

# **General Certificate of Secondary Education**

## **English/ English Language**

### **Unit 1 H Tier**

**Understanding and producing non-fiction texts**

## **Mark Scheme**

*2012 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal 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.

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## 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 down 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 structures 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.

<b>Assessment Objective</b>	<b>Section A</b>
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	<b>Section B</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**, *Lifesaving with Class*, by Rory Stamp, from the RNLI magazine, *the lifeboat*.

- 1 What do you learn from the article about the Beach to City programme run by the RNLI?  
(8 marks)

A02, i English A03, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> <li>offers evidence that the text is fully understood</li> <li>shows a detailed engagement with the text</li> <li>makes perceptive connections and comments about the information and ideas presented in the text</li> <li>offers appropriate quotations or references to support understanding</li> </ul>
Band 3 'clear' 'relevant' 5 - 6 marks	<ul style="list-style-type: none"> <li>shows clear evidence that the text is understood</li> <li>shows clear engagement with the text</li> <li>begins to interpret the text and make connections between the information and ideas contained in the text</li> <li>offers relevant quotations or references to support understanding</li> </ul>
Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> <li>shows some evidence that the text is understood</li> <li>attempts to engage with the text</li> <li>makes some reference to the information and ideas mentioned in the text</li> <li>offers some relevant references or quotations to support what has been understood</li> </ul>
Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> <li>shows limited evidence that the text is understood</li> <li>shows limited engagement with the text</li> <li>makes limited reference to the issues referred to in the text</li> </ul>
Band 0	nothing to reward

Indicative Content

Candidates' responses **may** include:

- The Beach to City programme is run by the RNLI to bring awareness to young people about being safe when near water.
- The programme also makes young people aware of the existence of the RNLI and Lifeguards and the good work they do as a charity -about which there is very little knowledge in some places.
- Primary aged school children who live in cities are targeted because 'incident statistics' show they are more 'at risk'. They live away from the coast and so don't think about the need for or work of lifeguards and being safe around water.
- The programme uses 'plenty of play acting' and fun activities to make the safety messages memorable which, with 'equipment to get to grips with', would engage children and help them retain the lessons.
- Important basic messages are learnt during the sessions: about sun protection and danger flags on holiday beaches and the fact that people are always having to be rescued from 'drifting inflatables' and only realise their danger when it's too late.
- The programme also focuses on cities where there are inland waterways like canals, such as Birmingham and London and teaches young people how to use safety equipment available to the public.
- The programme is going to be extended in the future.

Now read **Source 2**, the article and the picture which goes with it called, *Trapped Chilean miners: rescue drill reaches their refuge at last*, by David Batty.

**2** Explain how the headline and picture are effective and how they link to the text. (8 marks)

A02, iii English A03, iii English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> <li>offers a detailed interpretation of the effects of the headline</li> <li>presents a detailed explanation and interpretation of what the picture shows and its effect</li> <li>links the picture and the headline to the text with perceptive comments</li> <li>offers appropriate quotations or references to support comments</li> </ul>
Band 3 'clear' 'relevant' 5 - 6 marks	<ul style="list-style-type: none"> <li>shows clear evidence that the headline and its effects are understood</li> <li>makes clear and appropriate links between the headline and the text</li> <li>offers a clear explanation of the effectiveness of the picture</li> <li>links the picture to the content of the text</li> <li>employs relevant quotations or references</li> </ul>
Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> <li>shows some evidence that the headline and its effects are understood</li> <li>attempts to link the headline to the text</li> <li>offers some explanation of how the picture is effective</li> <li>attempts to link the picture to the content of the text</li> </ul>
Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> <li>offers limited or simple comments on the effect of the headline</li> <li>offers a limited or simple explanation of what the picture shows</li> <li>shows limited appreciation of how the picture and headlines link with the text</li> </ul>
Band 0	nothing to reward

#### Indicative content

Candidates' responses **may** include:

The headline is effective because:

- It uses a large font and a colon which makes the reader pause for dramatic effect.
- It tells the reader what the text is about- that miners have been trapped and that the incident took place in Chile.
- The headline offers further detail –that the miners are in a safe place of 'refuge' and that the drill which will play a part in their 'rescue' has reached them.
- The headline is effective also because it has used alliteration –'rescue', 'reaches', 'refuge' which is eye-catching and adds emphasis and drama to the headline.
- The words 'at last' imply that the rescue effort has been a long one, which is confirmed in the text. The word 'drill' is a pun meaning the mechanical tool and the efficient process which characterised the rescue attempt.
- The words 'trapped', 'rescue' and 'refuge' might also be explained with their effects.

The picture is effective because:

- It is brightly coloured and the colours contrast.
- It shows the desolate or harsh countryside where the miners are trapped.
- It shows a reporter and a clown celebrating the news by being about to embrace. The reporter holds a microphone so he is radio or TV. His picture is more obviously relevant because he is reporting the story.
- The clown is carrying what we assume to be the Chilean flag with things written in it. The clown is eye-catching, unusual, maybe bizarre and his place is less obvious. Interpretations might be: to represent celebration, happiness, colour compared to the surroundings, a carnival atmosphere of relief...etc. A very good interpretation would be that since the text speaks of the 'media onslaught' which we call a 'media circus' –the reporter represents the media and the clown represents the circus.

Links to the text:

- The text explains what the headline means especially the words 'refuge' and 'at last' with details about the time scale.
- The text relates to the picture because it refers to 'celebration', 'journalists', 'remote hillside' and 'media onslaught'.

Now read Source 3, *Saved*, which is an extract from a non-fiction book.

- 3** Explain some of the thoughts and feelings Parrado and Canessa have whilst searching for rescue.

(8 marks)

A02, i English A03, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> <li>engages in detail with the events described in the text</li> <li>offers perceptive explanations and interpretations of the thoughts and feelings expressed</li> <li>employs appropriate quotations or references to support ideas</li> </ul>
Band 3 'clear' 'relevant' 5 - 6 Marks	<ul style="list-style-type: none"> <li>shows a clear understanding of the events described in the text</li> <li>clearly explains and begins to interpret thoughts and feelings</li> <li>employs relevant quotations or references to support understanding and interpretation</li> </ul>
Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> <li>shows some engagement with the text and the events described</li> <li>attempts some comments to explain thoughts and feelings</li> <li>offers some quotations or references to support ideas</li> </ul>
Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> <li>shows limited engagement with the text</li> <li>offers limited or simple comments to explain thoughts and feelings</li> <li>may offer copying or irrelevant quotation</li> </ul>
Band 0	nothing to reward

Indicative content

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

- Parrado is 'spurred on by curiosity' and is moving fast to see what's at the end of the valley. Canessa 'could not keep up'. This shows their eagerness or even desperation to find a way out, to find rescue and save their friends still stuck on the mountain. Canessa feels tired and lacking in strength.
- When they hear the roar, 'panic entered the hearts of both of them'. The panic turns to careless speed for Parrado who feels 'impatient' to find out what lay ahead, and Canessa feels that he will endanger himself. Canessa has worried thoughts about their situation and about Parrado's impatience.
- Canessa feels more 'dread' than 'curiosity', perhaps because he feels more tired and less optimistic.
- Parrado's 'face wet with tears of joy' tells us he felt relieved, thankful, happy because he could see a way out.
- The boys think the sight of the river, the end of the snow and the 'blessed valley' is a 'beautiful' sight. This shows the change in their situation and feelings.
- The boys feel tired because the tension and stress have been relieved so they are exhausted and have to rest by the river.
- They feel as if they are in paradise. They feel confident that they are now saved. They also know that they have further to go and recognise that even though they don't have to contend with snow, the going will be tough with 'boulders the size of armchairs' to overcome.
- They feel strong and confident enough to cross the river even though it is carrying huge boulders down with it.

Now you need to refer to Source 3, *Saved*, and **either** Source 1 **or** Source 2.

- 4** You are going to compare **two** texts, one of which you have chosen.  
Compare the ways in which language is used for effect in the two texts.  
Give some examples and analyse what the effects are.

(16 marks)

A02, i, iii English A03, i, iii English Language	Skills
Band 4 'perceptive' 'detailed' 13 - 16 marks	<ul style="list-style-type: none"> <li>offers a full and detailed understanding of the texts in relation to language</li> <li>analyses how the writers have used language differently to achieve their effects</li> <li>offers appropriate quotations in support of ideas with perceptive comments</li> <li>focuses on comparison and cross-referencing between the texts</li> </ul>
Band 3 'clear' 'relevant' 9 - 12 marks	<ul style="list-style-type: none"> <li>shows clear evidence that the texts are understood in relation to language</li> <li>shows a clear explanation of the effects of words and phrases in the different contexts,</li> <li>offers relevant quotations or references to support ideas</li> <li>offers clear comparisons and cross references between the two texts</li> </ul>
Band 2 'some' 'attempts' 5 - 8 marks	<ul style="list-style-type: none"> <li>shows some evidence that the texts are understood in relation to language</li> <li>offers some explanation of the effects of words and phrases in the different contexts</li> <li>attempts to support responses with some relevant quotations or references</li> <li>attempts to compare language use and make cross references</li> </ul>
Band 1 'limited' 1 - 4 marks	<ul style="list-style-type: none"> <li>shows limited evidence that either text is understood in relation to language</li> <li>offers no real explanation of the effects of words and phrases in the different contexts</li> <li>offers few examples with limited comment</li> <li>shows limited ability to compare or make cross references</li> </ul>
Band 0	nothing to reward

Indicative content

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

Source 3

- The contrast between the silence of 'cushioned feet on the snow' and the 'roaring noise...' is evocative.
- Emotive ideas are expressed: 'panic entered the hearts of both of them..' 'Impatience.. took complete possession of him', Canessa being possessed by 'dread of what they were to see'.
- Short sentences are employed to enhance meaning and effect: 'Panic entered the hearts of both of them', 'The snow stopped': the words 'panic' and 'hearts' and the alliteration of 's' add a sharpness and emphasis to the experience of the boys and the reader is able to empathise with them.
- The power and force of the water is contrasted with the stillness and beauty of the 'green - moss, grass, rushes...' which further contrasts with the snow. These images reflect the turmoil, danger and then relief of the boys' experience.
- Further evocative language includes 'blessed', 'staggered', 'sank onto rocks'.
- The separated paragraph with the word 'saved' relates to the title and brings a tentative relief to the reader.
- The vivid language contrasting the tame birds of paradise with the 'apparition' of the 'bearded, emaciated human beings' presents a stark and sympathetic image to the mind – evoking religious ideas.
- The gorge, the contrast of the snow, the 'boulders the size of armchairs' present the reader with vivid ideas and images followed by



the new hazard of the outcrop blocking their way.

- The extract ends with drama and the unanswered question of whether they made it across the river. The image of the river flowing with such force as to carry huge boulders is a strong one.

More able candidates may spot the extended biblical/religious conceit running through the passage: paradise, 'this blessed valley', Garden of Eden, the idea of being 'saved'.

#### Source 1

- The title is a pun: the Class is the class of schoolchildren but it also means doing lifesaving in a good, interesting, 'cool', way indicating that the programme is all of these things..
- There is direct speech used for effect, 'Help!' is arresting and dramatic and engages the reader. It is part of the 'scenario' which is described with some mystery and drama because, 'fortunately', it's not real.
- Titles and terms are employed, RNLI and Beach to City – the latter is, itself, descriptive/pictorial.
- The text is informative/narrative but there are important phrases like 'listen to and retain', 'beach safety messages', 'memorable and fun'; 'to get to grips with' is metaphorical and literal.
- Some language use is deliberately figurative to aid memory: 'slip on..slop on..slap on...' which is also alliterative.
- Informal language is used 'First up..', 'Next up..'
- Humour is employed with the red flag /shark story.
- The antithesis 'Sharks don't but inflatables do' emphasises the danger of inflatables by comparing them to sharks which they partly resemble –so a visual image is created.
- Duncan's direct speech and anecdote is used to emphasise the point about inflatables.
- Informative details, dates, figures, places effectively fit the purpose of the piece.

#### Source 2

- Some evocative words indicating a problem or disaster, e.g. 'rescue shaft', 'broken through', 'underground chamber', 'stranded' occur at the beginning of the piece, engaging the reader and setting a tone of excitement, danger, concern.
- Alliteration occurs with 'major', 'milestone', 'mine' for emphasis, engagement.
- The purpose of the article, to inform, is reinforced by language which is factual: dates, times, figures.
- Direct speech is used in a contrasting way: the politician is named, detached and political 'This is an important achievement'; the relative of the miner is emotional, 'Now we can begin to smile'.
- An element of drama is introduced with Goldborne's second warning quotation 'But we still haven't rescued anybody'
- Vivid language is used: 'remote hillside', 'forest of TV antennas', 'interest continues to surge', 'media onslaught' and 'underground dungeon'-which relate back to the 'underground chamber' at the beginning of the piece.

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 with language examples and their effects explained for higher marks.

- 5 Write an entry for your online blog which describes a time when you felt uncertain or unsure about a situation you were in and explain how you overcame it.

(16 marks)

<p>A03, i,ii English A04, i, ii English Language</p>	
<p>Band 4 8 - 10 marks 'convincing' 'compelling'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communicates in a way which is convincing, and increasingly compelling</li> <li>• Form, content and style are consistently matched to purpose and audience, and becoming assuredly matched</li> <li>• Engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details</li> <li>• Writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract</li> <li>• Uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained</li> <li>• Shows control of extensive vocabulary, with word choices becoming increasingly ambitious</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• Employs fluently linked paragraphs and seamlessly integrated discursive markers</li> <li>• Uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way</li> <li>• Presents complex ideas in a coherent way</li> </ul>
<p>Band 3 5 - 7 marks 'clarity' 'success'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates in a way which is clear, and increasingly successful</li> <li>• clear identification with purpose and audience, with form, content and style becoming increasingly matched</li> <li>• engages the reader with a range of material, with writing becoming more detailed and developed</li> <li>• writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response</li> <li>• uses linguistic devices such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader</li> <li>• shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers</li> <li>• uses a variety of structural features, for example. direct address to reader, indented sections, dialogue, bullet points, increasingly effectively</li> <li>• presents well thought out ideas in sentences</li> </ul>

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

AO3, iii English A04, iii English Language	<b>Q5</b>
Band 3 5 - 6 marks	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and punctuation with success</li> <li>• organises writing using sentence demarcation accurately</li> <li>• employs a variety of sentence forms to good effect including short sentences</li> <li>• shows accuracy in the spelling of words from an ambitious vocabulary</li> <li>• uses standard English consistently</li> </ul>
Band 2 3 - 4 marks	<ul style="list-style-type: none"> <li>• writes with control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is mainly accurate</li> <li>• employs a variety of sentence forms</li> <li>• shows accuracy in the spelling of words in common use in an increasingly developed vocabulary</li> <li>• uses standard English usually</li> </ul>
Band 1 1 - 2 marks	<ul style="list-style-type: none"> <li>• writes with some control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is sometimes accurate</li> <li>• writes simple and some complex sentences</li> <li>• shows accuracy in the spelling of some words in common use</li> <li>• uses standard English sometimes</li> </ul>
Band 0	nothing to reward

## Indicative content

Candidates' writing should be succinct and focused. What is required is concentrated description and explanation reflecting the 16 marks and the time available.

Candidates may include the following in their entry for their on-line blog:

- Show that the topic and task are understood –that the writing is about a time when they felt uncertain or unsure about something and what they did to overcome it.
- Nominate an event or experience with focus but also detail.
- Develop and describe their feelings of, e.g. vulnerability, lack of confidence or even fear by expanding on the context, perhaps employing anecdote.
- Explain how the situation was resolved by overcoming the problem or issue, perhaps including thoughts and feelings as well as actions.
- For higher marks describe, perhaps, how the experience changed them as a person for the better, so widening the writing beyond anecdote.
- Conclude the writing.

## NB

- The writing should be personal and non-fictional. Candidates who sustain a sense of non-fictional reality should be better rewarded than those who do not.

- 6 It has been said that:  
'People who save lives or help improve the lives of others are the true role models of today.'

Write an article for a newspaper in which you argue your view about what makes a good role model.

(24 marks)

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

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

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

## Indicative content

Candidates' responses should be expansive and developed, showing evidence of thoughtful and considered ideas, persuasively argued, reflecting the 24 marks available.

Candidates may include the following in their writing:

- Show that the topic is understood – that it is about who or what kind of person the candidate thinks makes a good role model.
- Show understanding of what a role model is or should be - implicitly or explicitly.
- The quotation suggests types of people (related to the Reading sources) which might be taken up, agreed with and expanded upon. Or a particular individual involved in the same type of activity might be chosen.
- Alternatively, candidates might select an individual quite different to that suggested by the quotation – a family member, historical figure etc.
- Develop persuasive reasons for the choice, perhaps employing personal histories, examples and anecdotes.
- For higher marks the ideas should include wider, moral considerations about, e.g. the general good, self-sacrifice, thinking of others. Alternatively, the idea of making a unique contribution to sport or music might be chosen.
- Conclude the writing.

