

GCSE

English/English Language

ENG1H Understanding and producing non-fiction texts

Mark scheme

4700/4705

November 2015

Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel which includes subject teachers. This mark scheme includes any amendments made at the standardisation events and is the mark scheme which was used in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to a senior examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidate's 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.

Further copies of this Mark Scheme are available from aqa.org.uk

Marking methods

In fairness to candidates, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme and standardising scripts throughout the marking period.
3. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
4. The key to good and fair marking is **consistency**.

Marking using CMI+

All English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. You can annotate items in various ways. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
3. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
4. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
5. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you.

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 up 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 structured 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**, 'Drug and cosmetics firms back plan to cut animal testing' by Richard Gray.

- 1 What do you understand from the article about the issues of using animals for research and safety testing? [8 marks]

AO2, i English AO3, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<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 the issues raised in the text offers appropriate quotations or references to support understanding
Band 3 'clear' 'relevant' 5 - 6 marks	<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 comments on the issues raised in the text offers relevant quotations or references to support understanding
Band 2 'some' 'attempts' 3 - 4 marks	<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 mentioned in the text offers some relevant references or quotations to support what has been understood
Band 1 'limited' 1 - 2 marks	<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
Band 0	Nothing to reward

Indicative Content

Candidates' responses **may** include:

- Some major companies have accepted a Europe-wide initiative aimed at ending the use of animals in research and safety testing.
- A report says that, for the future, we won't need to use animals because there are new ways of testing using 'cell cultures and computer models'.
- For a long time, the opponents of using animals have said they are not good models for testing because they often have a different biological make-up to humans.
- However, scientists disagree and favour using animals as an 'important step' in finding out how safe and effective drugs can be before they are ever given to humans – viewing animals as a 'step' suggests that animals are expendable.
- The report says that with 'sufficient international and scientific support' thousands of chemicals could be tested every year without using animals.
- Some of the 3.6 million tests carried out on animals in a given year in Britain were never published, which shows that those experiments on animals need not have happened.
- The report says that there are better and cheaper ways to test chemicals; using animals is expensive and time consuming.
- A spokesman, Troy Siedle, was optimistic in stating that the report and cooperation of the companies was a 'first step' and that there is a real possibility that ending the use of animals for testing was 'not just pie in the sky'.

Now read **Source 2**, ‘Pandering to the crowd: panda accused of faking pregnancy in bun fraud case’.

2 Explain how the headline and picture are effective and how they link to the text.

[8 marks]

AO2, iii English AO3, iii English Language	Skills
Band 4 ‘perceptive’ ‘detailed’ 7 - 8 marks	<ul style="list-style-type: none"> offers a detailed interpretation of how the headline is effective presents a detailed explanation and interpretation of what the picture shows and its effects links the picture and the headline to the text with perceptive comments offers appropriate quotations or references to support comments
Band 3 ‘clear’ ‘relevant’ 5 - 6 marks	<ul style="list-style-type: none"> shows clear understanding of how the headline is effective makes clear links between the headline and the content of the text offers a clear explanation of the effectiveness of the picture makes clear links between the picture and the content of the text supports ideas with relevant references or quotations
Band 2 ‘some’ ‘attempts’ 3 - 4 marks	<ul style="list-style-type: none"> shows some understanding of how the headline is effective attempts to link the headline to the content of the text offers some explanation of how the picture is effective attempts to link the picture to the content of the text
Band 1 ‘limited’ 1 - 2 marks	<ul style="list-style-type: none"> offers limited understanding of how the headline is effective offers a limited or simple explanation of what the picture shows shows limited appreciation of how the picture and headline link with the text
Band 0	Nothing to reward

Indicative content

Candidates’ responses **may** include:

The headline

- The colon has the effect of a pause, so that the reader can understand who or what is ‘Pandering to the crowd’- it divides the meaning of the headline, producing a sense of expectation.
- ‘Pandering’ is effective as a pun on the word ‘panda’, which is reinforced by ‘panda’ being written after the colon, so making the humorous phrase ‘Pandering panda’. It’s also effective because, as natural performers in zoos, pandas do play up to and indulge - pander to - the crowd.
- The headline after the colon is effective as a parody of a headline in a criminal case; so the panda, as the ‘accused’, is personified as a criminal fraudster – a humorously ridiculous idea.
- ‘faking’ and ‘fraud’ alliteratively reinforce the mischievousness of the panda as the perpetrator, and the phrase ‘bun fraud case’ effectively juxtaposes the innocent idea of a ‘bun’ with the suggestion of a major, even celebrated, crime – adding to the humour and wit, and perhaps satirising sensationalising headlines.

The Picture

- The initial effect is the pleasurable sight of a cuddly, furry panda in a sunlit meadow, contentedly eating.
- In the foreground we see a bush with leaves, perhaps the panda’s usual food but the panda is eating the ‘bun’ referred to in the headline.
- The effect of this realisation is to read the panda’s expression as other than innocent: she appears perhaps to be smiling, in a way suggesting she is pleased, self-satisfied, smug, triumphant - with a glint in the eye.
- The effect of the panda’s apparently smiling contemplation of the fraudulent bun could be to make the reader feel amused, even complicit in her crime, or morally satisfied that – as the text tells us- she has been found out.

Links

- The text explains the headline: the 'bun' is referred to, e.g. 'may have been focusing more on extra bun rations'; the 'faking pregnancy' is referred to by explaining that the panda acted as if pregnant - 'phantom pregnancy' but then her 'behaviours and physiological indexes returned to normal'.
- The word 'fraud' is linked to the explanation that pandas demonstrate 'phantom pregnancy' symptoms having realised the benefits of receiving 'more buns, fruits and bamboo'. Specifically, the text says of Ai Hin's pregnancy that although she showed signs of being pregnant, 'further observations concluded it was fake'.
- The picture shows the panda eating a bun which links to: 'They also receive more buns, fruits and bamboo'.
- The interpretation that the panda's expression is triumphant or smug is linked to the statement that, 'some clever pandas have used this [the privileged treatment] to their advantage to improve their quality of life'.

Now read **Source 3**, 'Gorilla Track' by Katherine Braun Mankin.

3 Explain some of the thoughts and feelings the writer has during her trip to Africa.

[8 marks]

AO2, i English AO3, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> engages in detail with the experiences described in the text offers perceptive explanations and interpretations of the thoughts and feelings expressed employs appropriate quotations or references to support ideas
Band 3 'clear' 'relevant' 5 - 6 Marks	<ul style="list-style-type: none"> shows a clear understanding of the experiences described in the text clearly explains and begins to interpret thoughts and feelings employs relevant quotations or references to support understanding and interpretation
Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> shows some engagement with the experiences described in the text attempts to make some comments to explain thoughts and feelings offers some quotations or references to support ideas
Band 1 'limited' 1 - 2 marks	<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
Band 0	Nothing to reward

Indicative content

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

- The writer is enjoying the scenery but shows enthusiasm and determination for her purpose: 'But my reason for coming here is to see animals'.
- The writer wants to be in the forefront - the rest of the group is behind her – she feels the need to be up with the tracker so she 'think[s] of little else' except 'concentrating so hard on keeping up'.
- Katherine is fascinated and engaged by the sight of the two gorillas; then she feels that 'Nothing matters, because the gorilla is studying me carefully'. She seems mesmerised by the closeness of the blackback: 'I freeze under the gorilla's gaze', and forgets to do as she was instructed.
- She has a series of conflicting thoughts: She wants 'to back up', but she is aware of the slippery grass, then she is afraid of sliding in front of the animal, and then: 'finally I remember to drop my eyes'.
- Katherine feels a mixture of terror and awe as the gorilla moves forward: 'I feel as if my heart has ceased beating...'. She thinks about the closeness of the gorilla – 'If I had stuck my foot out, I would have tripped him up'.
- Then there is a change: the tension she felt is released and she feels more relaxed: 'I sit for a few minutes watching the silverback...'
- After this, the excitement and fear return again 'Another large gorilla approaches us...' – she grabs the tracker's arm, again she crouches and feels the pain and, again, the fear of 'slipping and sliding' into the gorilla returns.
- But her thoughts are clearer now – 'This time I remember to avert my eyes' as the gorilla passes– and eventually the tension lifts and she feels able to breath again.
- Katherine thinks how 'enormous' the gorilla's belly is and in her now relaxed state can joke about its size: 'a Buddha belly blackback'.
- At the end, her enthusiasm seems to have been tempered, changed from the beginning, because, unlike before, she now no longer wishes to 'keep up with the tracker'.

Now you need to refer to Source 3, 'Gorilla Track', and either Source 1 **or** Source 2.

You are going to compare the use of language in **two** texts, one of which you have chosen.

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

[16 marks]

AO2, i, iii English AO3, i, iii English Language	Skills
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 to achieve their effects in the different contexts offers appropriate quotations in support of ideas with perceptive comments focuses on comparison and cross-referencing of language between the texts
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 in relation to language between the two texts
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 explanation 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
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 limited explanation of the effect of words and phrases in the different contexts offers very few examples with simple comments shows limited ability to compare language use or make cross references
Band 0	Nothing to reward

Indicative content

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

Source 3

- The writer describes the beauty of the early morning sun: 'rise pink and gold and resolute', with the words evoking its newness, warmth and determination to rise and remove the more alienating 'remnants of the dark night'.
- The sentence, 'The floor of the forest is thick with growth.' employs: a short construction, alliteration, and the phrase 'thick with growth' which together have the effect of a concise and fluent description of the density of 'grass and vines' and show how treacherous the tracking was.
- The colloquial – in fact slang- choice of 'and my butt drops to the ground like a magnet' is the use of an appropriate Americanism to get across the speed and panic of her action – the effect is humorous and inclusive.
- The phrase 'Buddha belly blackback' employs alliteration to reinforce the image of round, fat-bellied Buddha pictures and models perhaps better known to the reader than is the blackback gorilla. Here the humour evoked by juxtaposing the Buddha with the gorilla adds to the sense of relief the writer (and the reader) feels at this point.

Source 2

- The headline employs the pun 'Pandering to the crowd' with the word 'Pandering' suggesting the word 'panda', and that the 'panda' plays up to an audience – a clever use of words with humorous effect. The personification attributing

fraudulent behaviour to the panda - as if she were a criminal mastermind - reinforces the conceit and the humour of the headline.

- The alliteration in 'tiny panda paws' helps the words evoke the idea of the innocence of a new-born baby animal. This is juxtaposed in the next paragraph with the alliteration describing its 'mother': 'The slated star of the show'. This, in contrast, suggests that the 'mother's' is being berated, criticised, castigated for her performance in pretending to be pregnant.
- Devices are used for stylistic effect and to add authority and conviction for the reader, for example the triplet, '..Ai Him showed reduced appetite, less mobility and a surge in hormones..' and facts, e.g. 'China has about 1600 pandas living in the wild', which also provide a context for the story.

Source 1

- The language employed includes some evidence of antithesis: 'new technologies that use cell cultures and computer models rather than living animals', and technical terminology: 'cell cultures and computer models', 'embryonic stem cells', 'vivisection'. These language choices have the effect of reflecting the scientific nature of the piece and the two sides of the issue. Technical terminology also has the effect of adding authority to the argument.
- The language of facts and statistics is also a feature of the piece: 'More than 3.6 million tests were carried out on animals in Britain last year', '... involves 800 rodents and costs £2.5 million...' which is effective in illustrating the scope, degree and extent of the issue as an element in persuading the reader.
- The use of quoted direct speech is also a feature. In comparison with the complex scientific language used, Troy Seidle has employed cliché: "This is the first step towards a road map" and "this is a real possibility that is not just pie in the sky." The contrast, designating a way forward and a sense of actuality using cliché, is persuasive and inclusive.

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 and their effects explained for higher marks.

- 5 Write an article for your school or college magazine which describes a situation you experienced which was exciting, but also scary, and explain how you dealt with it.

[16 marks]

<p>AO3,i,ii English AO4, i, ii English Language</p>	
<p>Band 4 'convincing' 'compelling' 8 - 10 marks</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 'clear' 'success' 5 - 7 marks</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 ‘some’ ‘attempts’ 3 - 4 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • some awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader 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 ‘limited’ 1 - 2 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way 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 for effect <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>

AO3, iii English AO4, iii English Language	Q5
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 • consistently uses standard English
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 • usually uses standard English
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 • sometimes uses standard English
Band 0	Nothing to reward

- 6 The following statement has appeared in an article in a national newspaper: ‘It is acceptable for us to use animals for entertainment and to improve our health and lifestyle. The needs of humans are more important than the rights of animals’.

Write a letter to the newspaper which argues your views on the statement.

[24 marks]

<p>AO3, i, ii English AO4 i, ii English Language</p>	
<p>Band 4 ‘convincing’ ‘compelling’ 13 - 16 marks</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 ‘clear’ ‘success’ 9 - 12 marks</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 'some' 'attempts' 5 - 8 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • some awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages 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 'limited' 1 - 4 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way 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 for effect <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>

AO3, iii English AO4, iii English Language	Q6
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 • shows accuracy in the spelling of words from an ambitious vocabulary • consistently uses standard English
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 • usually uses standard English
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 • sometimes uses standard English
Band 0	Nothing to reward