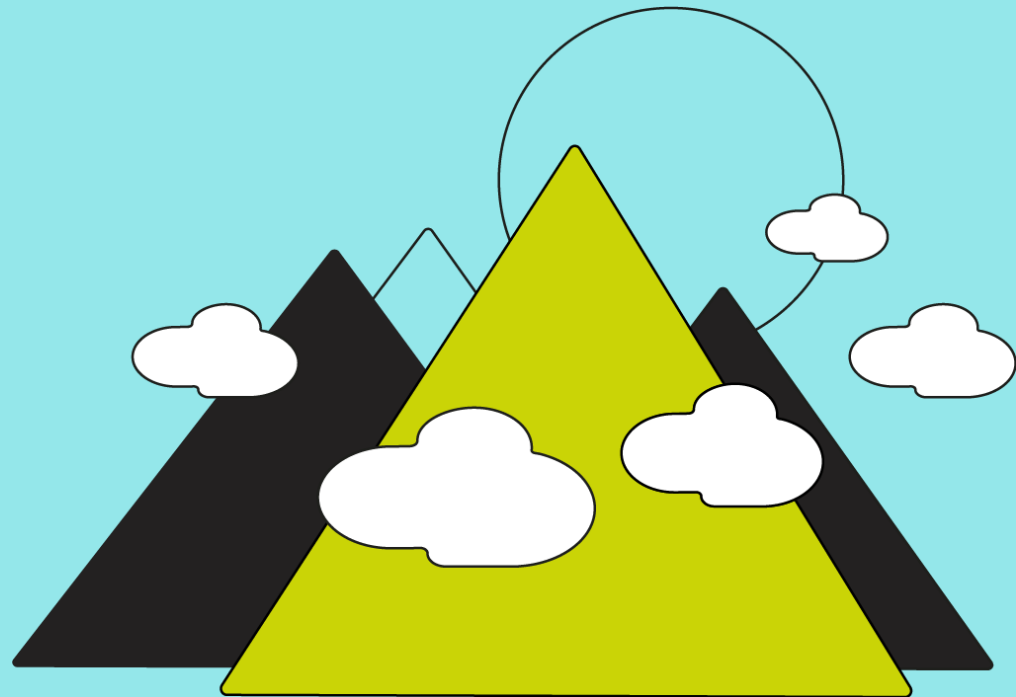


Pearson Edexcel GCSE (9–1) English Language 2.0: How to apply the mark scheme – Paper 1 (1EN2)



Aims and Objectives

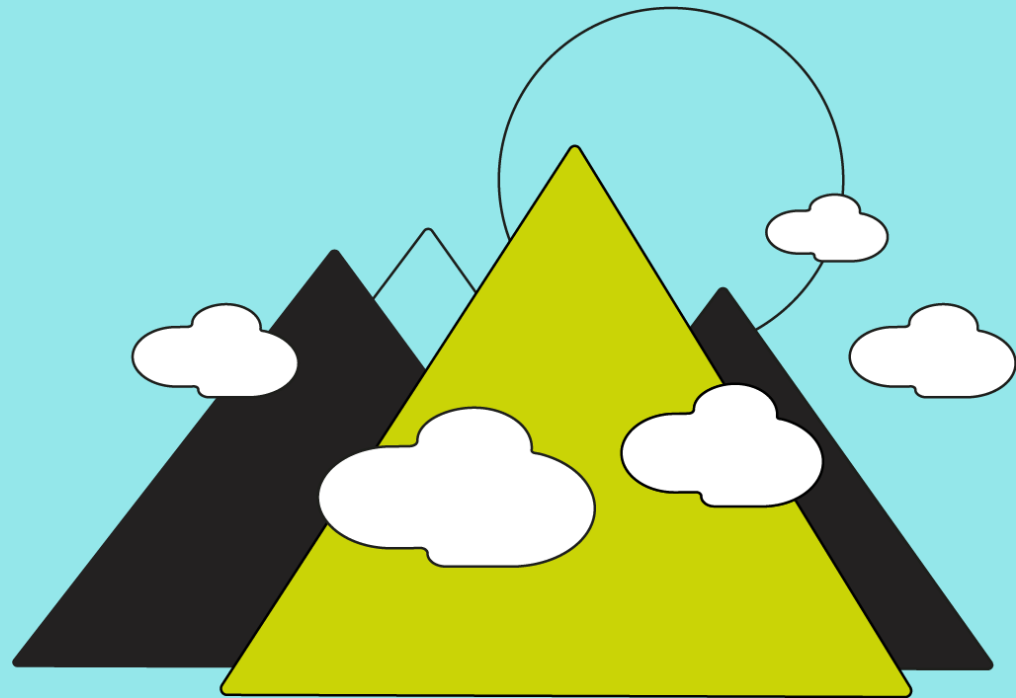
During the event delegates will:

- 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.

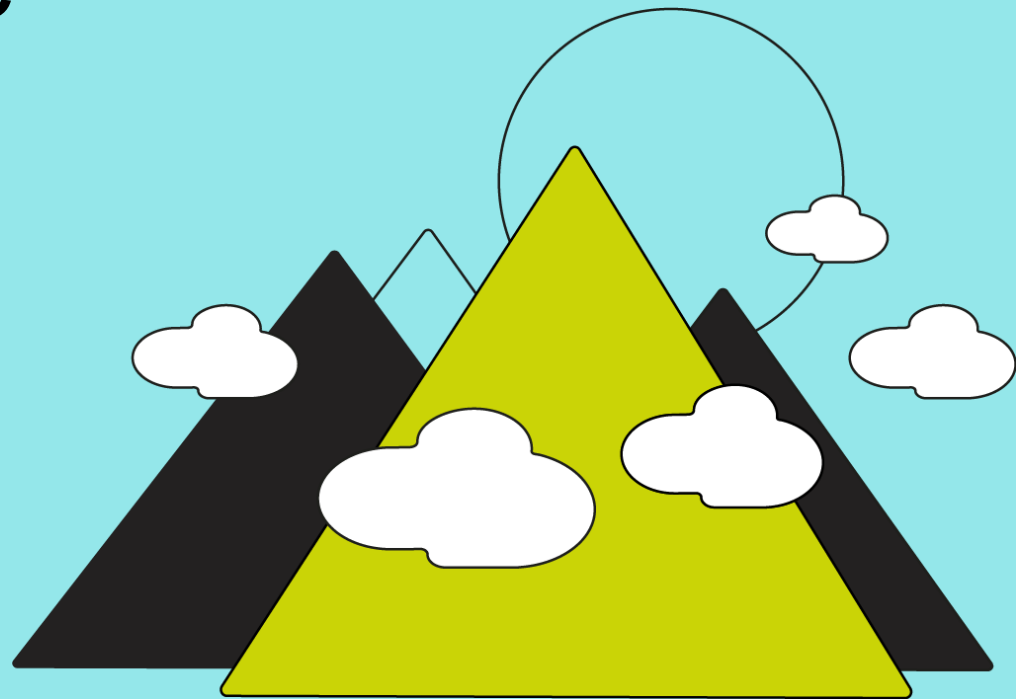
Agenda

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

Polls to introduce the delegates



Overview of the specification



GCSE English Language 2.0

Paper 1: Non-Fiction Texts 1 hr 55 mins 50%	Paper 2: Contemporary Texts 1 hr 55 mins 50%
Section A: Reading Two 19th-century non-fiction extracts linked by theme: <ul style="list-style-type: none">• one short extract with image to help understanding• one longer extract• 650–750 words in total AO1, AO2, AO4 (40 marks)	Section A: Reading Two contemporary texts covering 20th- and 21st-century linked by a theme: <ul style="list-style-type: none">• one fiction text• one literary non-fiction text• 800–900 words in total AO1, AO2, AO3 (40 marks)
Section B: Transactional Writing Choice of two tasks: <ul style="list-style-type: none">• one task with opening provided• one task with supporting bullet points AO5, AO6 (40 marks)	Section B: Imaginative Writing Choice of two tasks: <ul style="list-style-type: none">• one task with opening provided• one task with images AO5, AO6 (40 marks)

Documents for this course

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

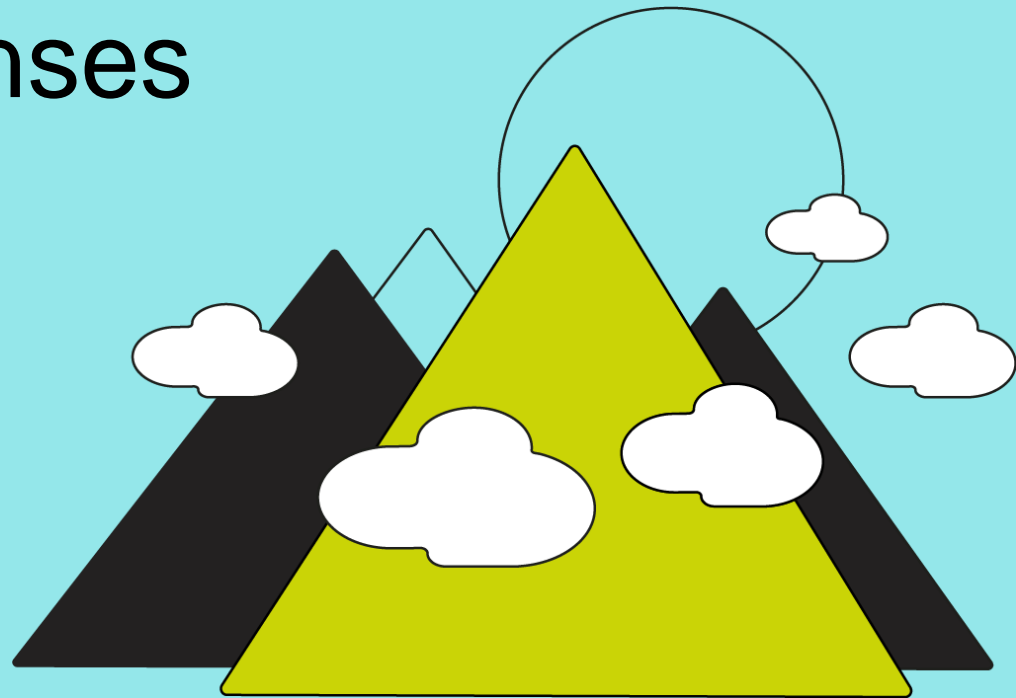
- **SO2 – extracts from the Paper 1 SAMs**
- **SO3 – exemplars for marking (with mark schemes)**

Due to time constraints, we will only be looking at 1–2 exemplars for each question during the course.

There are additional exemplars from the SAMs and the Specimen papers available on the website which have also been included as a download in your pack.

Paper 1

Reading responses



Assessment Objectives for Reading Paper 1

AO	Assessment Objective	% in P1
AO1	<ul style="list-style-type: none">Identify and interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts.	5
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.	5
AO4	Evaluate texts critically and support this with appropriate textual references.	15

Where is each AO assessed?

Assessment Objective	Question
AO1 – Identify and interpret explicit and implicit information and ideas.	Q1 – explicit Q4a – explicit Q4b – implicit
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.	Q3 – focus is on language
AO4 – Evaluate texts critically and support this with appropriate textual references.	Q2, Q5 and Q6

AO1

Explicit meaning – Q1, Q4a

Implicit meaning – Q4b



AO1 – Question 1 – Explicit

1 Identify **four** ways these new exercises can change women's bodies.

1

2

3

4

(Total for Question 1 = 4 marks)

AO1 – Question 1 – response

Answer

AO1 (identify explicit information and ideas)

Accept any reasonable reason, up to a maximum of 4 marks

Quotations and students' own words are acceptable.

Students may identify the following reasons:

- by developing the limbs (of the human frame) (1)
- by developing muscles (of the human frame) (1)
- 'making the joints flexible' (1)
- giving strength and power (1)
- it can ensure a graceful carriage (1)/erect bearing (1)/freedom to the figure (1)
- cures 'deformities of the mind and person' (1)
- makes the body 'firm and strong' (1)
- helps with their overall health – 'weak, delicate constitutions robust' (1).

Do not credit any references to the image.

1 Identify **four** ways these new exercises can change women's bodies.

1 make the joints flexible

2 developing the limbs and muscles of the human frame

3 freedom to the figure

4 ensuring a graceful carriage

This response covers bullet points 1, 2, 3 & 5 – **4 marks**

AO1 – Question 4a & 4b – Explicit and Implicit

4 (a) From lines 15–22, identify **two** signs that a person might be unhealthy.

(2)

1

2

(b) Read this extract.

It would have been a thankless task on my part to have striven to convince him of his error. But there was positively not more solidity in his arm, strong though it looked, than there is in a bladder of lard, or a prime Yorkshire ham.

And still my friend is not an obese man; not more so, at all events, than tens of thousands of people we see flattering themselves with the idea that, so long as their bodies are in good condition, so long as they have something to show, they are in excellent health.

From the extract, identify **two** mistakes people make about how healthy their bodies are.

(2)

1

2

(Total for Question 4 = 4 marks)

AO1 – Question 4a – response

Question number	Answer	Mark
4(a)	<p>AO1 (identify explicit information and ideas)</p> <p>Accept any reasonable signs from lines 15–22 only, up to a maximum of 2 marks.</p> <p>Students may identify the following signs:</p> <ul style="list-style-type: none">• they can't carry anything heavy up a flight of stairs/struggle to carry (a sack of) potatoes up some stairs (1)• they weigh too much (1)• they weigh too little (1)• their muscles are flabby (1)• their muscles are overloaded with fat (1)• they are short of breath when exercising (1).	(2)

4 (a) From lines 15–22, identify **two** signs that a person might be unhealthy.

1 weighing much over or under standard.

2 'muscles are flabby'

This response covers
bullet points 2, 3 & 4
– **2 marks**

AO1 – Question 4b – response

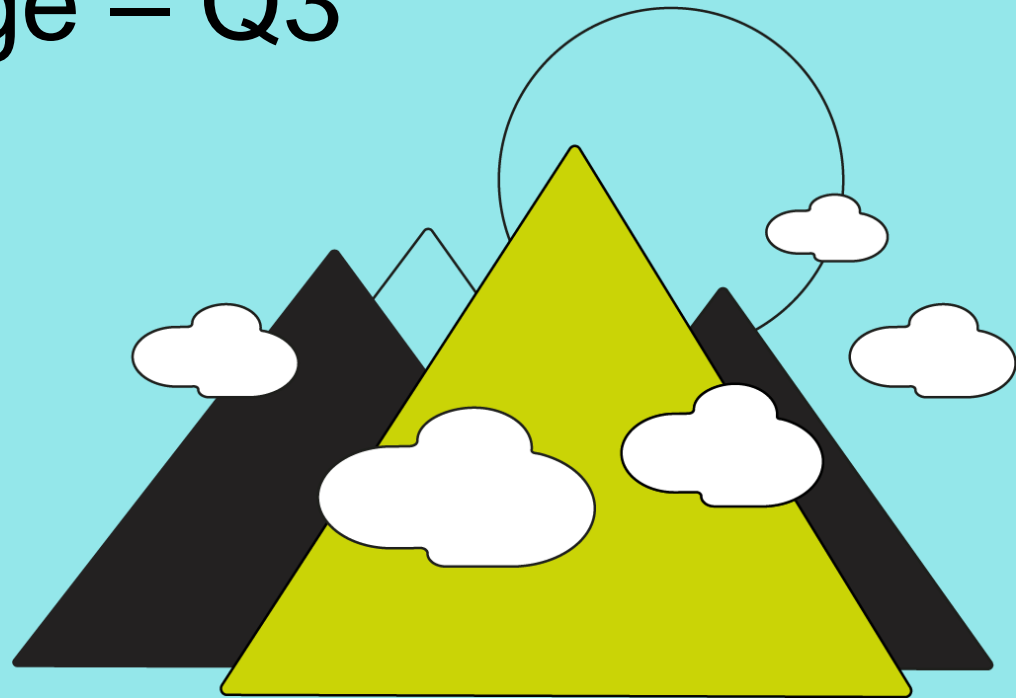
Question number	Answer	Mark
4(b)	<p>AO1 (interpret implicit information and ideas)</p> <p>Accept any reasonable mistakes implied by the text, up to a maximum of 2 marks.</p> <p>Students may identify the following mistakes:</p> <ul style="list-style-type: none">• thinking fat arms are muscular/solid (1)• thinking that if you are not obese, you are healthy (1)• thinking that if your body is in 'good condition' or works well you are healthy (1)• thinking that if you have 'something to show'/have some muscles, you are healthy (1). <p>Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.</p>	(2)

This response covers bullet points 4 & 2 – **2 marks**

- 1 They base health on how their body looks,
- 2 They also think they're healthy because they are not obese

(Total for Question 4 = 4 marks)

AO2 – Language – Q3



AO2 – Language

- In this question, students need to ensure that they are focusing on the writer's use of language.
- It is not enough to simply list the features that the writer uses, they will need to show **how** the writer **uses** language to interest and inform the reader.
- Students should ensure that they are using the whole extract and that they use relevant subject terminology.
- This AO2 is assessed in Q3.

Applying the MS

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

When a candidate has produced an answer that displays characteristics from more than one level, examiners must use their professional judgement to decide if they have covered enough of the higher-level descriptors to be awarded marks at the bottom of the mark range in that higher level. If that is not the case, then the higher mark in the lower level can be awarded.

Paper 1 – Q3

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

Level 1	1–2	<ul style="list-style-type: none">• Comment on the text and on the language used to achieve effects and influence readers.• The use of references is valid, but not developed.• Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none">• Explanation of the text and how language is used to achieve effects and influence readers.• The selection of references is generally appropriate and relevant to the points being made.• Some use of relevant subject terminology used to support explanation.
Level 3	5–6	<ul style="list-style-type: none">• Exploration of the text and how language is used to achieve effects and influence readers.• The selection of references is detailed, appropriate and fully supports the points being made.• Use of a range of relevant subject terminology to support exploration.
Level 4	7–8	<ul style="list-style-type: none">• Analysis of how language is used to achieve effects and influence readers.• The selection of references is discriminatory and clarifies the points being made.• Precise use of a range of relevant subject terminology to support analysis.

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 4** exemplar.
- Read through the script using the **MS (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

- There is analysis of language and its effects with references that clarify the points made.
- Relevant subject terminology is used.
- The coverage of the text and the range of language devices discussed could have been wider.

Level 4 – 7 marks

Marking exercise 2 – Script 2

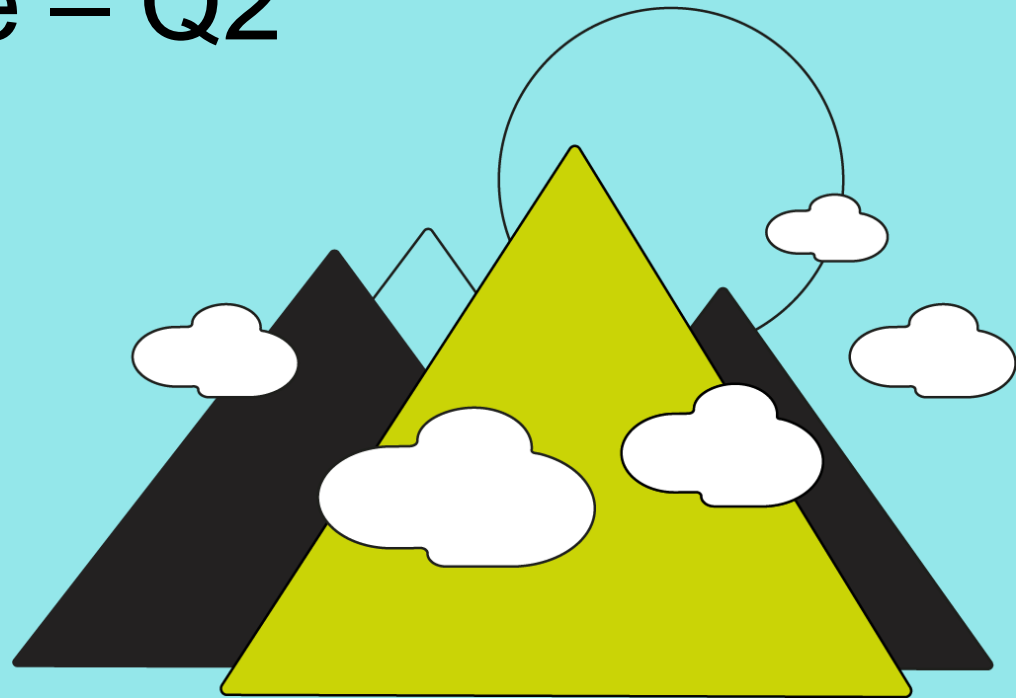
- We are now going to look at another Q3 script in document **SO3**.
- Look at **Script 2 (pp.6–7)**.
- Read through the script carefully using the **MS (pp.8–9)**.
- What key misunderstanding has the student made in their response?
- Decide which Level you would place it in.
- Put any comments or questions into the group chat.

Script 2 – Examiner commentary and mark

- There is some explanation of the text and language although the comments tend to refer to content.
- The references are generally appropriate although there is a slight over-use of quotations.
- There is no use subject terminology.
- The final paragraph is on Text 2 and therefore cannot be rewarded.

Level 2 – 3 marks

AO4 – Evaluate – Q2



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
 - thinking about the writer’s ideas, opinions, themes, intentions and/or viewpoints
 - offering an opinion or judgement
 - using *evidence* from the text.
- AO4 is assessed in Paper 1 in Q2, Q5 and Q6.

Paper 1 – Q2

2 In **lines 1–13** the writer tries to persuade women to do calisthenic exercises by describing the benefits.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 1–13.

(6)

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none">No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.Limited evaluative assertions offered, with little or no personal and critical judgement about the text.The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none">Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the textClear evaluative opinion offered with clear personal and critical judgements about the text.The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none">Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.Sustained and detached critical evaluation offered with convincing personal judgement about the text.The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Paper 1 – Q2 – indicative content

Question number	Answer
2	<p>AO4 (6 marks)</p> <p>Candidates must give three reasons supported by evidence to access Level 3.</p> <p>Do not credit:</p> <ul style="list-style-type: none">• any reasons/evidence that is not in lines 1–13• any reference to the writer's techniques that does not make a judgement on the success of the text• any references to the image. <p>Responses may include:</p> <ul style="list-style-type: none">• the text opens positively by linking calisthenics with the idea of 'physical beauty' and 'strength and power' therefore women may be persuaded that it will make them healthier and more physically attractive• the text explains clearly that behaviours women might have thought were 'virtues' are no longer acceptable, and this may mean women are persuaded to try calisthenics in order to help them change their behaviour, and improve their health

Marking exercise 3 – Scripts 3 and 4

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Script 3 (pp.10–11)** and **Script 4 (p.12)** – both of which are for Paper 1, Q2.
- Read through both scripts using the **MS (pp.13–14)** and decide which Level you would place them in.
- Put any comments or questions into the group chat.

Scripts 3 and 4 – Examiner commentary and mark

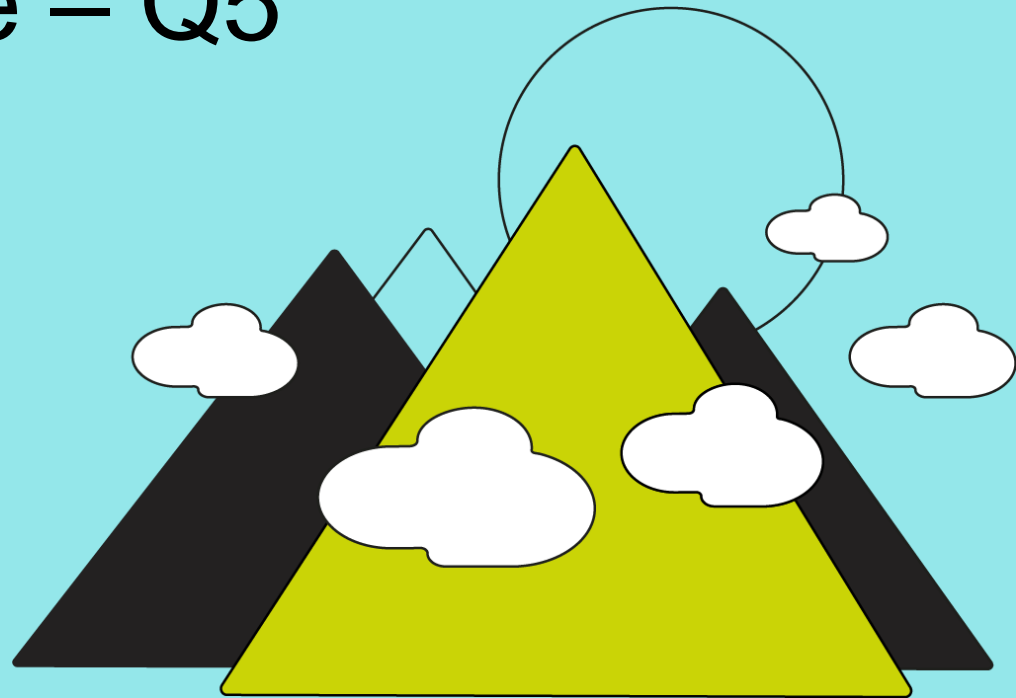
Script 3 – There is convincing analysis of the ideas and themes with convincing personal judgements supported by apt references.

Level 3 – 6 marks

Script 4 – There are three reasons given with support. There is clear explanation and clear evaluative opinion with appropriate and relevant references. The response is not analytical enough for L3.

Level 2 – 4 marks

AO4 – Evaluate – Q5



Paper 1 – Q5

5 Read this extract.

A course of exercise, no matter what the kind of it is, ought to be begun and carried on by easy stages. Take the exercise of walking as an example. Here the strength should never be taxed, but the distance is to be increased day after day, till the person finds himself capable of performing a moderate journey in a reasonable time and that distance ought to become his daily standard.

Do not forget that exercise is a tonic, and, like all tonics, benefit is not to be expected from a single dose. Its effects are gradual; hence exercise should be taken with regularity. Look upon your daily walk as a duty, and let neither rain nor sunshine, snow nor hail, keep you from performing it.

In the extract the writer tries to persuade people to walk more.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

Paper 1 – Q5 – indicative content

Question number	Answer
5	<p>AO4 (6 marks)</p> <p>Reward responses that evaluate how successfully the extract persuades people to walk more.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the success of the extract.</p> <p>Candidates must give three reasons supported by evidence to access Level 3.</p> <p>Responses may include:</p> <ul style="list-style-type: none">• the extract is successfully persuasive as walking is something which most people can imagine themselves doing on a daily basis. This makes it seem realistic and achievable.• the extract is successful as it warns readers that change will not come overnight and compares it with something medical that they will understand. By comparing walking and its benefits, to a 'tonic', readers see that the 'effect will be gradual', but worth it• the extract is persuasive as it uses the theme of journeys and stages to explain change is gradual and that everyone is different. The writer does not state a set number of hours or miles to be walked which might be off-putting. The use of the words 'moderate', 'reasonable' and 'standard' makes walking more seem less daunting• the ending of the extract is optimistic and inspirational. The use of pairs of words and different settings – 'rain nor sunshine' 'snow nor hail' – persuades the reader that nothing can stop them walking• the overall tone is gentle and gives a lot of encouragement about how good a form of exercise walking is and how easily it can become part of everyday life. The medical references as well as appealing to reader's sense of 'duty' suggest that the writer is an expert in the field and as a doctor he knows what is best• the extract is unsuccessful as it does not give precise advice about how much walking readers should do, the speed they should walk or how long they should walk for. It uses words like 'moderate' and 'daily standard' rather than precise details which are not very persuasive

Paper 1 – Q5 – Mark Scheme

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none">No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.Limited evaluative assertions offered, with little or no personal and critical judgement about the text.The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none">Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the textClear evaluative opinion offered with clear personal and critical judgements about the text.The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none">Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.Sustained and detached critical evaluation offered with convincing personal judgement about the text.The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Marking exercise 4 – Scripts 5 and 6

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Script 5 (p.15)** and **Script 6 (p.16)** – both of which are for Paper 1, Q5.
- Read through both scripts using the **MS (pp.17–18)** and decide which Level you would place them in.
- Put any comments or questions into the group chat.

Scripts 5 and 6 – Examiner commentary and mark

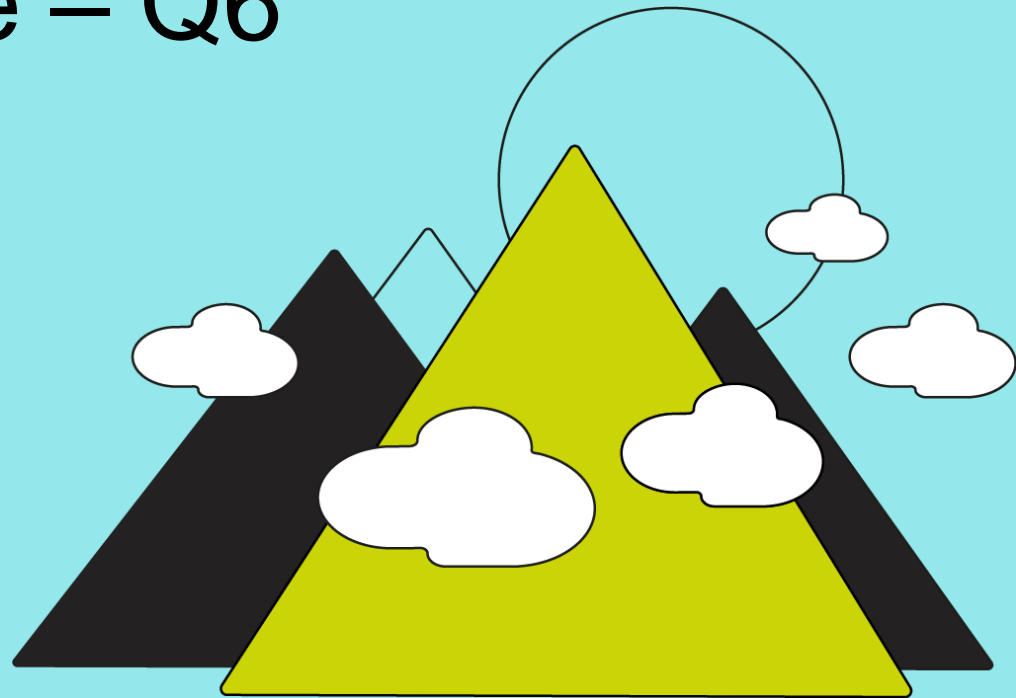
Script 5 – There are three reasons with support with analysis of ideas and some convincing personal judgements. The references are fully appropriate and support the evaluation being made.

Level 3 – 5 marks

Script 6 – There are three reasons with support for each. The references are appropriate and relevant to the comments made although the evaluation is not developed.

Level 2 – 3 marks

AO4 – Evaluate – Q6



Paper 1 – Q6

6 For this question refer to the whole of Text 2.

'In my view, this text shows why health and exercise are important for everyone.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

Paper 1 – Q6 – indicative content

Question number	Indicative content
6	<p data-bbox="363 301 639 325">AO4 (12 marks)</p> <p data-bbox="363 361 1624 418">Reward responses that evaluate how successfully the text shows that health and exercise is important for everyone.</p> <p data-bbox="363 461 1615 518">Do not credit any reference to the writer's techniques that does not make a judgement on the text.</p> <p data-bbox="363 561 794 585">Responses may include:</p> <ul data-bbox="363 592 1696 1329" style="list-style-type: none">• the overall tone of the text is friendly, but has an air of authority which makes the reader feel that the advice is for everyone – including them• the text was written by a doctor, but does not have a lot of medical terminology or technical advice which allows a general readership to learn about the common mistakes people make about their own health as well as learning how to improve it• the article introduces the idea of learning about health with an anecdote about a meeting with one man and then expands to how he typifies the views of a lot of people. The use of a first-person account from a doctor gives the article more credibility• the writer uses large numbers – ‘tens of thousands of people’ – as well as the fact that he has this conversation on a ‘daily basis’ to show how many people need to learn more about health and exercise• the writer uses general terms – ‘men’, ‘this sort’, ‘bodies’ to show that these views are held by a lot of people and to encourage readers to include themselves in these groups• the writer uses exclamations and rhetorical questions to encourage the readers to seek out the answers about exercise themselves as well as challenging them into seeing how they have been wrong about their ideas of health and exercise• the writer uses vivid imagery to help readers to visualise what he is discussing and to understand the issues. He states how the man's arm had no more muscle than ‘a bladder of lard, or a prime Yorkshire ham’• the writer also uses the image of a man struggling to carry a ‘sack of potatoes’ up an ‘ordinary flight of stairs’ to allow his readers to see how easy it is for them to learn how unfit they are

Paper 1 – Q6 – Mark Scheme

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Limited evaluative assertions offered, with little personal judgement about the text. The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none"> Straightforward comment of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Straightforward evaluative opinions offered with some personal judgements about the text. The selection of references is valid, though not always developed and secure relevance to the points being made.
Level 3	5–7	<ul style="list-style-type: none"> Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Informed evaluative opinion offered with sound personal judgements about the text. The selection of references is appropriate and relevant to the comments being made.
Level 4	8–10	<ul style="list-style-type: none"> Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Developed critical evaluation offered with detailed personal judgements about the text. The selection of references is appropriate, detailed and fully supports the evaluation being made.
Level 5	11–12	<ul style="list-style-type: none"> Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Sustained and detached critical evaluation offered with convincing personal judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Marking exercise 5 – Scripts 7 and 8

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Script 7 (pp.19–20)** and **Script 8 (pp.21–22)** – both of which are for Paper 1, Q6.
- Read through both scripts using the **MS (pp.23–24)** and decide which Level you would place them in.
- Put any comments or questions into the group chat.

Scripts 7 and 8 – Examiner commentary and mark

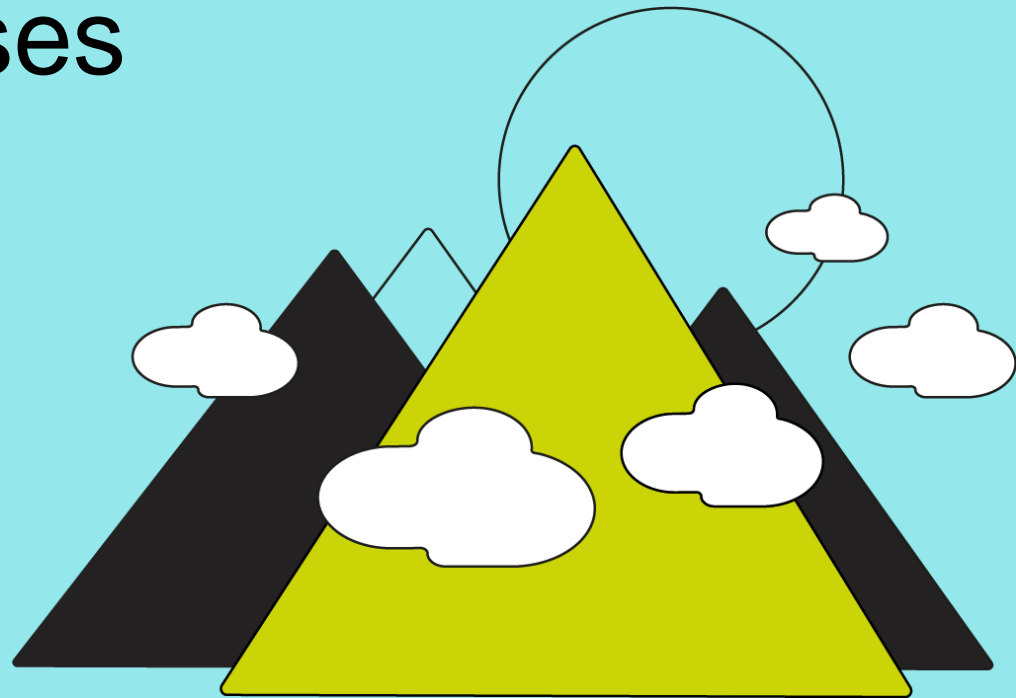
Script 7 – There is developed analysis of the writer's ideas with mostly developed critical evaluation, although this is sometimes implicit. The references fully support the points made.

Level 4 – 10 marks

Script 8 – There is some sound explanation of ideas and some sound personal judgements although there is some misunderstanding in the final paragraph. The references are generally appropriate and relevant to the comments being made.

Level 3 – 5 marks

Writing responses



Assessment Objectives for Writing

AO	Assessment Objective	% in P1
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>	15
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	10

Paper 1 Q7 and Q8 – Transactional Writing

- *7** Write a speech for 16-year-old students with the title 'How daily activity can make you happier and healthier'.

A student has started a response to this task.

Nowadays, it is more important than ever to look after your physical and mental health. But where do you start? I would advise you look at how you can make small changes to your everyday life.

Continue this speech using your own ideas (do not copy information from Texts 1 and 2).

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

(Total for Question 7 = 40 marks)

OR

- *8** Write a letter of application to a local sports centre applying for a part-time job.

You should include:

- what job you are applying for
- why you want the job
- the skills and experience you have to offer the sports centre.

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

(Total for Question 8 = 40 marks)

Paper 1 Q7 and Q8 – Mark Scheme

Level	Mark	AO5 descriptor 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
	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 and limited use of tone, style and register. 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 Q7 and Q8 – Mark Scheme

Level	Mark	AO6 descriptor Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Uses basic vocabulary, often misspelled. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. • Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–7	<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. • Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	8–10	<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. • Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.
Level 4	11–13	<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. • Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	14–16	<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. • Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.

Marking exercise 6 – Scripts 9 and 10

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Script 9 (pp.25–27)** and **Script 10 (pp.28–30)** – both of which are for Paper 1, Q7.
- Read through both scripts using the **MS (pp.31–33)** and decide which Level you would place them in.
- Put any comments or questions into the group chat.

Scripts 9 and 10 – Examiner commentary and mark

Script 9

AO5 – Communicates clearly and effectively with a secure sense of audience and purpose. The response manages information and ideas deliberately.

AO6 – There is use of a fairly wide vocabulary and punctuation for effect with occasional errors. There is secure ability to write for effect.

AO5 – Level 4 – 15 marks; AO6 – Level 4 – 11 marks

Total – 26 marks

Script 10

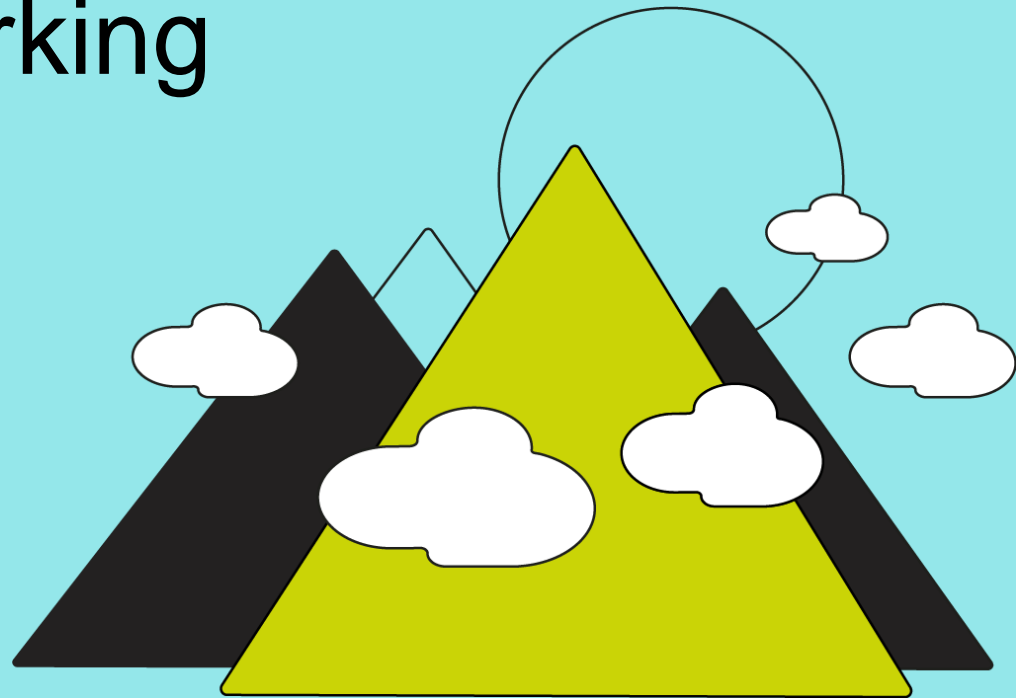
AO5 – Clear ability to communicate effectively with appropriate use of tone, style and register. The response develops and connects appropriate information.

AO6 – Uses a varied vocabulary mostly correctly spelt with accurate and varied punctuation with sound grammatical structures.

AO5 – Level 3 – 12 marks; AO6 – Level 3 – 9 marks

Total – 21 marks

Support for marking



Website

☐ Forms and administration (9)

☒ Teaching and learning materials (22)

CONTENT TYPE ^

☒ All

☐ Anthology (3)

☐ Exemplar material (1)

☐ FAQs (1)

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FORMAT ^

☒ All

☐ DOCX (1)


☐ MP4 (1)

☐ PDF (18)

☐ ZIP (2)

Anthology ▾

Exemplar material ^

 Exemplars - Autumn 2021

Paper 1 (based on SAMs and specimen paper set 1) and Paper 2 (based on specimen paper set 1) marked exemplars with commentary.

| ZIP 16.4 MB | 27 September 2021

FAQs ▾

Guidance ▾

Guide ▾

Introductory documents and posters ▾

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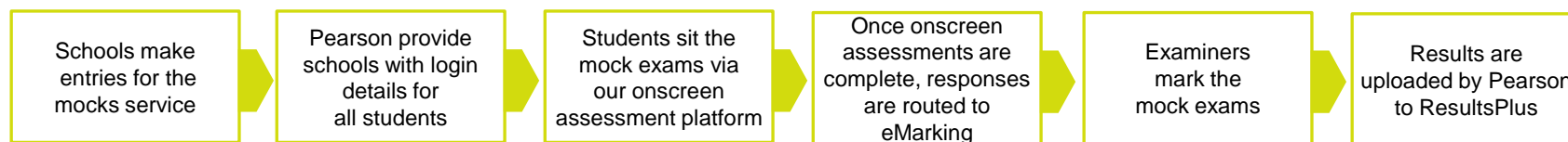
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*Pricing is correct as of June 2022, but may be subject to change

Subject Advisor

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