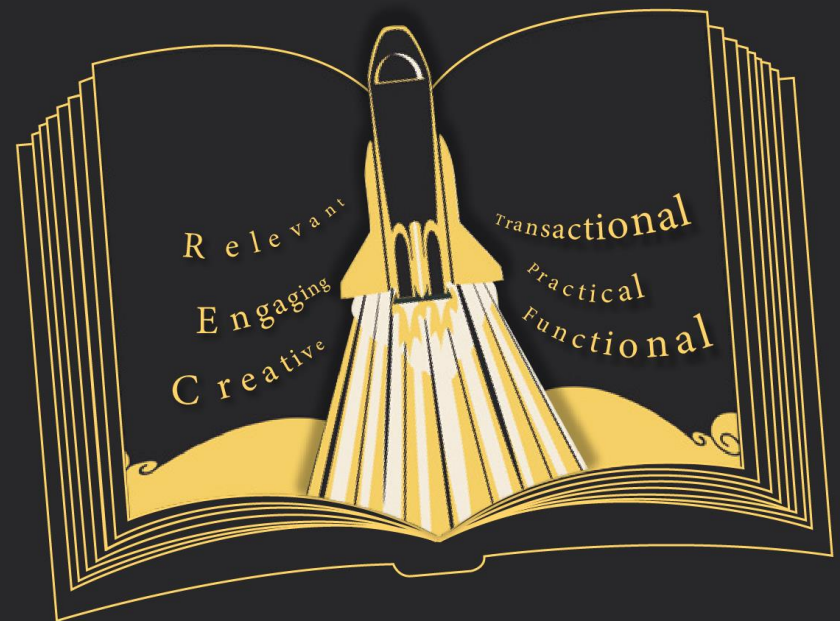


GCSE

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.

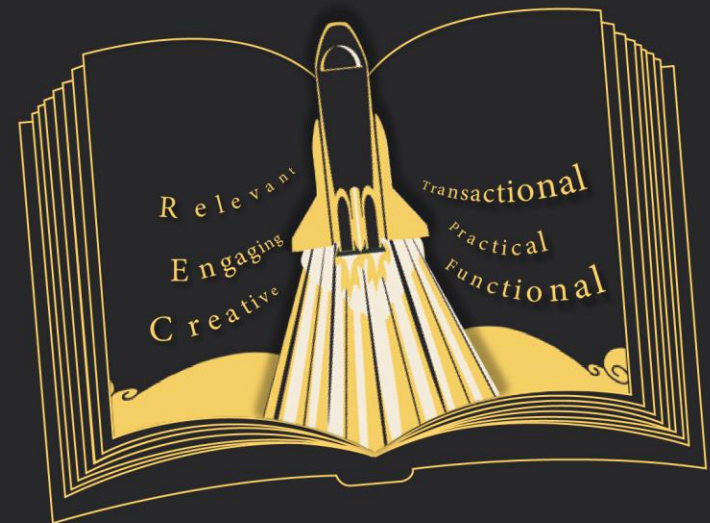
Agenda

- **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.

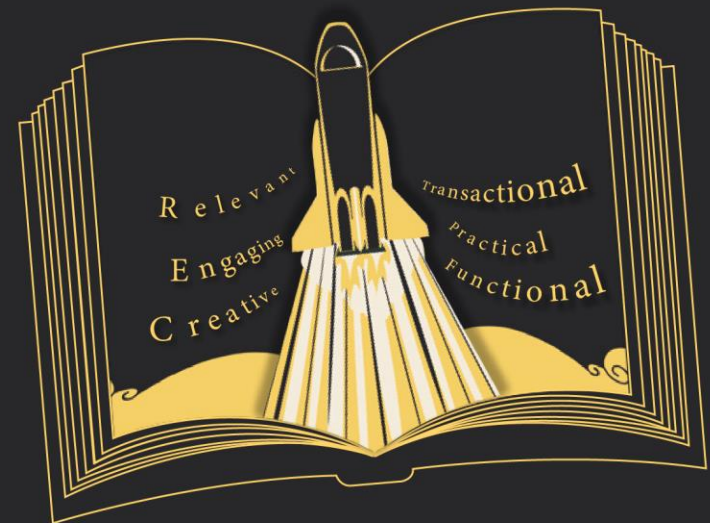
- **SO2 – Extracts_Paper 1 summer 2023**
- **SO3 – exemplars for marking (with mark schemes)**

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** things the bicycle riders did during the race.

- 1
- 2
- 3
- 4

(Total for Question 1 = 4 marks)

AO1 – Question 1 – response

AO1 (identify explicit information and ideas)

Accept any reasonable things the bicycle riders did, up to a maximum of 4 marks.

Quotations and own words are acceptable.

Candidates may identify the following things:

- they displayed more energy (1)
- sprint (1)
- move out from the bunch (1)
- speed up (1)
- fall behind (1)
- ride for hours (1)
- average sixteen miles every sixty minutes (1)
- slow down (1)
- carry sponges (1)
- fall off (1)
- carry on after falling off (1)
- receive flowers (1)
- sprint (for a quarter of a mile) in recognition of the gift (1)

Do not credit any references to the image.

1 Identify **four** things the bicycle riders did during the race.

1 they moved ^{out} from the bunch

2 sped up

3 fell hopelessly behind

4 ^{ried} carry sponges

(Tot

This response covers bullet points 3, 4, 5 & 9 – **4 marks**

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

4 (a) From lines 1–7, identify **two** points the writer makes about football.

(2)

1

2

(b) Read this extract.

The fact is that in every form of sport accidents will happen, and the very element of risk is with many an incentive to the sport. Bathing accidents are frequent, yet who would say give up bathing? And hunting, skating, shooting, and even cricket—all give their proportion of mishaps.

Take the corresponding advantages of fine, manly exercise, improving to a wonderful extent the pluck, nerve and physique¹ of many a naturally timid boy, and I feel sure that the good far overbalances the necessary evil of risk of injury to limbs, in the way of sprains, strains, or even an occasional breakage.

From the extract, identify **two** reasons why people might take part in sports.

(2)

1

2

(Total for Question 4 = 4 marks)

AO1 – Question 4a – response

AO1 (identify explicit information and ideas)

Accept any reasonable points from lines 1-7 only, up to a maximum of 2 marks.

Quotations and own words are acceptable.

Candidates may identify the following points:

- it is very popular/it is a national game (1)
- there is prejudice against it (1)
- it is considered a somewhat dangerous pastime (1)
- it suffers from the misdeeds of its past (1)
- it is played in an increasingly scientific fashion (1)
- an enormous number of players take part (1)
- serious accidents are few in number (1)

4 (a) From lines 1–7, identify **two** points the writer makes about football.

- 1 prejudice exists against it
- 2 it is largely suffering from its past misdeeds

This response covers
bullet points 2 & 4 –
2 marks

AO1 – Question 4b – response

AO1 (interpret implicit information and ideas)

Accept any reasonable reasons implied by the text, up to a maximum of 2 marks.

Candidates may identify the following reasons

- the good things outweigh the bad (1)
- to take risks (1)
- to get exercise (1)
- to become braver/more courageous (1)
- to overcome nerves (1)
- to overcome shyness (1)
- to improve your body (1)
- to improve your health (1)

Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.

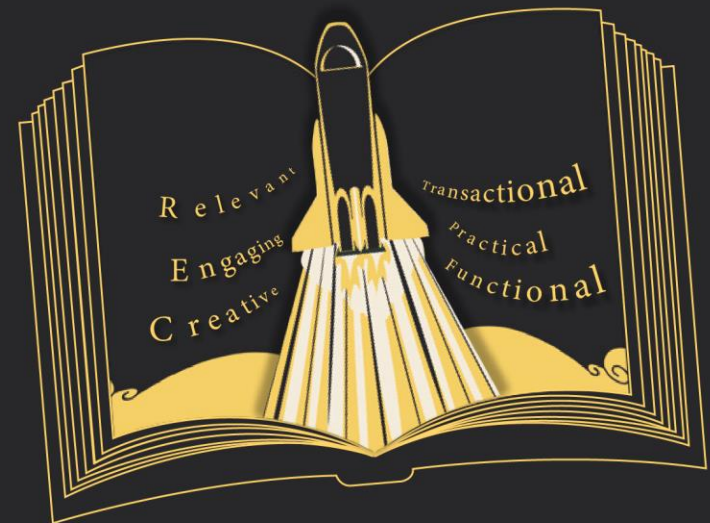
From the extract, identify **two** reasons why people might take part in sports.

1 exercise
2 ~~it's~~ fun it toughens you up

(Total for Question 4b)

This response
covers bullet points
3 & 4 – **2 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 discriminating 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 3** 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 are some detailed references and a range of terminology, which is mostly relevant. The response explores the text overall and how language is used to achieve effects. There is a lack of real analysis to move into Level 4 with too much listing rather than exploring, especially in paragraph 2 where the comment about the semantic field is not clear, although they do have a sense of the adverbs creating danger. The examples chosen do not always support the point made.

Level 3 – 6 marks

Marking exercise 2 – Script 2

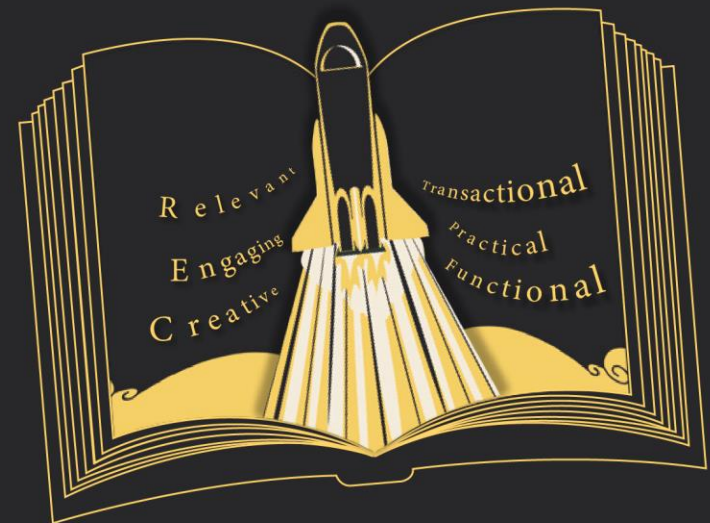
- We are now going to look at another Q3 script in document **SO3**.
- Look at **Script 2 (pp.6–7)**.
- Read through the script carefully using the **MS (pp.8–9)**.
- Decide which Level you would place it in.
- Put any comments or questions into the group chat.

Script 2 – Examiner commentary and mark

Points are sometimes basic but there is some explanation, for instance when examining the use of adverbs. The explanation becomes slightly confused in the middle of the second paragraph and comments on smoke are unclear. There are some appropriate references, but the material becomes more narrative towards the end.

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 2–10, the writer tries to make watching the bicycle race seem exciting and entertaining.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)

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.Developed 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 data-bbox="353 415 556 444">AO4 (6 marks)</p> <p data-bbox="353 458 1483 486">Candidates must give three reasons supported by evidence to access Level 3.</p> <p data-bbox="353 501 546 529">Do not credit:</p> <ul data-bbox="353 544 1705 701" style="list-style-type: none">• any reason/evidence that is not in lines 2-10• 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 data-bbox="353 751 697 779">Responses may include:</p> <ul data-bbox="353 793 1763 1236" style="list-style-type: none">• the text starts positively by describing the effect of the crowd on the riders: 'the greater the crowd the more energy' and the use of 'greater' and 'more' effectively suggests how big and lively the race is• the text successfully conveys that the entertainment will be non-stop 'sprinting all the time', which would show readers that there will be constant amusement• the writer successfully interests the reader by describing how the riders change their positions: 'First one and then another', 'followed immediately' and by suggesting some riders unexpectedly become competitive, 'suddenly awoke to the situation', which would show how the race will be thrilling and unpredictable• the use of 'fall hopelessly behind' would engage readers in the excitement because audiences watch events to see both winners and losers

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 (pp.12–13)** – both of which are for Paper 1 Q2.
- Read through both scripts using the **MS (pp.14–15)** 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 sound explanation of ideas and references are appropriate. All Level 2 criteria are met but the final paragraph is outside the line references.

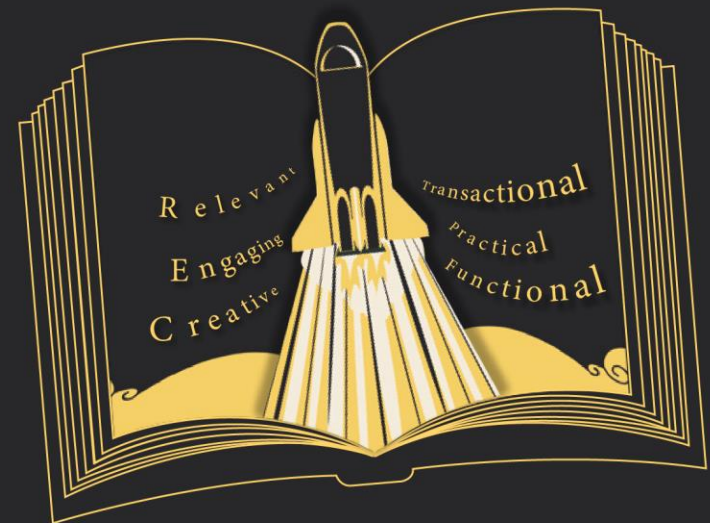
Level 2 – 4 marks

Script 4

This is a full response which demonstrates convincing analysis of ideas with apt references to clarify the evaluation offered. It meets all Level 3 criteria and therefore achieves full marks.

Level 3 – 6 marks

AO4 – Evaluate – Q5



Paper 1 Q5

5 Read this extract.

Each has its most enthusiastic followers and both are year by year throwing off their more dangerous elements and becoming more scientific in their manner of playing. It is a sport that neither time nor ridicule has ever been able to stamp out and it must have a very large influence on the national character.

I can only repeat that football is a manly sport, which, in spite of its dangers, real and pretended, must always have a great and increasing place in the affections of the British people, and I would earnestly exhort those who are more or less opposed to it, to pause before going to the length of throwing any unnecessary impediments² in the way of its exercise by the hale and strong of the coming generation. But I am speaking for myself, and I am “an enthusiast”.

In the extract the writer tries to persuade readers that rugby and soccer are beneficial sports to play.

Evaluate how successfully this is achieved.

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

(6)

Paper 1 Q5 – Indicative Content

Question number	Answer
5	<p>AO4 (6 marks)</p> <p>Reward responses that evaluate how successfully the writer persuades readers that rugby and soccer are beneficial sports to play.</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 successful as it mentions 'enthusiastic followers' who are trying to make the game safer: 'throwing off their more dangerous elements'. This would reassure readers who might have been concerned about the dangers that these are being removed and only the benefits remain• the extract successfully persuades readers by describing the way the game is played as 'becoming more scientific', which suggests that (safety) standards are improving. The use of the word 'scientific' would particularly impress 19th century readers as there was an increasing interest in scientific studies• the writer successfully persuades readers that the sports are important for developing character and patriotism, 'a very large influence on the national character', which would appeal to 19th century readers as well as present-day readers (possibly)• the writer persuades the reader by describing the sport as 'manly', which makes it attractive to many (male) readers at a time when this was considered a virtue

Paper 1 Q5 – Mark Scheme

Question 5

Level	Mark	A04 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 text• Clear 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.• Developed 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 (pp.16–17)** and **Script 6 (p.18–19)** – both of which are for Paper 1 Q5.
- Read through both scripts using the **MS (pp.20–21)** 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

Three points are made and there is some explanation, but some of this is a little unclear. There is some use of appropriate references.

Level 2 – 3 marks

Script 6

This begins with a clear explanation and evaluation becomes increasingly convincing in the second part of the response, meaning it can move into Level 3.

Level 3 – 5 marks

AO4 – Evaluate – Q6



Paper 1 Q6

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

'In my view, this text shows that rugby and soccer are safe games to play.'

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>A04 (12 marks)</p> <p>Reward responses that evaluate how successfully the text shows that rugby and soccer are safe games to play.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none">• the text successfully reassures the readers because it says that the dangerous elements of these activities are in the past, 'suffering from the misdeeds of its past', which would reassure readers that the present-day game is not dangerous• the text is successful as it shows how the games are improving, 'in an increasingly scientific fashion', and the reference to 'scientific' would imply discipline and order, which suggests that the games are safer• the text is successful in showing that the games are safe by mentioning how few people are injured proportionally: 'the proportion of serious accidents to the enormous number of players taking part in it is very small'. The use of the contrasting 'enormous' and 'small' emphasises the (relative) safety of the games• the text gives an example of newspaper misrepresentation, 'so-called fatal accidents', and describes them as 'sensationally reported', which successfully shows that the dangerous aspects are exaggerated• the text successfully persuades readers that football is no more dangerous than other sports, which were popular in the 19th century, by identifying risks associated with other 'dangerous' sports, 'hunting, skating, shooting, and even cricket', and by suggesting that the risks attract participants: 'incentive to the sport'

Paper 1 Q6 – Mark Scheme

Level	Mark	A04 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 on 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 or secure in relation 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.22–23)** and **Script 8 (pp.24–25)** – both of which are for Paper 1 Q6.
- Read through both scripts using the **MS (pp.26–27)** 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

This is a detailed response, which meets all the criteria for Level 3. The opening paragraph demonstrates some developed analysis of the writer's ideas and opinions, which lifts it just into Level 4 with a mark of 8.

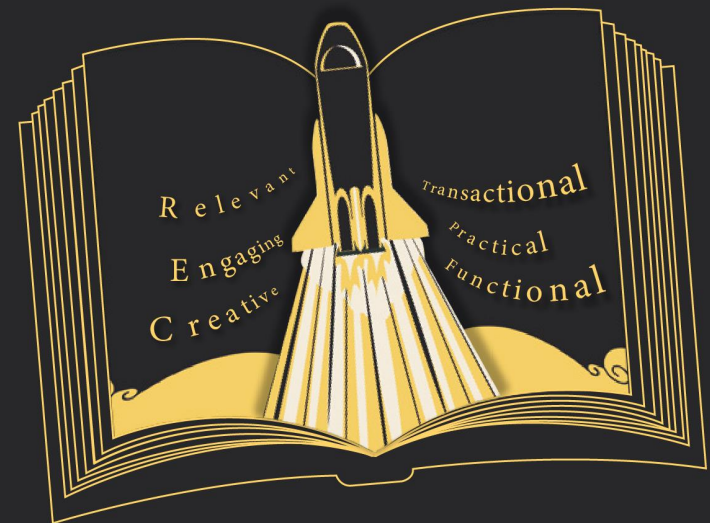
Level 4 – 8 marks

Script 8

There are straightforward comments on ideas and some personal judgements about the text, with valid references. All Level 2 descriptors are met.

Level 2 – 4 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

EITHER

- *7** Write an article for a sports website aimed at your peer group with the title 'Time for a change – try a new sport'.

A student has started a response to this task.

Many of us now spend a great deal of time in front of our computers and often have to work or study online. This has meant that we do not get enough exercise. I will explain why it is important to take up a new sport and how to do it.

Continue this speech using your own ideas.

**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 formal email to the planning department of your local council about a proposal to build houses on a local recreation and sports site.

You should include:

- your views about keeping the site for sport and recreation
- your views about building houses on the site
- what you would recommend.

**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 – AO5

	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 – AO6

	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.28–30)** and **Script 10 (pp.31–33)** – Script 9 is for Q7 and Script 10 is for Q8.
- Read through both scripts using the **MS (pp.34–36)** 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 marks

Script 9

AO5 – There is a secure ability to communicate clearly in quite a lively response. The reference to the reader, using direct address throughout, is engaging. Details are used effectively in places.

AO6 – There are some spelling errors, but the learner does manage punctuation and sentences for deliberate effect. There is a wide, selective vocabulary used, overall.

AO5: Level 4 – 16 marks; AO6: Level 4 – 11 marks

TOTAL – 27 marks

Script 10

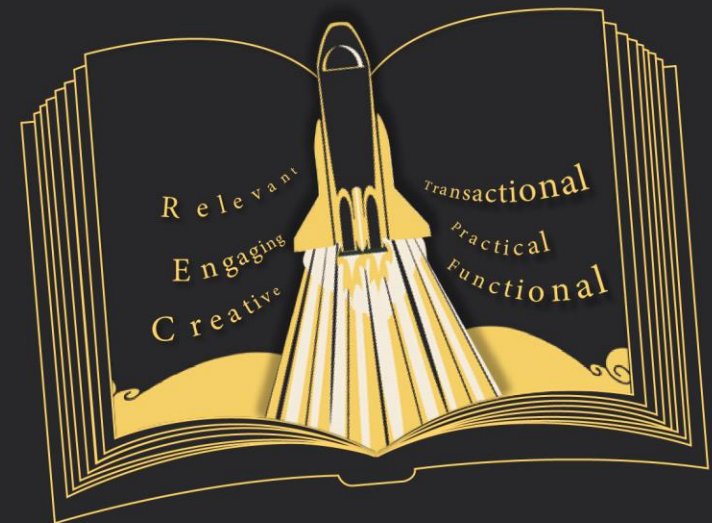
AO5 – Ideas are communicated clearly and material is selected to suit purpose and audience. There is some development of ideas and paragraphs are clearly structured. The slightly mechanical nature of the response is less effective than would be expected to achieve Level 4 and it was placed securely in Level 3 with 13 marks.

AO6 – All Level 3 descriptors are met here. There is a varied vocabulary and sound use of grammatical features.

AO5: Level 3 – 13 marks; AO6: Level 3 – 10 marks

TOTAL – 23 marks

Support for marking



Website

- ☐ Exam materials (18)
- ☐ Forms and administration (12)
- ☒ Teaching and learning materials (55)

CONTENT TYPE

- ☐ All
 - ☐ Anthology (4)
 - ☒ Exemplar material (8)
 - ☐ FAQs (2)
 - ☐ Guidance (3)
- Show more

FORMAT

- ☒ All
- ☐ PDF (7)
- ☐ ZIP (1)

Exemplar material



Paper 2 Higher Level Exemplars - Summer 2022

Three higher level scripts with marks and commentaries.
| PDF 17.3 MB | 12 June 2023



Paper 2 Higher Level Exemplars - Summer 2022

Three higher level scripts with marks and commentaries.
| PDF 17.3 MB | 09 June 2023



Paper 1 Exemplars - November 2022

| PDF 3.5 MB | 13 February 2023



Paper 2 Exemplars - November 2022

| PDF 3.7 MB | 13 February 2023



Paper 1 Higher Level Exemplars - Summer 2022

Three higher level full scripts with marks and commentaries
| PDF 10.4 MB | 17 November 2022



Paper 2 Exemplars - Summer 2022

Marked student scripts with commentary
| PDF 6.5 MB | 17 November 2022



Paper 1 Exemplars - Summer 2022

Marked student scripts with commentary
| PDF 6.7 MB | 30 September 2022



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

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1. Mocks Marking Service

Two exam options:

- **paper-based** Pearson-marked for GCSE, AS & A level English
- **onscreen** Pearson-marked for GCSE English Language (2.0 included) and Literature

2. Mocks Moderation Service

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Subject Advisor contact details

Clare Haviland

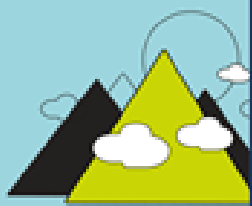
Pronouns: She, her, hers

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