**GCSE English Language: Writing Exemplars**

**Spring 2018 networks**

**Paper 1 Fiction and Imaginative Writing**

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| **Script** | **Commentary** | **Marks** |
| Q5 S14 | An answer that excels in its maturity and control which it sustains this throughout. There is a sophisticated and sustained control of structure that creates a strongly cohesive answer that creates a strongly emotive response from its reader. It utilizes a wide range of structural and grammatical features and is secure in its overall structure form the opening to the final sentence. A06 shows an extensive vocabulary and an ability to control tone, create humour and bathos and pathos at will. The minor errors do not detract from the control and quality seen in this answer. | A05 – 24  A06 – 16  Tot - 40 |
| Q6 S15 | A level 3 answer that attempts a wide range of rhetorical devices, some more successfully than others. There is effective communication and a structure that communicates meaning effectively. There are errors in spelling but there is a varied vocabulary and some deliberate use of punctuation and sentence structure for effect. | A05 – 11  A06 – 7  Tot - 18 |
| Q5 S16 | Similar in some ways to S15 in its attempt to use a range of rhetorical devices, though the opening paragraph shows a wider range of features. It creates variety in pace and makes deliberate use of a range of sentence structures however its structure shows evidence of being quickly finished. There are errors in double consonant spellings but other spellings are accurate and there is a varied vocabulary in use. | A05 – 13  A06 – 8  Tot - 21 |

**Paper 2: Non-fiction and Transactional Writing**

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| **Script** | **Commentary** | **Marks** |
| S5  (Q9) | This is a rather basic letter overall, with a clear sense of audience and purpose. This candidate has Level 2 expression and ordering of ideas, and the ideas are connected in terms of the audience of young people who may be listening to the speech when it happens and the focus on achievement and teaching. The tone for someone who is an educator is appropriate, and the selection of material is relevant to the audience and to the purpose, although the ideas are not fully developed in the sense of who the guest would be. The response meets Level 2 fully, and also meets the first bullet point of Level 3 with the selection of material and sense of audience and purpose. The response therefore achieves 12.  For AO6 the candidate meets the bullets of Level 2, although fairly simple vocabulary (we did note *remarkable*) is all correct. The candidate uses some punctuation with control (with some inconsistency in use of apostrophes), creating a range of sentence structures, including coordination and subordination. Whilst not varied, it is accurate, which moves it just into Level 3. | 12+7 = **19**  AO5 Level 3  AO6 Level 3 |
| S7 (Q9) | There is promise in the opening of this letter, with appropriate address of the task. There is a very clear sense that Level 3 is met on the first page, with appropriate use of tone, style and register and appropriate ideas. On the second page the voice becomes more convincing and more effective, and the ideas are more managed. This is not fully successful, for example ‘That sounds better’. There is a definite sense that the response improves and becomes more passionate as it goes on in terms of voice, ‘They fight on!’, although the ideas start off being a little unclear, for example the confusion about who the emergency services are (it is presented as the army).  The response attempts to be effective in voice (Level 4), with definite appropriate use of register and style (Level 3). Ideas are developed and connected and meaning is clear (Level 3). There is some management of the ideas in the sense of building up the points to create an emotional impact on the reader (Level 4). Structural and grammatical features are used cohesively and deliberately across the text overall (Level 4), becoming better as the response develops. The mark achieved is at the lower end of Level 4, 16.  Spelling is correct overall and there is a wide (Level 4) and fairly extensive (Level 5) vocabulary*.* Punctuation is accurate overall, with an attempt to use varied punctuation such as the semicolon, and the candidate manages sentence structures for deliberate effect, for example in the conclusion. The mark achieved here is at the bottom of Level 5, as the candidate meets the second part of the first and second bullets in this level. There is not enough security in vocabulary or punctuation to move higher into the level. | 16+13 = **29**  AO5 Level 4  AO6 Level 5 |