Arthur Crowe published in 1850 **(from line 14-34).**

How does author use language to make you, the reader, feel that the French printing press is not a welcoming place to work?

 (12 marks)

This question tests: AO2

* Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

|  |  |  |
| --- | --- | --- |
| **Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**Detailed, perceptive** **Analysis****10 - 12 marks** | Detailed and perceptive understanding of language:Analyses effect of languageSelect a range of detailSophisticated and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**Clear, relevant explanation****7 - 9 marks**  | Clear understanding:Clear explanation of effect of writer’s choice of languageRange of relevant detailClear and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**Some understanding and comment****4 - 6 marks** | Some understanding:Attempt to comment on effectSome appropriate detailSome use of terminology | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**Simple, limited comment****1-3 marks** | Simple awareness of language:Simple comment on effect, detail and terminology. | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

1. For this question, you need to refer to the **whole of source A** together with the **whole of source B.**

Compare how the writers have conveyed their different views and experiences of the working environment they describe.

In your answer, you could:

* Compare their different views and experiences
* Compare the methods they use to convey those views and experiences
* Support your ideas with quotations from both texts.

 (16 marks)

This question tests: AO3

* Compare writers’ ideas and perspectives and how they are conveyed, across two or more texts.

|  |  |  |
| --- | --- | --- |
| **AO3** **Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**Detailed, perceptive** **13 - 16 marks** | Perceptive comparison of ideas and perspectivesAnalyses writers’ methodsJudicious use of references/textual details from one/both textsDetailed understanding of ideas and/or perspectives in both texts | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**Clear, relevant** **9 – 12 marks**  | Clear and relevant comparison and reference of ideas and perspectivesExplains clearly writers’ methodsSelects relevant references/textual details from one/both textsClear understanding of ideas and/or perspectives in both texts | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**Some attempts****5 - 8 marks** | Attempts to compare ideas and perspectivesSome comment of writers’ methodsSome appropriate references/textual details from one/both textsIdentifies some different ideas and/or perspectives | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**Simple, limited** **1-4 marks** | Simple cross reference of ideas and perspectivesSimple identification of writers’ methodsSimple references/textual details from one/both textsSimple awareness of ideas and/or perspectives | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

**SECTION B: WRITING**

**Writing from your own viewpoint.**

**Creative Writing is marked out of 24 for content and organisation and 16 for technical accuracy.**

*In today’s world, it is far more cost-effective and environmentally friendly to have a digital copy of a newspaper or magazine, rather than a printed copy.*

Write a letter to your local newspaper in which you argue for or against this statement.

 (40 marks)

This question tests: AO5

* Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.
* Organise information and ideas, using structural and grammatical features to support coherence and coherence of texts.

 AO6

* Use a range of vocabulary and sentences for clarity, purpose and effect, with accurate spelling and punctuation.

|  |  |  |
| --- | --- | --- |
| **AO5 – CONTENT AND ORGANSATION****Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**Compelling, convincing****19 - 24 marks** | 22-24 marks:Convincing and compelling registerConvincing and compellingly matched to purposeExtensive and ambitious vocabulary with sustained craftingVaried and inventive use of structural devicesRange of convincing and compelling ideasFluently linked paragraphs with integrated discourse markers19 – 21 marks:Convincing registerConvincingly matched to purposeExtensive vocabulary with conscious craftingVaried and effective structural featuresWriting is highly engaging with a range of developed ideasConsistently coherent paragraphs with integrated discourse markers | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**Consistent, clear****13 - 18 marks**  | 16 – 18 marks:Register consistently matched to audienceConsistently matched to purposeIncreasingly sophisticated vocabulary and phrasing chosen for effectEffective use of structural featuresWriting is engaging using a range of clear, connected ideasCoherent paragraphs with integrated discourse markers13 – 15 marks:Register generally matched to audienceGenerally matched to purposeVocabulary clearly chosen for effectUsually effective use of structural featuresWriting is engaging with a range of connected ideasUsually coherent paragraphs with a range of discourse markers  | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**Some success****7 - 12 marks** | 10 – 12 marks:Some sustained attempt to match register to audience and match purposeConscious use of vocabulary with some use of linguistic devicesSome use of structural featuresIncreasing variety of linked and relevant ideasSome use of paragraphs and some use of discourse markers7 – 9 marks:Attempt to match register and purpose to audienceBegin to vary vocabulary with some use of linguistic devicesAttempts to use structural featuresSome linked and relevant ideasAttempts to write in paragraphs with some discourse markers, not always appropriate | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**Simple, limited** **1 - 6 marks** | 4 – 6 marks:Simple awareness of register/audienceSimple awareness of purposeSimple vocabulary, simple linguistic devicesEvidence of simple structural features1 or 2 relevant ideas, simply linkedRandom paragraph structure1 – 3 marks:Occasional sense of audience and purposeSimple vocabularyLimited or no evidence of structural features1 or 2 unlinked ideasNo paragraphs | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |

|  |  |  |
| --- | --- | --- |
| **AO6 – TECHNICAL ACCURACY****Level** | **Skills Descriptors** | **How to arrive at a mark** |
| Level 4**13 – 16 marks** | Accurate use of sentence demarcationWide range of punctuationWide range of sentence forms for effectConsistent use of Standard EnglishAccurate spellingAmbitious use of vocabulary | Top of band – candidate’s response meets all of the skills descriptorsBottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3**9 – 12 marks**  | Mostly accurate use of sentence demarcationRange of punctuation with some errorsRange of sentence forms for effectMostly uses Standard EnglishGenerally accurate spellingIncreasingly sophisticated use of vocabulary | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2**5 – 8 marks** | Sometimes accurate use of sentence demarcationSome control of punctuationAttempts a range of sentence formsSome use of Standard EnglishSome accurate basic spellingVaried use of vocabulary | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1**1 – 4 marks**  | Occasional use of sentence demarcationSome evidence of punctuationSimple range of sentence formsOccasional use of Standard EnglishAccurate basic spellingSimple use of vocabulary | Top of band – candidate’s response meets all of the skills descriptorsBottom of band – at least 1 of the skills descriptors. |
| Level 0No marks | Nothing to reward. |  |