

Section B: Transactional Writing

Refer to the writing assessment grids at the end of this section when marking
Question 8 and Question 9.

Question Number	Indicative content
*8	<p>Purpose: to write a section for a guidebook to advise and/or inform.</p> <p>Audience: the writing is for a general readership. The focus is on communicating advice to people planning to travel. This can involve a range of approaches.</p> <p>Form: the response should be set out as a section for a guidebook using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none">• comment on what types of travel people might do, for example by choosing holidays/days out at home or abroad, or by necessity for commuting to and from school/college/work, or for reasons linked to school/college/work• offer ideas about what or who to take with them, for example family, friends, colleagues, equipment to ensure health and safety, maps to ensure people know directions, contact details so people know how to get in touch with them and emergency contacts• offer comments on the ways people can stay safe, for example physical safety and protective equipment and clothing, health issues like drinking water and food, regular contact with others. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p>

Question Number	Indicative content
*9	<p>Purpose: to write a letter to the Headteacher or Principal to inform and/or persuade.</p> <p>Audience: Headteacher or Principal. The focus is on communicating ideas about the suggested inspirational public figure to attend the school or college. This can involve a range of approaches.</p> <p>Form: the response should be set out as a letter using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • give views on what is considered inspirational, for example academic, business, sporting or financial achievements, good deeds or support of others, overcoming difficulties • identify and explain the public figure and what they do. This could be a celebrity, businessperson, sportsperson, public speaker, politician, international traveller, or local community champion or hero • identify and explain the qualities that make them inspirational such as specific actions, speeches, events. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p>

Writing assessment grids for Question 8 and Question 9

AO5: <ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> • provides no rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • offers a basic response, with audience and/or purpose not fully established • expresses information and ideas, with limited use of structural and grammatical features
Level 2	5–9	<ul style="list-style-type: none"> • shows an awareness of audience and purpose, with straightforward use of tone, style and register • expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features
Level 3	10–14	<ul style="list-style-type: none"> • selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register • develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear
Level 4	15–19	<ul style="list-style-type: none"> • organises material for particular effect, with effective use of tone, style and register • manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text
Level 5	20–24	<ul style="list-style-type: none"> • shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register • manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> provides no rewardable material
Level 1	1-3	<ul style="list-style-type: none"> uses basic vocabulary, often misspelled uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4-6	<ul style="list-style-type: none"> writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7-9	<ul style="list-style-type: none"> uses a varied vocabulary and spells words containing irregular patterns correctly uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10-12	<ul style="list-style-type: none"> uses a wide, selective vocabulary with only occasional spelling errors positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13-16	<ul style="list-style-type: none"> uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.