|  |  |  |
| --- | --- | --- |
| **Question Two** | | |
| **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. | | |
| **This question assesses Language** i.e: Words / Phrases / Language Features / Language Techniques / Sentence Forms | | |
| **Level** | **Skills Descriptors** | **WWW/EBI** |
| **4**  **7-8 marks** | Shows detailed and perceptive understanding of *language*:   Analyses the effects of the writer’s choices of *language*   Selects a judicious range of textual detail   Makes sophisticated and accurate use of subject terminology |  |
| **3**  **5-6 marks** | Shows clear understanding of *language*:   Explains clearly the effects of the writer’s choices of *language*   Selects a range of relevant textual detail   Makes clear and accurate use of subject terminology |
| **2**  **3-4 marks** | Shows some understanding of *language:*   Attempts to comment on the effect of *language*   Selects some appropriate textual detail   Makes some use of subject terminology, mainly appropriately |
| **1**  **1-2 marks** | Shows simple awareness of *language:*   Offers simple comment on effect of *language*   Selects simple references or textual detail   Makes simple use of subject terminology, not always appropriately |

|  |  |  |
| --- | --- | --- |
| **Question Three** | | |
| **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 | | |
| **This question assesses how the writer has structured a text.** Structural features can be: at a whole text level eg. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / aspects of cohesion; and at sentence level when judged to contribute to whole structure. | | |
| **Level** | **Skills Descriptors** | **WWW/EBI** |
| **4**  **7-8 marks** | Shows detailed and perceptive understanding of *structural* features:   Analyses the effects of the writer’s choices of *structural* features   Selects a judicious range of examples   Makes sophisticated and accurate use of subject terminology |  |
| **3**  **5-6 marks** | Shows clear understanding of *structural* features:   Explains clearly the effects of the writer’s choice of *structural* features   Selects a range of relevant examples   Makes clear and accurate use of subject terminology |
| **2**  **3-4 marks** | Shows some understanding of *structural* features:   Attempts to comment on the effect of *structural* features   Selects some appropriate examples   Makes some use of subject terminology, mainly appropriately |
| **1**  **1-2 marks** | Shows simple awareness of *structural* features:   Offers simple comment on effect of *structural* features   Selects simple references or examples   Makes simple use of subject terminology, not always appropriately |
|  | | |
| **Question Four** | | |
| **AO4**  Evaluate texts critically and support this with appropriate textual references | | |
| **Level** | **Skills Descriptors** | **WWW/EBI** |
| **4**  **16-20 marks** | Shows perceptive and detailed evaluation:   Evaluates critically and in detail the effect(s) on the reader   Shows perceptive understanding of writer’s methods   Selects a judicious range of textual detail   Develops a convincing and critical response to the focus of the statement |  |
| **3**  **11-15 marks** | Shows clear and relevant evaluation:   Evaluates clearly the effect(s) on the reader   Shows clear understanding of writer’s methods   Selects a range of relevant textual references   Makes a clear and relevant response to the focus of the statement |
| **2**  **6-10 marks** | Shows some attempts at evaluation:   Makes some evaluative comment(s) on effect(s) on the reader   Shows some understanding of writer’s methods   Selects some appropriate textual reference(s)   Makes some response to the focus of the statement |
| **1**  **1-5 marks** | Shows simple, limited evaluation:   Makes simple, limited evaluative comment(s) on effect(s) on reader   Shows limited understanding of writer’s methods   Selects simple, limited textual reference(s)   Makes a simple, limited response to the focus of the statement |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper One: Section A - Key areas for development.** | | | | |
| **1)** |  | | | |
| **2)** |  | | | |
| **3)** |  | | | |
| **4)** |  | | | |
| **5)** |  | | | |
| **Question Five** | | | |
| **AO5: Content and Organisation** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. | | | |
| **Levels** | | **Skills Descriptors** | **WWW/EBI** |
| Upper Level 4  22-24 marks | | **Content**   Register is convincing and compelling for audience   Assuredly matched to purpose   Extensive and ambitious vocabulary with sustained crafting of linguistic devices  **Organisation**   Varied and inventive use of structural features   Writing is compelling, incorporating a range of convincing and complex ideas   Fluently linked paragraphs with seamlessly integrated discourse markers |  |
| Lower Level 4  19-21 marks | | **Content**   Register is convincingly matched to audience   Convincingly matched to purpose   Extensive vocabulary with conscious crafting of linguistic devices  **Organisation**   Varied and effective structural features   Writing is highly engaging with a range of developed complex ideas   Consistently coherent use of paragraphs with integrated discourse markers |
| Upper Level 3  16-18 marks | | **Content**   Register is consistently matched to audience   Consistently matched to purpose   Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices  **Organisation**   Effective use of structural features   Writing is engaging, using a range of, clear connected ideas   Coherent paragraphs with integrated discourse markers |
| Lower Level 3  13-15 marks | | **Content**   Register is generally matched to audience   Generally matched to purpose   Vocabulary clearly chosen for effect and appropriate use of linguistic devices  **Organisation**   Usually effective use of structural features   Writing is engaging, with a range of connected ideas   Usually coherent paragraphs with range of discourse markers |
| Upper Level 2  10-12 marks | | **Content**   Some sustained attempt to match register to audience   Some sustained attempt to match purpose   Conscious use of vocabulary with some use of linguistic devices  **Organisation**   Some use of structural features   Increasing variety of linked and relevant ideas   Some use of paragraphs and some use of discourse markers |
| Lower Level 2  7-9 marks | | **Content**   Attempts to match register to audience   Attempts to match purpose   Begins to vary vocabulary with some use of linguistic devices  **Organisation**   Attempts to use structural features   Some linked and relevant ideas   Attempt to write in paragraphs with some discourse markers, not always  appropriate |
| Upper Level 1  4-6 marks | | **Content**   Simple awareness of register/audience   Simple awareness of purpose   Simple vocabulary; simple linguistic devices **Organisation**   Evidence of simple structural features   One or two relevant ideas, simply linked   Random paragraph structure |
| Lower Level 1  1-3 marks | | **Content**   Occasional sense of audience   Occasional sense of purpose   Simple vocabulary  **Organisation**   Limited or no evidence of structural features   One or two unlinked ideas   No paragraphs |

|  |  |  |
| --- | --- | --- |
| **Question Five** | | |
| **AO6: Technical Accuracy**: Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | | |
| **Levels** | **Skills Descriptors** | **WWW/EBI** |
| Level 4  13-16 marks |  Sentence demarcation is consistently secure and consistently accurate   Wide range of punctuation is used with a high level of accuracy   Uses a full range of appropriate sentence forms for effect   Uses Standard English consistently and appropriately with secure control of complex grammatical structures   High level of accuracy in spelling, including ambitious vocabulary   Extensive and ambitious use of vocabulary |  |
| Level 3  9-12 marks |  Sentence demarcation is mostly secure and mostly accurate   Range of punctuation is used, mostly with success   Uses a variety of sentence forms for effect   Mostly uses Standard English appropriately with mostly controlled grammatical structures   Generally accurate spelling, including complex and irregular words   Increasingly sophisticated use of vocabulary |
| Level 2  5-8 marks |  Sentence demarcation is mostly secure and sometimes accurate   Some control of a range of punctuation   Attempts a variety of sentence forms   Some use of Standard English with some control of agreement   Some accurate spelling of more complex words   Varied use of vocabulary |
| Level 1  1-4 marks |  Occasional use of sentence demarcation   Some evidence of conscious punctuation   Simple range of sentence forms   Occasional use of Standard English with limited control of agreement   Accurate basic spelling   Simple use of vocabulary |

|  |  |
| --- | --- |
| **Paper One: Section B - Key areas for development.** | |
| **1)** |  |
| **2)** |  |
| **3)** |  |
| **4)** |  |
| **5)** |  |