



General Certificate of Secondary Education

**English/
English Language**

Unit 1 H Tier

Understanding and producing non-fiction texts

Mark Scheme

2011 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.

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

Read Source 1, the on-line newspaper article called 'Wind farms could blight one in six beauty spots' by Ben Leach.

- 1 What do you learn from Ben Leach's article about the issues and concerns regarding the building of wind farms?

(8 marks)

A02, i English A03, i English Language	Skills
<p>Mark Band 4 'perceptive' 'detailed' 7 – 8 marks</p>	<ul style="list-style-type: none"> • offers evidence that the text is fully understood • shows a detailed engagement with the text • makes perceptive connections and comments about concerns and issues raised in the text • offers appropriate quotations or references to support understanding
<p>Mark Band 3 'clear' 'relevant' 5-6 marks</p>	<ul style="list-style-type: none"> • shows clear evidence that the text is understood • shows clear engagement with the text • begins to interpret the text and make connections between issues and concerns • offers relevant quotations or references to support understanding
<p>Mark Band 2 'some' 'attempts' 3-4 marks</p>	<ul style="list-style-type: none"> • shows some evidence that the text is understood • attempts to engage with the text • makes some reference to the issues and concerns mentioned in the text • offers some relevant references or quotations to support what has been understood
<p>Mark Band 1 'limited' 1-2 marks</p>	<ul style="list-style-type: none"> • shows limited evidence that the text is understood • shows limited engagement with the text • makes limited reference to the issues referred to in the text
<p>Band 0</p>	<p>Nothing to reward</p>
<p>1. Indicative Content Candidates' responses may include:</p> <ul style="list-style-type: none"> • The issue is the building of wind farms at places which are protected because of their natural beauty. • The issue has been taken up by campaigners and environmentalists in some of the areas, such as North Cornwall who think their countryside will be ruined. • The concerns include the 'free for all' that is happening and the size of the turbines which will have an impact on the countryside; people are very upset about this and want a change in the planning system. • Another concern is that the turbines will kill birds. 	

- Examples are given of the devastating effect on the beauty of several specific places: Cornwall, Staffordshire, IoW, and Cumbria where Natural England are against the plans.
- An alternative view of the issue is put by the British Wind Association who point out that a bigger concern is the effect of climate change which we need to address through alternative energy sources.
 - There are obviously two sides to the issue with strongly held views

Now read Source 2, the article and the picture which goes with it called *Up, up and away – the day that armchair travel really took off* by Valentine Low.

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
Mark Band 4 'perceptive' 'detailed' 7 – 8 marks	<ul style="list-style-type: none"> • offers a detailed interpretation of the effect of the headline • presents a detailed explanation and interpretation of what the picture shows and its effect • links the picture and the headline to the text with perceptive comments • offers appropriate quotations or references to support comments
Mark Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> • shows clear evidence that the headline and its effects are understood • makes some clear and appropriate links between the headline and the content of the text • offers a clear explanation of the effectiveness of the picture • links the picture to the content of the text • employs relevant quotations or references
Mark Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> • shows some evidence that the headline and its effect are understood • attempts to link the headline to the text • offers some explanation of how the picture is effective • attempts to link the picture to the content of the text
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> • offers limited or simple comments on the effect of the headlines • offers a limited or simple explanation of what the picture shows • shows limited appreciation of how the picture and headlines link with the text
Band 0	Nothing to reward
<p>Indicative content</p> <p>Candidates' responses may include:</p> <p>The headline is effective because:</p> <ul style="list-style-type: none"> • Bold, eye-catching, arresting, stands out... • 'Up, up and away' has become a much used phrase which comes from a well known song; it uses repetition; it provides a picture in the reader's mind; 'up' is the way you go in a balloon. • 'armchair travel' works like a pun here and is ironic because armchair travellers just talk about going places or watch others but don't, themselves, go 'away' anywhere, whereas Trappe has strapped his armchair to the balloons and gone 'up and away' –he is literally doing armchair travel. • 'really took off' also has a double meaning- to literally 'take off' as does an aeroplane and to become popular-at least by being in the newspapers. <p>The link with the text :</p> <ul style="list-style-type: none"> • The headline encapsulates what the text is about; Trappe has gone up, tied to the helium balloons by a chair and crossed the Channel to France; 'Up' is reflected directly by reference to the film and the story of the flight and Trappe's thoughts are explored in the text. <p>The picture is effective because:</p>	

- Colourful, eye-catching, wide view, detailed...
- It is very dramatic seeing a bunch of 'party balloons' with a man strapped underneath; the view of the coast is breathtaking and quite beautiful; the 'iconic ribbon of water' is pictured; the chair looks very small and vulnerable; it is a picture of something unusual if not unique and at the same time heroic and ridiculous.
The link with the text:
- There are numerous written references to what is in the picture – 'several dozen balloons', 'strapped himself into a chair', 'grabbing on to toy balloons'. The danger/vulnerability shown in the picture is reflected in the text: 'there are risks and we work methodically to reduce the risks'.

Now read Source 3, 'Storm at sea' which is an extract from a non-fiction book.

- 3** Explain some of the thoughts and feelings Claire Francis has during the storm.
(8 marks)

A02, i English A03, i English Language	Skills
<p>Mark Band 4 'perceptive' 'detailed' 7 – 8 marks</p>	<ul style="list-style-type: none"> • engages in detail with the events described in the text • offers perceptive explanations and interpretations of the thoughts and feelings expressed • employs appropriate quotations or references to support ideas
<p>Mark Band 3 'clear' 'relevant' 5-6 marks</p>	<ul style="list-style-type: none"> • shows a clear understanding of the events described in the text • clearly explains and begins to interpret thoughts and feelings • employs relevant quotations or references to support understanding and interpretation
<p>Mark Band 2 'some' 'attempts' 3-4 marks</p>	<ul style="list-style-type: none"> • shows some engagement with the text and the events described • attempts some comments to explain thoughts and feelings • offers some quotations or references to support ideas
<p>Mark Band 1 'limited' 1-2 marks</p>	<ul style="list-style-type: none"> • shows limited engagement with the text • offers limited or simple comments to explain thoughts and feelings • may offer copying or irrelevant quotation
<p>Band 0</p>	<p>Nothing to reward</p>
<p>Indicative content Candidates' responses may include the following :</p> <ul style="list-style-type: none"> • Her thoughts that the second gale was worse than the first and her un-preparedness for it; her feeling exhausted; her thoughts about dry clothes which were in fact all wet and which made her frustrated and rather depressed; her 'defying a wave to reach them' which shows her rebelling against the storm; her looking forward to 'one day when the world was dry' which takes on a kind of fantasy wish. • Her thoughts/fears about the violent noises, as if the 'mast had just broken or the hull split in two'; her ironic statement that she 'lay in a state of mental paralysis' not allowing herself to have any thoughts; her thought/understanding that the banging on the hull 'couldn't be ignored' and which must have been worrying. • Although she feels concern and some worry about what is or might be happening to the boat, she does not express fear; her tiredness/exhaustion made her feel almost numb/oblivious to what was happening. • At the end she has feelings of excitement and expectation 'at the sight of clear blue sky ahead' only to be followed by 'dismay' that it was all going to happen again. • Candidates may include their own responses to the writer's thoughts and feelings as a valid part of their 'explanation'. 	

Now you need to refer to Source 3 'Storm at sea' and **either** Source 1 **or** Source 2. You are going to compare the **two** texts, one of which you have chosen.

- 4** Compare the different ways in which language is used for effect in the two texts.
Give some examples and analyse the effects. (16 marks)

A02, i, iii English A03 I, iii English Language	Skills
Mark Band 4 'perceptive' 'detailed' 13 – 16 marks	<ul style="list-style-type: none"> • offers a full and detailed understanding of the texts in relation to language • analyses how the writers have used language differently to achieve their effects • offers appropriate quotations or references in support of ideas with perceptive comments • focuses on comparison and cross-referencing between the texts
Mark Band 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none"> • shows clear evidence that the texts are understood in relation to language • offers clear explanations of the effect of words and phrases in the different contexts, • offers relevant quotations or references to support ideas • offers clear comparisons and cross references between the two texts
Mark Band 2 'some' 'attempts' 5-8 marks	<ul style="list-style-type: none"> • shows some evidence that the texts are understood in relation to language • shows some appreciation of the effect of words and phrases in the different contexts • attempts to support responses with usually appropriate quotations or references • attempts to compare language use and make cross references
Mark Band 1 'limited' 1-4 marks	<ul style="list-style-type: none"> • offers limited evidence that either text is understood in relation to language • offers no real appreciation of the effect of words and phrases in the different contexts • offers few examples with limited comment or analysis • shows limited ability to compare or make cross references
Band 0	Nothing to reward
<p>Indicative content Candidates' responses may consider some of the following examples of language use: Wind farms.....:</p> <ul style="list-style-type: none"> • There are examples of factual language because the piece is essentially information; places, figures and dimensions; names of people, which give authority to the writing. • There is also more vivid language: comparing the turbines 'taller than Big Ben or St. Paul's Cathedral'; describing Bodmin Moor as an 'iconic area of landscape'; the juxtaposition of 'golden plover' and 'killed' is effective; vividly descriptive phrases such as 'wild and beautiful area of countryside', 'violate what is..tranquil', 'distinct and beautiful', 'reduce..to 	

insignificance' are all evocative for the reader.

Up, up and away.....:

- Language is used to evoke place and mood – 'as the sun rose over the Kent countryside'; 'landed in a cabbage field' is humorous; 'most unexpected visitor' may be seen as understatement.
- Jonathan Trappe says much about the idea of his trip relating to 'dream' and 'fantasy' – 'wonderful fantasy of grabbing on to toy balloons and floating into open space' designed to transport the reader into his thoughts; his description of the experience as 'quiet, peaceful and beautiful' is almost mystical.

Storm at sea:

- The extract is full of descriptive, evocative and vivid language use, e.g. '...piles of wet jeans, soaking sweaters, and clammy socks', 'rush at a wave, leap off the top, and then crash down...', 'ghastly moment of silence', 'Like a dirty dishcloth I was spun rinsed and tumbled about till I should have been whiter than white'; there is also language which relates to the technicalities of sailing and which gives Claire Francis' character another dimension; then at the end there is bathos with anticipation: 'excited', 'clear sky', 'the sun came out' juxtaposed with 'dismay', 'the wind blew as strongly as ever, if not stronger'.
- Present tense, fact and opinion, device etc are valid if explained.

Candidates need to take these, and /or similar examples and effects and compare the different uses for different purposes in the contexts presented by the writers.

- 5 Sometimes difficult decisions have to be made. Describe a decision that you, or someone you know, had to make and explain the consequences.

Your piece will appear in the *Real Lives* section of your local newspaper.

(16 marks)

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

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

Indicative content

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

Candidates may demonstrate the following:

- Show that the topic and task are understood- that decisions have to be made and that they can have important consequences or implications.
- Show that the second part of the task is understood-that they are to write an example of such a decision. This may be from their own experience or that of others - or it may be 'made up'.
- Present an example of a 'decision'- which should be made clear and could be about, e.g. moving house, moving location, going to university or not, going travelling, personal relationships, making a big purchase, leaving home.....
- Develop reasons and explanations and explore the implications of the decision which includes the context and people involved.
- For higher marks, move beyond anecdote to include wider, moral or conceptual ideas as part of the explanation of consequence.
- Show awareness of the purposes of the writing (to describe and explain) and the audience (people who read the *Real Lives* column in their newspaper).
- Conclude the writing.

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

- 6 Many people believe that it is our duty to cut back on our use of the world's resources, and that we must invest in greener forms of energy for the future - whatever the cost.

Write an article for an environmental website which argues **for or against** this idea.

(24 marks)

AO3, i, ii English A04 i, ii English Language	
Band 4 13-16 marks 'convincing' 'compelling'	<p>Communication</p> <ul style="list-style-type: none"> communicates in a way which is convincing, and increasingly compelling form, content and style are consistently matched to purpose and audience, and becoming assuredly matched engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> employs fluently linked paragraphs and seamlessly integrated discursive markers uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way presents complex ideas in a coherent way
Band 3 9-12 marks 'clear' 'success'	<p>Communication</p> <ul style="list-style-type: none"> communicates in a way which is clear, and increasingly successful clear identification with purpose and audience, with form, content and style becoming increasingly matched engages the reader with a range of material, with writing becoming more detailed and developed writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively presents well thought out ideas in sentences

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

Indicative content

Candidates' responses should be 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 there is an issue about our using up of the earth's resources generally, which is leading to environmental problems.
- Identify some of these issues, e.g. pollution, reduction of rain forests, global warming, exploitation of oil and coal.
- Show understanding that people believe sustainable energy production, like wind farms, is a good way forward. But some people don't.
- State a clear point of view on the topic.
- Employ, perhaps, some ideas from the Reading material.
- Develop ideas to support the point of view expressed; for example that do have a duty to future generations not to destroy the planet's resources through greed and short-sightedness.
- Alternatively, present the view that the issue has been exaggerated, that sustainable energy ideas such as wind farms are expensive and inefficient and that the environmentalists are just scaring people.
- Employ narrative, anecdote and, for higher marks, moral or ethical arguments to support views and ideas.
- Conclude the writing.

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

Assessment Objective	Section	
	A	B
2(i)	✓	
2(ii)		
2(iii)	✓	
2(iv)		
3(i)		✓
3(ii)		✓
3(iii)		✓