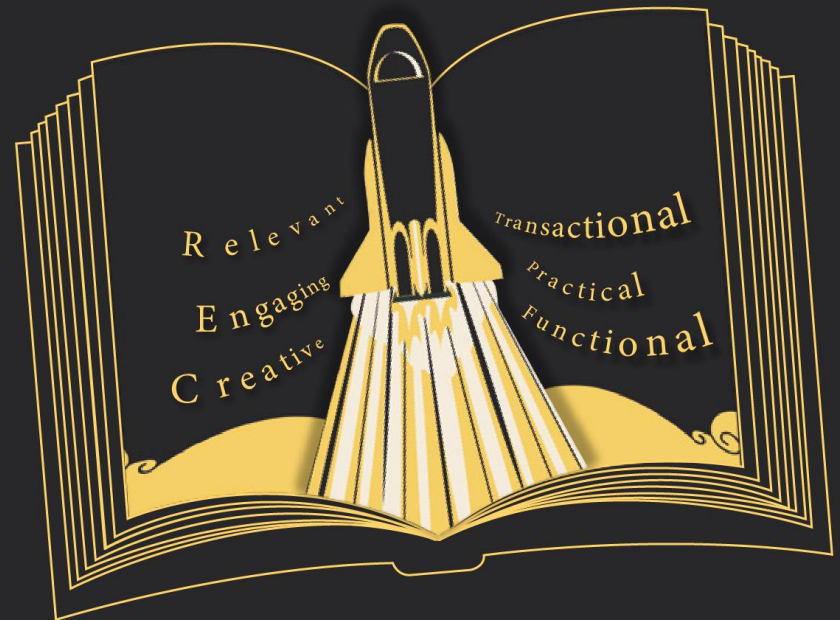


# GCSE English Language 2.0

How to apply the mark  
scheme – Paper 2 (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.

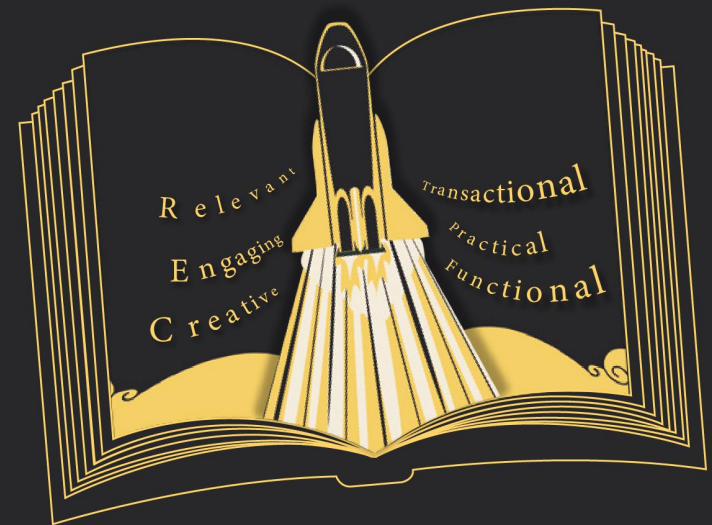
# Agenda

- **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

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

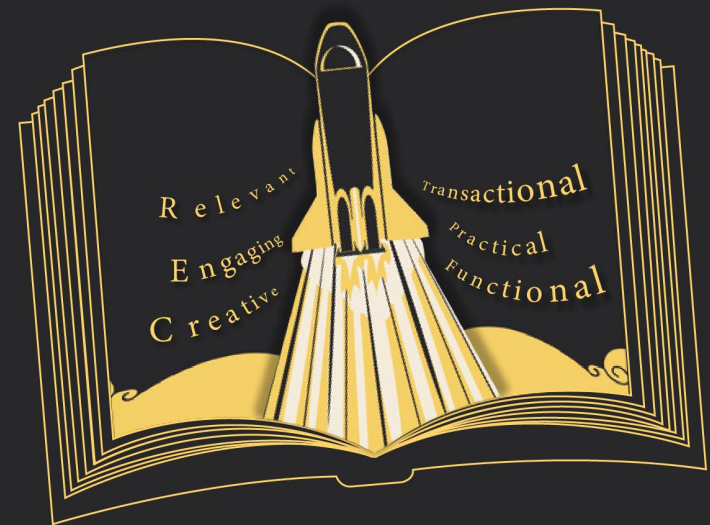
- **SO2 – extracts from Paper 2 summer 2023**
- **SO3 – exemplars for marking (with mark schemes)**

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 2

## Reading responses





# Assessment Objectives for Reading Paper 2

AO	Assessment Objective	% in P2
AO1	<ul style="list-style-type: none"><li>Identify and interpret explicit and implicit information and ideas.</li><li>Select and synthesise evidence from different texts.</li></ul>	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.	10
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	10

# Where is each AO assessed?

Assessment objective	Question
AO1 – Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	Q1 – explicit Q3 – implicit Q5 – select and synthesise
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.	Q2 – language Q4 – language and structure
AO3 – Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	Q6 – comparison

# AO1

## Explicit meaning – Q1

## Implicit meaning – Q3



# AO1 – Question 1 – Explicit

1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

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(Total for Question 1 = 1 mark)

# AO1 – Question 1 – response

1	<p><b>AO1</b> (identify explicit information and ideas)</p> <p>Accept any one thing that shows what the narrator thinks will happen, from the given lines.</p> <p>Quotations and own words are acceptable.</p> <p>Candidates may identify the following things:</p> <ul style="list-style-type: none"><li>• she would hold the trophy / 'I could almost feel the cold, glinting silverware under my fingers' (1)</li><li>• there would be no more disappointment (1)</li><li>• they would win / 'No second place this time' (1)</li><li>• they would lift the trophy (1)</li><li>• Manchester City would have nothing to play for (1)</li><li>• it would be a 'routine win' (1)</li><li>• 'I would score' (1)</li><li>• 'I would win' (1)</li><li>• 'I would lift the trophy' (1).</li></ul> <p>Accept any other reasonable points.</p>	<b>(1)</b>
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1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

'routine win'

This response covers bullet point 6 from the mark scheme.

# AO1 – Question 3 – Implicit

3 Read this extract.

Billy was giant-striding along the goal line, counting the number of strides from post to post: five and a bit. After fourteen minutes' play he touched the ball for the first time. Billy watched it fly in, way up on his left, then he turned round and picked it up from under the netting.

'Come on, Casper! Make an effort, lad!'

'I couldn't save that, Sir.'

'You could have tried.'

'What for, Sir, when I knew I couldn't save it?'

From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

(Total for Question 3 = 1 mark)

# AO1 – Question 3 – response

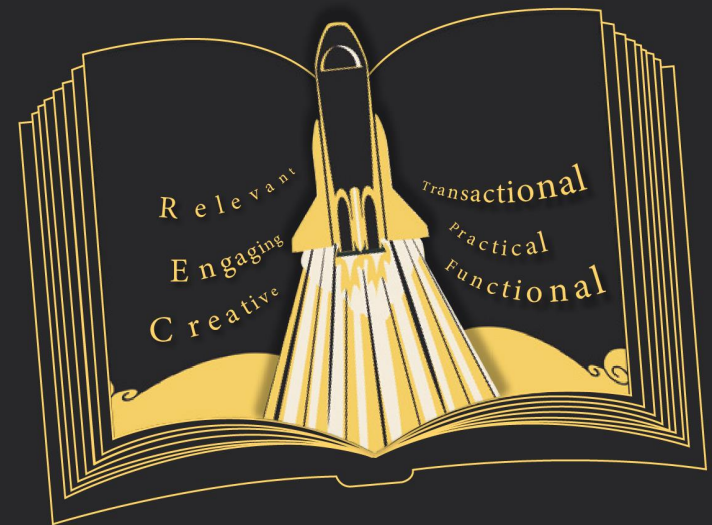
3	<p><b>AO1</b> (interpret implicit information and ideas)</p> <p>Accept any reasonable way that the writer suggests that Billy lacks interest in the football match from the extract.</p> <p>Candidates may identify one of the following ways that the writer suggests that Billy lacks interest in the football match:</p> <ul style="list-style-type: none"><li>• 'Billy was giant-striding along the goal line' (1)</li><li>• he is not looking at the match or the players as he is walking between the goal posts / counting his steps (1)</li><li>• he had nothing to do for fourteen minutes and therefore lost interest (1)</li><li>• he appears to make no attempt to save the goal / 'Billy watched it fly in' (1)</li><li>• Mr Sugden says he is not making an effort or trying / "Make an effort, lad!" (1)</li><li>• he thinks he cannot achieve what he is meant to be doing, 'What for, Sir, when I knew I couldn't save it?' (1).</li></ul> <p>Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.</p>	(1)
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From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

"What for, sir, when I knew I couldn't save it?"

This response covers bullet point 6 from the mark scheme.

# AO2 – Language – Q2





# 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 extract provided and that they use relevant subject terminology.
- This AO2 is assessed in Q2.

# 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 2 Q2

## 2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

# Paper 2 Q2 – MS

Level	Mark	<b>A02 descriptor</b> <b>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology</b>
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"><li>• Comment on the text and on the language used.</li><li>• The use of references is valid, but not developed.</li><li>• Limited evidence of relevant subject terminology used to support comments.</li></ul>
Level 2	3–4	<ul style="list-style-type: none"><li>• Explanation of the text and how language is used.</li><li>• The selection of references is generally appropriate and relevant to the points being made.</li><li>• Some use of relevant subject terminology used to support explanation.</li></ul>
Level 3	5–6	<ul style="list-style-type: none"><li>• Analysis of the text and how language is used.</li><li>• The selection of references is discriminating and clarifies the points being made.</li><li>• Precise use of a range of relevant subject terminology to support analysis.</li></ul>

# Marking exercise 1 – Scripts 1 and 2

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 1 and 2 (pp.2–4)**
- Read through the scripts using the **MS (pp.5–6)** and decide where you would place them in the Level.
- Put any comments or questions into the group chat.

# Scripts 1 and 2 – Examiner Commentary and mark

## **Script 1**

Some comment and some limited explanation included in this response. It suggests structure but it is more focused on language. There is some use of subject terminology such as 'adjectives' and this helps lift this response just into Level 2.

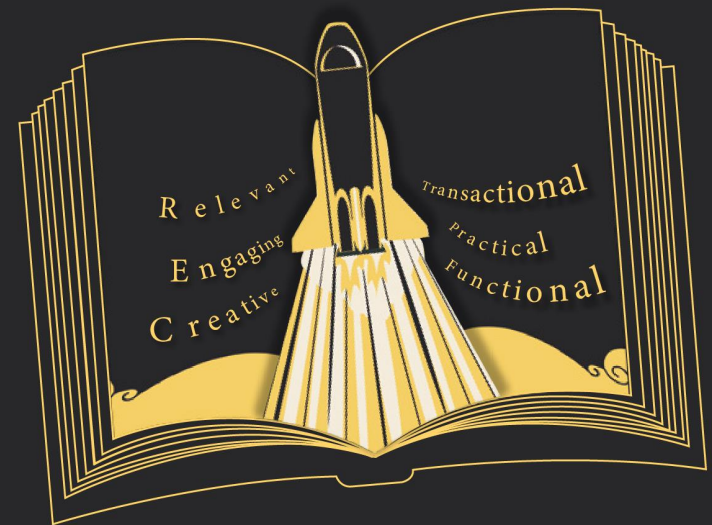
**Level 2 – 3 marks**

## **Script 2**

This response offers mostly explanation, but includes some analysis to move this into Level 3. Textual references and subject terminology are valid and supporting.

**Level 3 – 5 marks**

# AO2 – Language and structure – Q4



# AO2 – Language and structure

- In this question, students need to ensure that they are focusing on the writer's use of language and structure.
- It is not enough to simply list the features that the writer uses, they will need to show **how** the writer **uses** language and structure 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 Q4.



# Paper 2 Q4

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

# Paper 2 Q4 – Language and Structure

## Responses may include the following points about the language of the text:

- the writer uses the style of a football commentary to open the extract and create a tone of a 'real' football match, although the two teams are only pretending to be these teams: "... And it's Manchester United v. Spurs in this vital fifth-round cup-tie"
- the possessive pronoun 'his' demonstrates the power and control Mr Sugden has in the game: 'sucked his whistle and stared at his watch', 'his wrist', 'his left foot', 'his studs', 'His left winger'. Some terms of address indicate a tone of deference (or 'mock-deference') towards him, for example 'Mr', 'Sir'
- a tone of anticipation is built at the start of the extract when the writer uses the verbs 'waiting' and 'twitch': 'waiting for the second finger to twitch back up to twelve'
- a range of nouns contribute to a tone of action, competition and drama: nouns specific to the semantic field of sport are used to indicate the setting of the text, for example 'studs', 'touchline', 'goal line', 'penalty spot'. Nouns also indicate competition and teamwork, for example 'tackle', 'opponents', 'left winger', 'wingman'. Nouns specific to numbers are used to specify time and create a sense of pace within the text, for example the countdown '5 4 3 2', 'five and a bit', 'fourteen minutes'

- short sentences are used to reflect the drama of the match: 'He dropped his wrist and blew', 'Now they were all playing', 'No joke', 'No laughter' (repetition of the negative also creates a dramatic tone)
- these contrast with longer sentences structured into three parts, creating the pace of ongoing action at the beginning of the text: 'Anderson received the ball from him, sidestepped a tackle from Tibbut then cut it diagonally between two opponents into a space to his left', 'Sugden (player), running into this space, raised his left foot to trap it, but the ball rolled under his studs', 'Sugden heard him, looked at him, then kicked the ball hard along the ground towards him'
- exclamative commands are used by Mr Sugden to create a tone of power and control: 'Don't argue with me, lad!', "Come on, Casper! Make an effort, lad!", "Well, try, then!", "Get out! Get up that field!"
- questions are used to emphasise to the reader the difference between teacher and pupils and the difficulty they are in when he is also playing in the game: "What do you think I am?", "What do you think I wa' doin', standing still?", "What for, Sir, when I knew I couldn't save it?". The contrast between the questions, exclamations and negative tone used by the pupils and the exclamations and negative tone used by Mr Sugden demonstrates the frustration they feel with each other: "Hey up, Sir!", "You should have been moving, lad", "I couldn't save that, Sir", "You could have tried"

# Paper 2 Q4 – MS

	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>Limited comment on the text and on the language and/or structure used to interest and engage readers.</li> <li>The use of references is limited.</li> <li>Limited evidence of relevant subject terminology used to support comments.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>General comment on the text and on the language and/or structure used to interest and engage readers.</li> <li>The selection of references is valid, but not developed.</li> <li>Some use of relevant subject terminology used to support explanation.</li> </ul> <p><b>NB: candidates who only consider language or structure cannot achieve a mark beyond the top of Level 2</b></p>
Level 3	5–6	<ul style="list-style-type: none"> <li>Explanation of the text and how language and structure is used to interest and engage readers.</li> <li>The selection of references is generally appropriate and relevant to the points being made.</li> <li>Some use of relevant subject terminology used to support explanation.</li> </ul>
Level 4	7–8	<ul style="list-style-type: none"> <li>Exploration of the text and how language and structure is used to interest and engage readers.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> <li>Use of a range of relevant subject terminology to support exploration.</li> </ul>
Level 5	9–10	<ul style="list-style-type: none"> <li>Analysis of how language and structure is used to interest and engage readers.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> <li>Precise use of a range of relevant subject terminology to support analysis.</li> </ul>

# Marking exercise 2 – Scripts 3 and 4

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 3 and 4 (pp.7–11)**.
- Read through the scripts using the **MS (pp.12–14)** and decide where you would place them in the Level.
- Put any comments or questions into the group chat.

# Scripts 3 and 4 – Examiner Commentary and mark

## **Script 3**

This response has general comment, although not fully secure. Valid textual references and some subject terminology included.

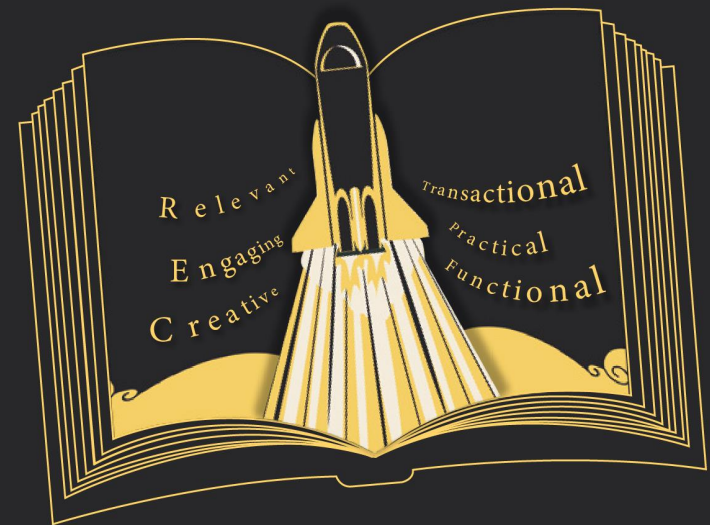
**Level 2 – 4 marks**

## **Script 4**

This response meets all of Level 3 criteria, but moves into Level 4 with focus on the structure and management of the text, as well as shifts of attitude. Subject terminology included throughout and appropriate textual references to support.

**Level 4 – 7 marks**

# AO1 – Select and Synthesise – Q5



# AO1 – Synthesis

- The final element of AO1 is assessed through a discrete question in Paper 2 – Q5.
- Students need to draw information from both texts.
- This is not a comparison (AO3) as students select explicit information from both texts.
- Students need to write a summary outlining **three similarities** between the two texts.

## Paper 2 Q5

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)



# Paper 2 Q5 – Indicative Content

Question number	Answer
5	<p><b>AO1 (6 marks)</b></p> <p><b>Candidates must draw on BOTH texts to access marks.</b></p> <p>Candidates must give three separate ways the football games are similar supported by evidence from both texts to access Level 3.</p> <p>Summaries may include the following similarities:</p> <ul style="list-style-type: none"><li>• both games start with a whistle: 'A whistle blew' in Text 1 and in Text 2 'Mr Sugden (referee) sucked his whistle ... and blew'</li><li>• both games are described as important: in Text 1 it is a game that will 'wash away years of disappointment' and in Text 2 it is said to be a 'vital fifth-round cup-tie'</li><li>• in both games winning is important: in Text 1 the writer says 'We were one point away from winning the league', and in Text 2 the writer says 'The winning goal suddenly became important'</li><li>• in both games the players are very serious about what they are doing. In Text 1 the writer says, 'My gut fizzed in expectation', while in Text 2 the writer says 'positions were taken seriously'</li><li>• both games appear to feature football teams from Manchester: in Text 1 it is 'Manchester City', while in Text 2 it is 'Manchester United'</li><li>• the ball is at the centre of the game in both texts: in Text 1 the writer says 'All eyes followed the ball', and in Text 2 the ball is described as 'a magnet, exerting the strongest pull on the players nearest to it'</li></ul>

# Paper 2 Q5 – MS

Level	Mark	AO1 descriptor Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"><li>• Insufficient (less than three) or sufficient (three) but repetitive selection of similarities.</li><li>• Limited synthesis of evidence from different texts.</li><li>• Limited use of textual evidence to support synthesis.</li></ul>
Level 2	3–4	<ul style="list-style-type: none"><li>• Sufficient (three) and mostly distinct selection of similarities.</li><li>• Clear synthesis of evidence from different texts.</li><li>• Valid selection of textual evidence to support synthesis, but not fully developed and there may be an imbalance.</li></ul>
Level 3	5–6	<ul style="list-style-type: none"><li>• Sufficient (three) and fully distinct selection of similarities.</li><li>• Precise synthesis of evidence from different texts.</li><li>• Appropriate and relevant textual selection of evidence to support synthesis.</li></ul>

## Additional guidance

The descriptors in bullet point one refer to the number of similarities selected by candidates (in/sufficient) and the extent to which these are distinct (repetitive, mostly distinct, fully distinct). The descriptors in bullet two refer to the relative quality of the synthesis undertaken by the candidate (limited, clear, precise).

# Marking exercise 3 – Scripts 5 and 6

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 5 and 6 (pp.15–17)**.
- Read through the scripts using the **MS (pp.18–19)** 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 similarities, though not very distinct. The use of textual references moved this response into Level 2.

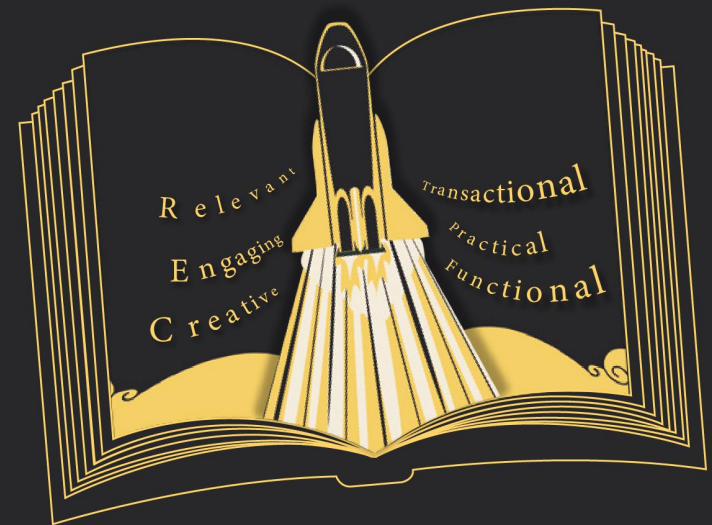
**Level 2 – 3 marks**

## **Script 6**

A secure Level 3 with 3 distinct similarities with textual reference.

**Level 3 – 6 marks**

# AO3 – Comparison – Q6



## 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.

# Paper 2 Q6

**6** Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

# Paper 2 Q6 – Indicative Content

6	<p><b>AO3 (16 marks)</b></p> <p><b>Candidates must draw on BOTH texts to access marks.</b></p> <p>Reward responses that compare how each writer presents ideas and perspectives about people who are part of a team. Candidates may have compared the following:</p> <ul style="list-style-type: none"><li>• the differences between the people in the team</li><li>• how individuals approach being part of a team</li><li>• how the thoughts and feelings of the team members are presented</li><li>• the different ways people respond to challenges</li><li>• how experiences differ through the texts.</li></ul> <p><b>Responses may include the following similarities between the ideas and perspectives of the writers and how they are conveyed:</b></p> <ul style="list-style-type: none"><li>• both texts mention players in two different teams and show their passion in their sport: in Text 1 the writer says 'My gut fizzed in expectation', and in Text 2 it is noted that 'Both teams playing as units, and positions were taken seriously'</li><li>• both texts demonstrate that potentially at least one player within the team feels that there is no point in playing: in Text 1 the writer says 'Way down in fifth place, Manchester City had nothing to play for', and in Text 2 "I couldn't save that, Sir ... What for, Sir, when I knew I couldn't save it?"</li><li>• both texts suggest that a win for the whole team is important, as in Text 1 the writer says 'We were one point away from winning the league' and in Text 2 the game is described as a 'vital fifth-round cup-tie' and Mr Sugden says "We're playing this game to win you know, lad"</li><li>• both texts indicate people who want to 'make their mark' as part of the team: in Text 1 the writer says 'I would score, I would win, and I would lift the trophy', and in Text 2 it is Mr Sugden, even though he is the teacher - 'Sugden heard him, looked at him, then kicked the ball hard along the ground towards him'</li></ul>
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# Paper 2 Q6 – Mark Scheme

Level 1	1–3	<ul style="list-style-type: none"><li>• Comparison between the texts is limited.</li><li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li><li>• The use of references from texts is limited.</li></ul>
Level 2	4–6	<ul style="list-style-type: none"><li>• The response considers obvious comparisons between the texts.</li><li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li><li>• The selection of references across both texts is valid, but not developed.</li></ul>
Level 3	7–10	<ul style="list-style-type: none"><li>• The response considers a range of comparisons between the texts.</li><li>• Explanation of writers' ideas and perspectives including theme, language and/or structure.</li><li>• The selection of references across both texts is appropriate and relevant to the points being made.</li></ul>
Level 4	11–13	<ul style="list-style-type: none"><li>• The response considers a wide range of comparisons between the texts.</li><li>• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li><li>• References are balanced across both texts and fully support the points being made.</li></ul>
Level 5	14–16	<ul style="list-style-type: none"><li>• The response considers a varied and comprehensive range of comparisons between the texts.</li><li>• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li><li>• References are balanced across both texts, they are discriminating, and clarify the points being made.</li></ul>

# Marking exercise 4 – Scripts 7 and 8

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 7 and 8 (pp.20–25)**.
- Read through the 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 response offers a range of comparisons, mostly with textual reference, though this is not secure. Although it offers explanation, this is also not secure.

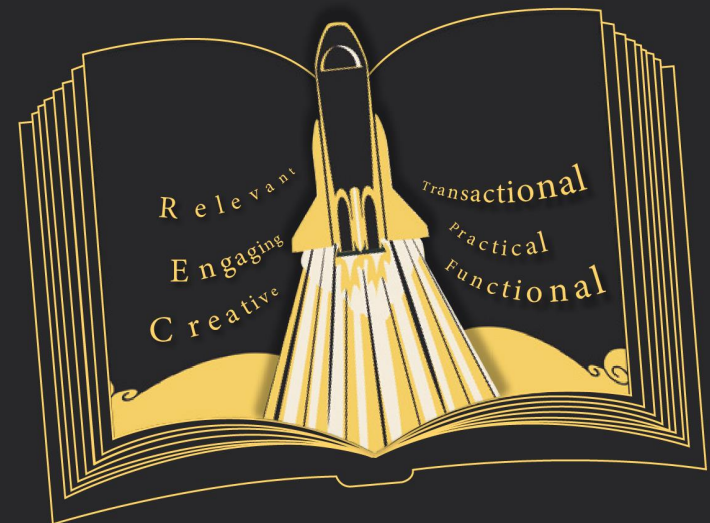
**Level 3 – 8 marks**

## **Script 8**

This response is a secure Level 4 with a range of comparisons, exploration through perspectives with a balanced range of textual references for support.

**Level 4 – 13 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 2 Q7 and Q8 – Imaginative writing

## **EITHER**

**\*7** Write an imaginative piece that starts with the line:

‘We had a very clear plan – what could go wrong?’

*\*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 about a time when you, or someone you know, watched an exciting event.

Your response could be real or imagined.

You **may** wish to base your response on one of the images on page 15 or use any ideas of your own.

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

**(Total for Question 8 = 40 marks)**

# Paper 2 Q7 and Q8 – mark scheme – AO5

	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>Limited ability to communicate clearly, effectively, and imaginatively.</li> <li>Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register.</li> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>Some ability to communicate clearly, effectively, and imaginatively.</li> <li>Shows an awareness of audience and purpose, with straightforward use of tone, style and register.</li> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>Clear ability to communicate clearly, effectively, and imaginatively.</li> <li>Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.</li> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>Secure ability to communicate clearly, effectively, and imaginatively.</li> <li>Organises material for particular effect, with effective use of tone, style and register.</li> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>Sophisticated ability to communicate clearly, effectively, and imaginatively.</li> <li>Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.</li> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

# Paper 2 Q7 and Q8 – mark scheme – AO6

	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Uses basic vocabulary, often misspelled.</li> <li>• Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> <li>• Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.</li> </ul>
Level 2	5–7	<ul style="list-style-type: none"> <li>• Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>• Uses punctuation with control, creating a range of sentence structures, including coordination and subordination.</li> <li>• Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.</li> </ul>
Level 3	8–10	<ul style="list-style-type: none"> <li>• Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>• Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect.</li> <li>• Sound ability to write for clarity, purpose and effect.</li> </ul>
Level 4	11–13	<ul style="list-style-type: none"> <li>• Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>• Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> <li>• Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.</li> </ul>
Level 5	14–16	<ul style="list-style-type: none"> <li>• Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>• Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> <li>• Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.</li> </ul>



# Marking exercise 5 – Scripts 9 and 10

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 9 and 10 (pp.28–33)**.
- Read through the 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** – This response meets most of Level 2 but does not use paragraphs.

**AO6** – This meets all the bullet points for Level 2, although spelling and sentences are not always secure.

**AO5: Level 2 – 8 marks; AO6: Level 2 – 6 marks**

**TOTAL – 14 marks**

## Script 10

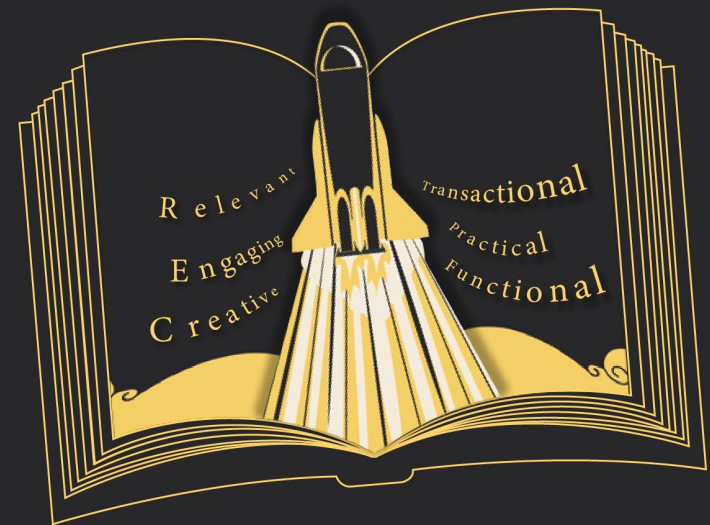
**AO5** – This response demonstrates a secure ability to communicate clearly, effectively and imaginatively. It manages the ideas cohesively and deliberately across the text. It also attempts to organise for effect and while not consistent, does use an effective tone and register.

**AO6** – A response in the middle of Level 4, using a range of punctuation, vocabulary and sentence structures for effect. However, some slips in both spelling and grammatical control hold it back from the top of the level.

**AO5: Level 4 – 18 marks; AO6: Level 4 – 12 marks**

**TOTAL – 30 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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# Subject Advisor contact details

Clare Haviland

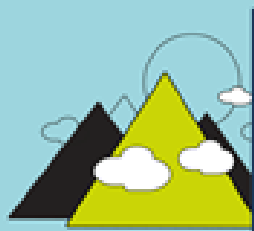
Pronouns: She, her, hers

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