***GCSE English***

***I.T.***

***GCSE English***

***Paper 1:***

**SECTION A: READING**

5

10

15

20

25

Introduction

I LOOKED AT MY NOTES AND I DIDN’T LIKE THEM. I’d spent three days at U. S. Robots and might as well have spent them at home with the Encyclopedia Tellurica\*.

Susan Calvin had been born in the year 1982, they said, which made her seventy five now. Everyone knew that. Appropriately enough, U. S. Robot and Mechanical Men, Inc. was seventy-five also, since it had been in the year of Dr. Calvin’s birth that Lawrence Robertson had first taken out incorporation papers for what eventually became the strangest industrial giant in man’s history. Well, everyone knew that, too.

At the age of twenty, Susan Calvin had been part of the particular Psycho-Math seminar at which Dr. Alfred Lanning of U. S. Robots had demonstrated the first mobile robot to be equipped with a voice. It was a large, clumsy unbeautiful robot, smelling of machine-oil and destined for the projected mines on Mercury. But it could speak and make sense.

Susan said nothing at that seminar; took no part in the hectic discussion period that followed. She was a frosty girl, plain and colorless, who protected herself against a world she disliked by a mask-like expression and a hypertrophy\*\* of intellect. But as she watched and listened, she felt the stirrings of a cold enthusiasm.

She obtained her bachelor’s degree at Columbia in 2003 and began graduate work in cybernetics.

All that had been done in the mid-twentieth century on “calculating machines” had been upset by Robertson and his positronic brain-paths. The miles of relays and photocells had given way to the spongy globe of plantinumiridium\*\*\* about the size of a human brain.

She learned to calculate the parameters necessary to fix the possible variables within the “positronic brain”; to construct “brains” on paper such that the responses to given stimuli could be accurately predicted.

In 2008, she obtained her Ph.D. and joined United States Robots as a “Robopsychologist,” becoming the first great practitioner of a new science. Lawrence Robertson was still president of the corporation; Alfred Lanning had become director of research.

30

35

40

**SECTION A: READING**

For fifty years, she watched the direction of human progress change and leap ahead.

Now she was retiring -- as much as she ever could. At least, she was allowing someone else’s name to be inset upon the door of her old office.

That, essentially, was what I had. I had a long list of her published papers, of the patents in her name; I had the chronological details of her promotions. In short I had her professional “vita\*\*\*\*” in full detail.

But that wasn’t what I wanted.

I needed more than that for my feature articles for Interplanetary Press. Much more.

I told her so.

“Dr. Calvin,” I said, as lushly as possible, “in the mind of the public you and U. S. Robots are identical. Your retirement will end an era and--”

“You want the human-interest angle?” She didn’t smile at me. I don’t think she ever smiles. But her eyes were sharp, though not angry.

\*Encyclopedia Tellurica An Encyclopedia about Earth

\*\* hypertrophy Increase the volume of muscle - in this case the brain

\*\*\* plantinumiridium An alloy of Platinum and Iridium used in micro-electronics

\*\*\*\*Vita A brief biography

1. Read again the first part of the source, **lines 1 to 15.**

List **four** things from this part of the source about Susan Calvin (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 8 to 12** of the source.

At the age of twenty, Susan Calvin had been part of the particular Psycho-Math seminar at which Dr. Alfred Lanning of U. S. Robots had demonstrated the first mobile robot to be equipped with a voice. It was a large, clumsy unbeautiful robot, smelling of machine-oil and destined for the projected mines on Mercury. But it could speak and make sense.

How does the writer use language here to describe the first mobile robot.

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 language  Select a range of detail  Sophisticated and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 language  Range of relevant detail  Clear and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 effect  Some appropriate detail  Some use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No 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 language  Select a range of detail  Sophisticated and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 language  Range of relevant detail  Clear and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 effect  Some appropriate detail  Some use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No marks | Nothing to reward. |  |

1. Focus this part of your answer on the second part of the source, **from line 16 to the end.**

A student, having read this section of the text, said: “it is clear that Dr Susan Calvin is like a robot in her actions and behaviours’’

To what extent do you agree?

In your response you could:

* Consider your own impressions of Dr Susan Calvin
* Evaluate how the writer creates a sense of her personality
* 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 reader  Perceptive understanding of writer’s methods  Full range of textual detail  Convincing and critical response. | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 reader  Clear understanding of writer’s methods  Range of textual detail  Clear and relevant response | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 reader  Some understanding of writer’s methods  Some appropriate detail  Some response to focus on question. | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 detail  Limited, unfocused response. | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No marks | Nothing to reward. |  |

**SECTION B: WRITING**

**Pick either description OR narrative question.**

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

**DESCRIPTION QUESTIONS**

1. Write a description suggested by this picture:

 (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. Describe an occasion when you felt unsure or challenged. Focus on the thoughts and feelings you had at the time.

(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 register  Convincing and compellingly matched to purpose  Extensive and ambitious vocabulary with sustained crafting  Varied and inventive use of structural devices  Range of convincing and compelling ideas  Fluently linked paragraphs with integrated discourse markers  19 – 21 marks:  Convincing register  Convincingly matched to purpose  Extensive vocabulary with conscious crafting  Varied and effective structural features  Writing is highly engaging with a range of developed ideas  Consistently coherent paragraphs with integrated discourse markes | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 audience  Consistently matched to purpose  Increasingly sophisticated vocabulary and phrasing chosen for effect  Effective use of structural features  Writing is engaging using a range of clear, connected ideas  Coherent paragraphs with integrated discourse markers  13 – 15 marks:  Register generally matched to audience  Generally matched to purpose  Vocabulary clearly chosen for effect  Usually effective use of structural features  Writing is engaging with a range of connected ideas  Usually coherent paragraphs with a range of discourse markers | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 purpose  Conscious use of vocabulary with some use of linguistic devices  Some use of structural features  Increasing variety of linked and relevant ideas  Some use of paragraphs and some use of discourse markers  7 – 9 marks:  Attempt to match register and purpose to audience  Begin to vary vocabulary with some use of linguistic devices  Attempts to use structural features  Some linked and relevant ideas  Attempts to write in paragraphs with some discourse markers, not always appropriate | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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/audience  Simple awareness of purpose  Simple vocabulary, simple linguistic devices  Evidence of simple structural features  1 or 2 relevant ideas, simply linked  Random paragraph structure  1 – 3 marks:  Occasional sense of audience and purpose  Simple vocabulary  Limited or no evidence of structural features  1 or 2 unlinked ideas  No paragraphs | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No 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 demarcation  Wide range of punctuation  Wide range of sentence forms for effect  Consistent use of Standard English  Accurate spelling  Ambitious use of vocabulary | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3  **9 – 12 marks** | Mostly accurate use of sentence demarcation  Range of punctuation with some errors  Range of sentence forms for effect  Mostly uses Standard English  Generally accurate spelling  Increasingly sophisticated use of vocabulary | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2  **5 – 8 marks** | Sometimes accurate use of sentence demarcation  Some control of punctuation  Attempts a range of sentence forms  Some use of Standard English  Some accurate basic spelling  Varied use of vocabulary | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1  **1 – 4 marks** | Occasional use of sentence demarcation  Some evidence of punctuation  Simple range of sentence forms  Occasional use of Standard English  Accurate basic spelling  Simple use of vocabulary | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No marks | Nothing to reward. |  |

***GCSE English***

***Paper 2:***

**SECTION A: READING SOURCE A**

1

5

10

15

20

25

30

**Digital technology 'is Scotland's fast-growing sector'**

19 June 2017 bbc.co.uk

**Scotland's digital technology sector is forecast to grow twice as fast as the Scottish economy overall in the years to 2024, a new report has claimed.**

Skills Development Scotland and the Scottish government-backed Digital Technologies Skills Group said it was the economy's fastest-growing sector.Their report found that it accounted for 5% of Scotland's total business base.It also suggested that the sector now employed 2% of the national workforce. The report said that was creating "unprecedented demand" for digital skills.

It is estimated that Scotland has up to 12,800 tech job opportunities annually - a 16% increase on previous demand forecasts of 11,000. According to the report, the number of tech businesses rose by 53% between 2010 and 2015 - almost three times as fast as businesses across Scotland as a whole (19%). Micro-businesses, employing between one and 10 employees, accounted for 95% of firms in the sector.

The report also found that more than 60,000 people were employed in tech businesses across Scotland. The top three employment areas were Glasgow (29%), Edinburgh (23%) and West Lothian (9%).

**'Digital leader'**

Reacting to the findings, Finance Secretary Derek Mackay said: "Scotland has a proud tradition as a digital leader and today this government is putting digital technology at the heart of everything we do, from reforming our public services to boosting digital skills and fostering our tech sector.

"In March this year we published our ambitious, refreshed, digital strategy which reflects our vision for this area by aiming to create 150,000 digital jobs, ensuring all premises have access to broadband speeds of at least 30Mbps by 2021, and integrating digital into schools and further education.

"Today's report is good news and underlines the importance of digital skills to our economic and inclusive growth." Claire Gillespie, from Skills Development Scotland, said: "The digital technologies sector is expanding and is a key contributor to the economic growth and global competitiveness of every sector in Scotland.

"This growth is creating significant job opportunities for skilled workers, particularly young people and other new entrants across a wide range of roles.

ScotlandIS chef executive Polly Purvis was granted the award for "services to the digital economy in Scotland".

ScotlandIS represents 300 software, telecoms, IT and digital agency businesses. Its remit includes raising the profile of the industry in Scotland, lobbying policy makers and helping members develop business relationships with customers, suppliers and partner companies.

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) There are approximately up to 12,800 tech job opportunities each year.

B) It is forecast that the industry will grow three times as fast as the economy.

C) Edinburgh is not one of the top three employment areas.

D) Micro-businesses accounted for 95% of firms in the sector.

E) The report also found that more than 60,000 people were employed in tech businesses across Scotland.

F) Micro-businesses employ over 10 employees.

G) The number of Tech business has grown by 53% between 2010 and 2015/

H) Skills Development Scotland said technology was the slowest growing sector.

**SOURCE B**

1

5

10

15

20

25

30

Adapted from *How it Works* Archibald Williams 1900

TELEPHONE EXCHANGES.

The development of communication in our era has seen unrivalled progress. Each year more exchanges open, sometimes seeing as much as a 20% increase on the previous year. Following a court ruling the Post Office has converted some of its telegraph service exchanges for use astelephone exchanges. The first was Swansea, followed by Newcastle-upon-Tyne, Bradford and Middlesbrough.

In a district where a number of telephones are used the subscribers are put into connection with one another through an "exchange," to which all the wires lead. One wire of each subscriber runs to a common "earth;" the other terminates at a switchboard presided over by an operator. In an exchange used by many subscribers the terminals are distributed over a number of switchboards, each containing 80 to 100 terminals, and attended to by an operator, usually a girl.

SUBMARINE TELEPHONY.

Though telegraphic messages are transmitted easily through thousands of miles of cable, submarine telephony is at present restricted to comparatively short distances. When a current passes through a cable, electricity of opposite polarity induced on the outside of the cable damps the vibration in the conductor. Telephonic currents are too feeble to penetrate many miles of cable. There is telephonic communication between England and France, and England and Ireland. But transatlantic telephony is still a thing of the future.

Many years ago (1831) the great Michael Faraday discovered that if a loop of wire were moved up and down between the poles of an electro-magnet a current was induced in the loop, its direction depending upon that in which the loop was moved. The energy required to cut the lines of force passed in some mysterious way into the wire. Why this is so we cannot say, but, taking advantage of the fact, electricians have gradually developed the enormous machines which now send vehicles spinning over metal tracks, light our streets and houses, and supply energy to innumerable factories. It is this greatness that has led to the growth of technology in Great Britain creating jobs and making us leaders in the field of technology.

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

Write about how the changes in technology are different in each time period.

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 texts  Judicious references/use of textual detail relevant to question  Perceptive differences between texts | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 texts  Clear references/textual detail relevant to question  Clear differences between texts | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 texts  Some appropriate references/ textual detail from one/both texts  Statements show some difference(s) between texts | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 engagement  Makes simple reference/textual detail from one/both texts  Show a simple difference between texts | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No marks | Nothing to reward. |  |

1. You now need to refer **only** to **source B**, adapted from *How it Works* Archibald Williams

**from line** 14 **to the end.**

How does Williams use language to make you, the reader, feel about how technology was changing?

(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.

|  |  |  |
| --- | --- | --- |
| **AO2**  **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 language  Select a range of detail  Sophisticated and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 language  Range of relevant detail  Clear and accurate use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 effect  Some appropriate detail  Some use of terminology | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No 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 ways that technology is a growth industry.

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 perspectives  Analyses writers’ methods  Judicious use of references/textual details from one/both texts  Detailed understanding of ideas and/or perspectives in both texts | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 perspectives  Explains clearly writers’ methods  Selects relevant references/textual details from one/both texts  Clear understanding of ideas and/or perspectives in both texts | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2  **Some attempts**  **5 - 8 marks** | Attempts to compare ideas and perspectives  Some comment of writers’ methods  Some appropriate references/textual details from one/both texts  Identifies some different ideas and/or perspectives | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 perspectives  Simple identification of writers’ methods  Simple references/textual details from one/both texts  Simple awareness of ideas and/or perspectives | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No 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.**

1. Some people argue that technology is growing too fast.

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 register  Convincing and compellingly matched to purpose  Extensive and ambitious vocabulary with sustained crafting  Varied and inventive use of structural devices  Range of convincing and compelling ideas  Fluently linked paragraphs with integrated discourse markers  19 – 21 marks:  Convincing register  Convincingly matched to purpose  Extensive vocabulary with conscious crafting  Varied and effective structural features  Writing is highly engaging with a range of developed ideas  Consistently coherent paragraphs with integrated discourse markes | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 audience  Consistently matched to purpose  Increasingly sophisticated vocabulary and phrasing chosen for effect  Effective use of structural features  Writing is engaging using a range of clear, connected ideas  Coherent paragraphs with integrated discourse markers  13 – 15 marks:  Register generally matched to audience  Generally matched to purpose  Vocabulary clearly chosen for effect  Usually effective use of structural features  Writing is engaging with a range of connected ideas  Usually coherent paragraphs with a range of discourse markers | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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 purpose  Conscious use of vocabulary with some use of linguistic devices  Some use of structural features  Increasing variety of linked and relevant ideas  Some use of paragraphs and some use of discourse markers  7 – 9 marks:  Attempt to match register and purpose to audience  Begin to vary vocabulary with some use of linguistic devices  Attempts to use structural features  Some linked and relevant ideas  Attempts to write in paragraphs with some discourse markers, not always appropriate | Top of band – candidate’s response meets all of the skills descriptors  Bottom 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/audience  Simple awareness of purpose  Simple vocabulary, simple linguistic devices  Evidence of simple structural features  1 or 2 relevant ideas, simply linked  Random paragraph structure  1 – 3 marks:  Occasional sense of audience and purpose  Simple vocabulary  Limited or no evidence of structural features  1 or 2 unlinked ideas  No paragraphs | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No 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 demarcation  Wide range of punctuation  Wide range of sentence forms for effect  Consistent use of Standard English  Accurate spelling  Ambitious use of vocabulary | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band –Level 3 and at least 1 of the skills descriptors. |
| Level 3  **9 – 12 marks** | Mostly accurate use of sentence demarcation  Range of punctuation with some errors  Range of sentence forms for effect  Mostly uses Standard English  Generally accurate spelling  Increasingly sophisticated use of vocabulary | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – Level 2 and at least 1 of the skills descriptors. |
| Level 2  **5 – 8 marks** | Sometimes accurate use of sentence demarcation  Some control of punctuation  Attempts a range of sentence forms  Some use of Standard English  Some accurate basic spelling  Varied use of vocabulary | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – Level 1 and at least 1 of the skills descriptors. |
| Level 1  **1 – 4 marks** | Occasional use of sentence demarcation  Some evidence of punctuation  Simple range of sentence forms  Occasional use of Standard English  Accurate basic spelling  Simple use of vocabulary | Top of band – candidate’s response meets all of the skills descriptors  Bottom of band – at least 1 of the skills descriptors. |
| Level 0  No marks | Nothing to reward. |  |