

GCSE

English Language

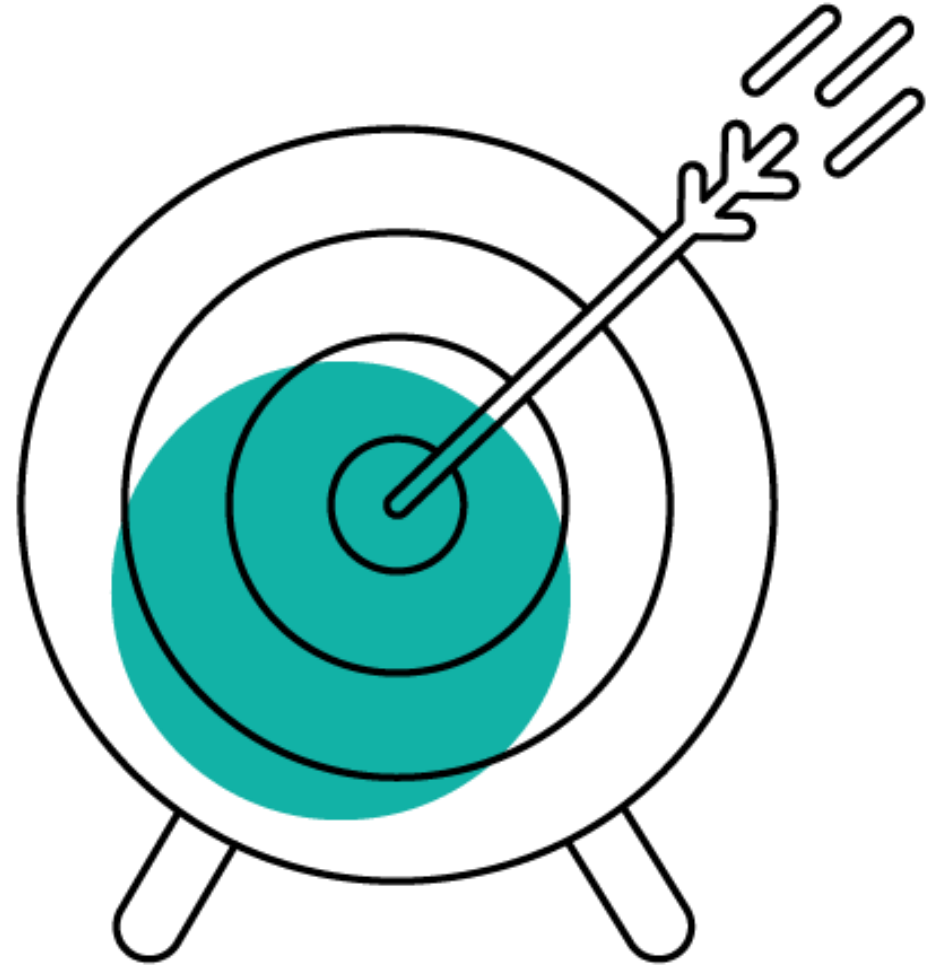
How to Apply the Mark Scheme



Aims and Objectives

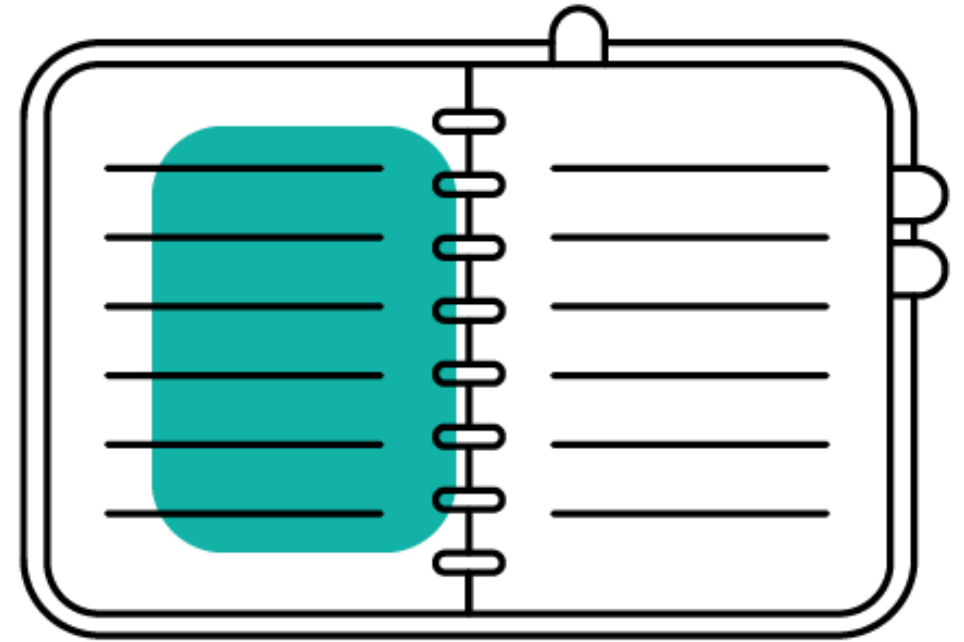
During the event delegates will:

- review student responses to questions and understand how to accurately apply the mark scheme
- understand how we can support you
- be able to ask questions and share good practice.



Agenda

- **Reading** – understanding the mark scheme and marking exercises
- **Writing** – understanding the mark scheme and marking exercises
- Questions and close



Overview of the specification



GCSE English Language (1EN0)

Paper 1: 1 hr 45 (40%)	Paper 2: 2 hr 5 (60%)
Section A: Unseen 19th-century fiction <ul style="list-style-type: none">• Extract will be approximately 650 words in length.• Shorter response questions will focus on close analysis of the text; longer response questions will ask students to show their understanding of the whole text.	Section A: Comparison of two unseen texts from 20th and 21st century <ul style="list-style-type: none">• One non-fiction; one literary non-fiction.• Extracts will be approximately 1000 words in total.• Shorter response questions will focus on close reading of the texts; longer response questions will ask students to compare the texts.
Section B: Creative Writing <ul style="list-style-type: none">• Choice of two tasks linked to the theme of the 19th century fiction.• One task will include images to help students address the task.• Audience and purpose along with SPaG will be assessed.	Section B: Transactional Writing <ul style="list-style-type: none">• Choice of two tasks linked to the theme of the texts.• Newspaper articles, letters etc.• Audience and purpose along with SPaG will be assessed.

Documents for this course

You may wish to take the time to download the following documents before we start to look at the exemplars.

- **SO2 – extracts P1 and P2**
- **SO3 – exemplars for marking (with mark schemes)**

Due to time constraints, we will only be looking at 1–2 exemplars for each Assessment Objective during the course but there are additional exemplars – with commentaries – in the examiner reports included in the pack.

Reading responses



Assessment Objectives for Reading

AO	Assessment Objective	% in GCSE
AO1	<ul style="list-style-type: none">Identify and interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts.	9.4
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	13.1
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	8.8
AO4	Evaluate texts critically and support this with appropriate textual references.	18.8

Where is each AO assessed?

Assessment Objective	Paper and question
AO1 – Identify and interpret explicit and implicit information and ideas	Paper 1 – Q1 and Q2 Paper 2 – Q1, Q2 and Q4, Q5
AO1 – Select and synthesise evidence from different texts	Paper 2 – Q7a
AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	Paper 1 – Q3 Paper 2 – Q3
AO3 – Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	Paper 2 – 7b
AO4 – Evaluate texts critically and support this with appropriate textual references	Paper 1 – Q4 Paper 2 – Q6

AO1 – explicit and implicit meaning – Paper 1 and Paper 2



AO1 – Paper 1 Questions

- 1 From lines 1–3, identify a word which shows that Hester is looking for Rosamond at night.

(Total for Question 1 = 1 mark)

- 2 Read this extract.

It was bitter cold; so cold, that the air almost took the skin off my face as I ran; but I ran on, crying to think how my poor little darling must be perished and frightened. I was within sight of the holly-trees, when I saw a shepherd coming down the hill, bearing something in his arms wrapped in his cloak. He shouted to me, and asked me if I had lost a child; and, when I could not speak for crying, he bore towards me, and I saw my wee one, lying still, and white, and stiff in his arms, as if she had been dead. He told me he had been up the Fells to gather in his sheep, before the deep cold of night came on, and that under the holly-trees (black marks on the hill-side, where no other bush was for miles around) he had found my little lady – my lamb – my queen – my darling – stiff and cold in the terrible sleep which is frost-begotten*.

From the extract, give **two** ways in which the writer shows what the weather was like.

You may use your own words or quotations from the text.

1

2

AO1 – Paper 1 – Q1 responses

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
1	Accept the following from lines 1–3: <ul style="list-style-type: none">• (a black) shadow• moonlight	(1)

1 From lines 1–3, identify a word which shows that Hester is looking for Rosamond at night.

'moonlight'

(Total for Question 1 = 1 mark)

1 From lines 1–3, identify a ^{1 word} word which shows that Hester is looking for Rosamond at night.

foot marks

(Total for Question 1 = 1 mark)

AO1 – Paper 2 Questions

- 1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

1

2

(Total for Question 1 = 2 marks)

- 2 Read this extract.

During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.

From this extract, give **two** tasks completed by the doctors.

You may use your own words or quotations from the text.

1

2

(Total for Question 2 = 2 marks)

- 4 From lines 8-10, identify **one** feeling Elizabeth has about her friend's suggestion.

.....
.....

(Total for Question 4 = 1 mark)

- 5 From lines 19-22, identify **one** reason Elizabeth is told she cannot become a doctor.

.....
.....

(Total for Question 5 = 1 mark)

AO1 – Paper 2 – Question 1 response

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
1	<p>Accept any two of the following answers, based on the lines below:</p> <p><i>At least, that's what you'd think. In reality, medical schools don't care about any of that. They don't even check you're OK with the sight of blood. Instead, they fixate on extracurricular activities. Their ideal student is captain of two sports teams, the county swimming champion, leader of the youth orchestra and editor of the school newspaper.</i></p> <ul style="list-style-type: none">• 'extracurricular (activities)' (1)• '(captain of two) sports (teams)' (1)• '(the county) swimming (champion)' (1)• '(leader of the youth) orchestra' (1)• '(editor of the) school newspaper' (1)	(2)

1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

1 "fixate on extracurricular activities"

2 "captain of two sports team"

(Total for Question 1 = 2 marks)

AO2 – Language and Structure – Paper 1 and Paper 2



AO2 – Language and Structure

- In these questions, students need to ensure that they are selecting **both** language and structure features as well as answering the question.
- It is not enough to simply list the features that the writer uses, they will need to show **how** the writer **uses** these features to *achieve effects and influence readers*.
- This AO2 is assessed in Paper 1 Q3 and Paper 2 Q3.

Applying the mark scheme

Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the descriptors in that level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

Paper 1 Question 3

3 Read this extract.

He told me he had been up the Fells to gather in his sheep, before the deep cold of night came on, and that under the holly-trees (black marks on the hill-side, where no other bush was for miles around) he had found my little lady – my lamb – my queen – my darling – stiff and cold in the terrible sleep which is frost-begotten*.

Oh! the joy and the tears of having her in my arms once again for I would not let him carry her; but took her, cloak and all, into my own arms, and held her near my own warm neck and heart, and felt the life stealing slowly back again into her little gentle limbs. But she was still insensible when we reached the hall, and I had no breath for speech. We went in by the kitchen-door.

“Bring the warming-pan**,” said I; and I carried her upstairs, and began undressing her by the nursery fire. I called my little lammie*** all the sweet and playful names I could think of, – even while my eyes were blinded by my tears; and at last, oh! at length she opened her large blue eyes. Then I put her into her warm bed and I made up my mind to sit by my darling’s bedside the live-long night. She fell away into a soft sleep as soon as her pretty head had touched the pillow, and I watched by her till morning light; when she wakened up bright and clear – or so I thought at first – and, my dears, so I think now.

In the extract, how does the writer use language and structure to show Hester’s love for Rosamond?

Support your views with reference to the text.

(6)

Paper 1 Question 3 – Mark Scheme

Level	Mark	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.• The selection of references is valid, but not developed. NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.
Level 2	3–4	<ul style="list-style-type: none">• Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.• The selection of references is appropriate and relevant to the points being made.
Level 3	5–6	<ul style="list-style-type: none">• Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.• The selection of references is discriminating and clarifies the points being made.

Marking exercise 1 – Script 1

- We are now going to look at some exemplars – Document **SO3** in your pack.
- Look at **Script 1 (pp.2–3)**
- This is a **Level 3** exemplar.
- Read through the script using the **mark scheme (pp.4–5)** and decide where you would place this in the Level.
- Put any comments or questions into the group chat.

Script 1 – Examiner Commentary and mark

This is a strong response right from the start with the candidate combining substantiated points about the use of nicknames, hyphens and the possessive pronoun 'my'. This succinct approach builds the analysis of the text. It should be noted that the misidentification of Hester as male is a common one and does not factor into the marking in any way.

The points made are convincing and show a deep understanding of the relationship between Hester and Rosamond. For example, the writer's use of dialogue to express urgency is examined and developed through a consideration of an imperative verb, the writer's use of tone and of an exclamation mark.

This candidate provides an impressive analysis of the techniques used and there is a strong focus on the impact on the reader. The response is discriminating in its selection of textual references and achieves full marks.

Level 3 – 6 marks

Paper 2 Question 3

- 3** Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

Paper 2 Question 3 Mark Scheme

Level	Mark	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">• Limited comment on the text.• Identification of the language and/or structure used to achieve effects and influence readers.• The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none">• Comment on the text.• Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.• The selection of references is valid, but not developed. NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.
Level 3	7–9	<ul style="list-style-type: none">• Explanation of the text.• Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.• The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	<ul style="list-style-type: none">• Exploration of the text.• Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.• The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	13–15	<ul style="list-style-type: none">• Analysis of the text.• Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.• The selection of references is discriminating and clarifies the points being made.

Marking exercise 2 – Script 2

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Script 2 (pp.6–7)**
- Read through the script using the **mark scheme (pp.8–10)** and decide which Level you would place it in.
- Put any comments or questions into the group chat.

Script 2 – Examiner Commentary and mark

There are explanations of the text and features of both language and structure in this response. The candidate discusses ambitious vocabulary, explains the use of and impact on the reader of metaphor, similes, adjectives - all correctly explained as features of language use. The selection of references is appropriate and these are relevant to the points being made.

The references to structure are present throughout the response, some more general – small paragraphs and a range of punctuation, and some are securely identified and explained – ‘a dramatic shift on line 17’, “At least, that’s what you’d think”, ‘bundle of structures’ mirroring unstructured busy workdays. This response is awarded at the top of Level 3 with a mark of 9.

Level 3 – 9 marks

AO4 – Evaluate – Paper 1 and Paper 2



AO4 – Evaluate

- In these questions, students need to ensure that they are focusing on ‘**how well**’ and not ‘**how**’.
- They need to focus on using evaluative language, offering an opinion or judgement and using *evidence* from the text.
- AO4 is assessed in Paper 1 Q4 and Paper 2 Q6.

Paper 1 Question 4 and Paper 2 Question 6

4 In the extract, there is an attempt to create strong feelings in the reader.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the whole text.

(15)

6 In this extract, the writer attempts to demonstrate determination.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Paper 1 Question 4 and Paper 2 Question 6 – mark scheme

Level	Mark	AO4: Evaluate texts critically and support this with appropriate textual references
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">• Description of ideas, events, themes or settings.• Limited assertions are offered about the text.• The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none">• Comment on ideas, events, themes or settings.• Straightforward opinions with limited judgements are offered about the text.• The selection of references is valid, but not developed.
Level 3	7–9	<ul style="list-style-type: none">• Explanation of ideas, events, themes or settings.• Informed judgement is offered about the text.• The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	<ul style="list-style-type: none">• Analysis of ideas, events, themes or settings.• Well-informed and developed critical judgement is offered about the text.• The selection of references is appropriate, detailed and fully supports the points being made.
Level 5	13–15	<ul style="list-style-type: none">• Evaluation of ideas, events, themes or settings.• There is a sustained and detached critical overview and judgement about the text.• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.

Marking exercise 3 – Scripts 3 and 4

- We are now going to look at some exemplars – document **SO3**.
- Look at **Script 3 (pp.11–13)** which is from Paper 1 and **Script 4 (pp.16–18)** which is from Paper 2.
- Read through both scripts using the mark scheme below each script and decide which Level you would place them in.
- Put any comments or questions into the group chat.

Script 3 – Examiner Commentary and mark

Script 3 (Paper 1)

This candidate begins with an immediate identification of the tension created by the writer and the immediate panic created by 'ran out' and 'ran on' and examines how this quickens the pace of the extract. The dramatic tone is identified and how the despair will 'frighten the reader'. The focus on the reader is sustained throughout the answer from the first paragraph.

In the second paragraph the candidate identifies the nuances of the text, evaluating how successfully the writer uses terms of endearment evoking a feeling of 'relief' for the reader who 'feels more strongly for Rosamond's return'.

There is an examination of how the writer creates feelings of intrigue and this moves to an evaluation of how the writer 'compellingly uses Hester's insistence that Rosamond's 'telling stories!' to allude to a more mysterious explanation'. The discriminating references at the bottom of the second page is one instance of the detached critical overview adopted by this candidate.

The candidate perceptively recognises that there are layers to the way in which the writer evokes feelings in the reader. This candidate is spotting the subtler details which suggests a sensitive reading.

This one is not as extensive in its coverage as Script 1 – but it still meets all of the Level 5 criteria.

Level 5 – 15 marks

Script 4 – Examiner Commentary and mark

Script 4 (Paper 2)

The first page of this response immediately focuses on how successfully determination is shown and this is supported by appropriate references. Page 2 moves on to explain Elizabeth's determination to overcome costs and although there is some repetition here, ideas are again clearly supported and some informed judgement offered. The third page follows a similar pattern to the others in taking an idea, in this case her key personality traits, and explaining how successfully the writer uses this to show her determination.

All the bullet points for Level 3 are covered, but not always fully, so the response was placed in the middle of the level.

Level 3 – 8 marks

Synthesising (AO1) and comparing (AO3) – Paper 2



AO1 – Synthesis

- This final element of AO1 is assessed through a discrete question in Paper 2 – Q7(a).
- Students need to draw information from both texts.
- This is not a comparison (AO3) as students select explicit information from both texts.
- It is therefore similar to the early retrieval questions, but students need to do it across two texts.

Paper 2 Question 7(a)

7 (a) The two texts show people who decide to become doctors.

What similarities do the two people share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Level	Mark	AO1: Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Limited understanding of similarities.• Limited synthesis of the two texts.• The use of evidence is limited.
Level 2	3–4	<ul style="list-style-type: none">• Sound understanding of similarities.• Clear synthesis of the two texts.• The selection of evidence is valid but not developed and there may be an imbalance.
Level 3	5–6	<ul style="list-style-type: none">• Detailed understanding of similarities.• Detailed synthesis of the two texts.• The selection of evidence is appropriate and relevant to the points being made.

Marking exercise 4 – Scripts 5 and 6

- We are now going to look at some exemplars – document **SO3**.
- Read through **Script 5 (p.21)** and **Script 6 (p.22)** using the mark scheme **(p.23)** and think about what Level you would give this response.
- Put any comments or questions into the group chat.

Scripts 5 and 6 – Examiner Commentary and mark

Script 5

Three similarities are offered and, although the first one is not wholly convincing and the second one does not demonstrate secure synthesis, some credit must be given to these. The third is valid, so the best-fit mark is the top of Level 2.

Level 2 – 4 marks

Script 6

The three similarities offered are detailed and fully and appropriately supported. There is detailed synthesis of the texts and the focus is clearly on the aspiring doctors' decision-making, hard work and fulfilment of career choice. Full marks are achieved.

Level 3 – 6 marks

AO3 – Comparison

- This question requires students to look across both texts and compare how the writers are presenting a key element of the text.
- Students are required to compare both the *ideas and perspectives* of the writers as well as *how these are conveyed*.
- Students can compare the similarities and/or differences between the texts.

Synthesis vs Comparison

7(a) asks students to synthesise material from the two texts:

1. the question will always ask for points of similarity between concrete ideas, such as people or places

7(b) asks students to **compare** material from the two texts:

1. the question is always about presentation of ideas and perspectives in the texts – which could be **similarities and differences**

Paper 2 Question 7(b)

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about choosing a career.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

Paper 2 Question 7(b) – mark scheme

Level	Mark	A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• The response does not compare the texts.• Description of writers' ideas and perspectives, including theme, language and/or structure.• The use of references is limited.
Level 2	3–5	<ul style="list-style-type: none">• The response considers obvious comparisons between the texts.• Comment on writers' ideas and perspectives, including theme, language and/or structure.• The selection of references is valid, but not developed. NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.
Level 3	6–8	<ul style="list-style-type: none">• The response considers a range of comparisons between the texts.• Explanation of writers' ideas and perspectives including theme, language and/or structure.• The selection of references is appropriate and relevant to the points being made.
Level 4	9–11	<ul style="list-style-type: none">• The response considers a wide range of comparisons between the texts.• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.• References are balanced across both texts and fully support the points being made.
Level 5	12–14	<ul style="list-style-type: none">• The response considers a varied and comprehensive range of comparisons between the texts.• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.• References are balanced across both texts, they are discriminating, and clarify the points being made.

Marking exercise 5 – Scripts 7 and 8

- We are now going to look at some exemplars – document **SO3**.
- Read through **Script 7 (p.24–25)** and **Script 8 (pp.26–27)** using the mark scheme (**pp.28–30**) and think about what Level you would give this response.
- Put any comments or questions into the group chat.

Scripts 7 and 8 – Examiner Commentary and mark

Script 7

All the bullets in Level 3 are met whilst the exploration of the contrast in perspectives in the final paragraph, which is particularly strong, raises this response just into Level 4.

Level 4 – 9 marks

Script 8

There is a comprehensive range of comparisons, focusing on ideas and perspectives in both texts. The quality of comparison and the perceptive analysis are supported by discriminating references. \

Full marks are awarded.

Level 5 – 14 marks

Writing responses



Assessment Objectives for Writing

AO	Assessment Objective	% in GCSE
AO5	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different purposes and audiences</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	30
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20

Paper 1 Question 5 and Question 6 – Imaginative Writing

EITHER

***5** Look at the images provided.

Write about a time when you, or someone you know, made a discovery.

Your response could be real or imagined.

You may wish to base your response on one of the images.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 5 = 40 marks)

OR

***6** Write about a time in your life when someone helped you.

Your response could be real or imagined.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 6 = 40 marks)

Paper 1 Question 5 and Question 6 – mark scheme

Level 1	1–4	<ul style="list-style-type: none">• Limited ability to communicate clearly, effectively and imaginatively.• 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">• Some ability to communicate clearly, effectively and imaginatively.• 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">• Clear ability to communicate clearly, effectively and imaginatively.• 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">• Secure ability to communicate clearly, effectively and imaginatively.• 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">• Sophisticated ability to communicate clearly, effectively and imaginatively.• 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.

Paper 1 Question 5 and Question 6 – mark scheme

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	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none">• Limited ability to write for clarity, purpose and effect.• Uses basic vocabulary, often misspelled• Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	5–7	<ul style="list-style-type: none">• Some ability to write for clarity, purpose and effect.• 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	8–10	<ul style="list-style-type: none">• Sound ability to write for clarity, purpose and effect.• 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	11–13	<ul style="list-style-type: none">• Secure ability to write for clarity, purpose and effect.• 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	14–16	<ul style="list-style-type: none">• Sophisticated ability to write for clarity, purpose and effect.• 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.

Marking exercise 6 – Script 9

- We are now going to look at some exemplars – document **SO3**.
- Read through **Script 9 (pp.31–34)** and think about what Level you would give this response using the mark scheme on **pp.35–37**.
- Put any comments or questions into the group chat.

Script 9 – Examiner Commentary and mark

The candidate begins with a sense of audience and purpose. The opening sentences successfully set the scene, though there is no real development of the character of the friends 'Tom and phil'. The answer does make use of rhetorical devices, such as the short sentence at the top of the second page 'the place is definitely not safe', and the rhetorical question at the end of that paragraph.

The paragraph halfway down the second page is deliberately crafted to delay the narrative and to create tension. There is a variety of sentence starters making deliberate use of subordination for effect, such as 'Regretting my decision...' . The candidate attempts to create tension on a number of occasions, albeit often in a manner lacking subtlety or sophistication, for example at the top of the third page where we see 'It can't be. Can it.' The ending is also deliberately crafted for impact.

Overall, there is a range of rhetorical devices and an attempt to create a variety of tone. Vocabulary is varied, although the control of spelling and grammar isn't always secure. However, there is a range of sentence types that are used deliberately to have an impact upon the reader.

The top of Level 3 is reached for both AOs, but there is not a sufficient level of range or control to move into Level 4.

AO5: Level 3 – 14 marks

AO6: Level 3 – 9 marks

Paper 2 Question 7 and Question 8 – Transactional Writing

***8** Write a section for a guide giving advice to young people on choosing a career.

In your section, you could include:

- important things to consider when choosing a career
- how school, college, family and/or friends can help
- how online support and/or resources can help

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

OR

***9** 'Setting goals is important in every area of life'.

Write an article for a magazine with the title 'My ambitions and setting goals to achieve them'.

In your article, you could include:

- what your ambitions for your future are
- what your goals are
- how your goals will help you achieve your ambitions

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 9 = 40 marks)

Paper 2 Question 8 and Question 9 – AO5 mark scheme

Level	Mark	The candidate:
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none">• Limited ability to communicate clearly, effectively and imaginatively.• 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">• Some ability to communicate clearly, effectively and imaginatively.• 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">• Clear ability to communicate clearly, effectively and imaginatively.• 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">• Secure ability to communicate clearly, effectively and imaginatively.• 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">• Sophisticated ability to communicate clearly, effectively and imaginatively.• 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.

Paper 2 Question 8 and Question 9 – AO6 mark scheme

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	No rewardable material
Level 1	1–4	<ul style="list-style-type: none">• Limited ability to write for clarity, purpose and effect.• Uses basic vocabulary, often misspelled• Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	5–7	<ul style="list-style-type: none">• Some ability to write for clarity, purpose and effect.• 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	8–10	<ul style="list-style-type: none">• Sound ability to write for clarity, purpose and effect.• 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	11–13	<ul style="list-style-type: none">• Secure ability to write for clarity, purpose and effect.• 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	14–16	<ul style="list-style-type: none">• Sophisticated ability to write for clarity, purpose and effect.• 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.

Marking exercise 7 – Script 10

- We are now going to look at some exemplars – document **SO3**.
- Read **Script 10 (pp.38–44)** and think about what Level you would give this response using the mark scheme on **pp.42–43**.
- Put any comments or questions into the group chat.

Script 10 – Examiner Commentary and mark

AO5: This is a response meets all of Level 4 and moves into Level 5 with the shaping of audience response in quite a subtle way (making us think about ‘John’, think about being at the end of life, thinking about how they plan to travel). The idea of breaking goals down in manipulated quite well using the example of the travelling that is broken down into smaller sections. Given that there is **some** evidence of all three bullet points being touched on in Level 5, a mark in the middle of the level is awarded.

Level 5 – 22 marks

AO6: As with AO5, the three bullet points in AO6 are touched on in Level 5. There is some sophisticated ability to write for clarity, purpose and effect. The candidate uses quite an extensive vocabulary strategically, for example *treacherous*, *passionate*, *measurable*, *discoveries*, *adrenaline*, *reinforces* and rare spelling errors do not detract from overall meaning. There is some evidence that the candidate uses punctuation with accuracy, although there are lapses in some places. There is some evidence of using a range of sentence structures accurately and selectively to achieve particular effects.

Level 5 – 14 marks

TOTAL: 36 marks

Support for marking



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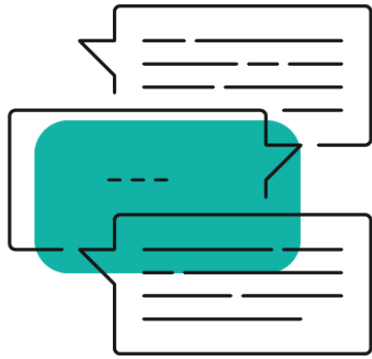
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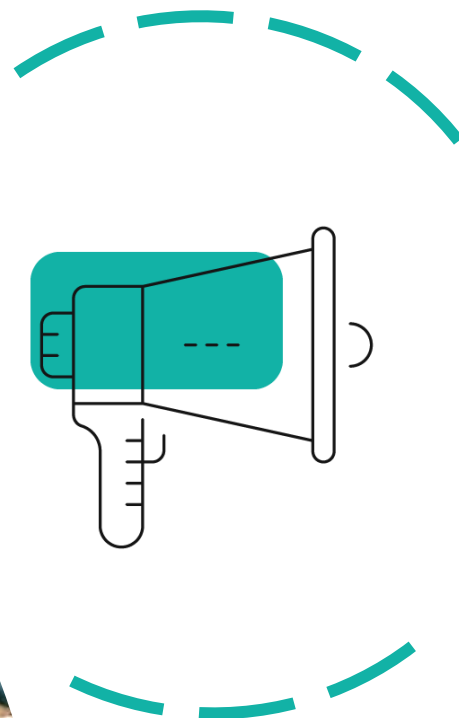
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