



**For teaching from 2010
For awards from 2012 (first examination 2011)**

GCSE ENGLISH LANGUAGE

SPECIMEN ASSESSMENT MATERIALS

Contents

	Page
Question Papers	
English Language Unit 1 (Reading) (H.T.)	5
English Language Unit 2 (Writing) (H.T.)	9
English Language Unit 1 (Reading) (F.T.)	11
English Language Unit 2 (Writing) (F.T.)	17
Mark Schemes	
English Language Unit 1 (Reading) (H.T.)	19
English Language Unit 2 (Writing) (H.T.)	25
English Language Unit 1 (Reading) (F.T.)	35
English Language Unit 2 (Writing) (F.T.)	41
Assessment grid	51



GCSE

**ENGLISH LANGUAGE
HIGHER TIER**

UNIT 1: STUDYING WRITTEN LANGUAGE

SPECIMEN PAPER

1 hour

ADDITIONAL MATERIALS

Resource Material.

A 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **all** questions.

Write your answers in the separate answer book provided.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

Answer **all** the following questions.

The essay on the opposite page was written by Lucy Jones and appeared on the internet.

*The **Resource Material** is a newspaper article entitled "Back to the Chain Gang" written by Dermot Purgavie.*

Look at the internet article by Lucy Jones ("The Land Where Killers Are Free To Go Hunting") on the opposite page.

1. According to this article, why are there no closed prisons in Greenland? [10]
2. How does Lucy Jones try to make her internet article interesting for her readers? [10]

Think about:

- what she says;
- how she says it;
- the use of headlines and pictures;
- the use of internet features

Now look at the newspaper article in the separate Resource Material.

3. How does Florence Federal Prison make it difficult for prisoners to escape or cause trouble? [10]

To answer the next question you will need to look at both texts.

4. Compare and contrast what Lucy Jones and Dermot Purgavie say about the treatment of dangerous criminals. [10]

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Land where killers are free to go hunting

The traditional Inuit belief that criminals should not be imprisoned lives on in Greenland

Lucy Jones in Nuuk, Greenland
Article History

Imprisonment has never been used in Greenland, the world's largest island. This self-governing colony of Denmark has a population of 56,000 of whom 80% are Inuit. The traditional Inuit belief that criminals should not be imprisoned lives on, and there are no closed prisons. Greenland has a police force, magistrates' courts, and three 'correctional institutions', but only those considered a 'danger to society' are sent to a closed prison in Denmark.

Traditionally, villains were rarely pushed out of the Inuit community. Living in one of the world's harshest habitats, these hunters needed everyone, including criminals, to ensure survival.

'During the reindeer season we take the convicts out hunting – even the murderers,' said Torben Thruue, head of the correctional institution in the town of Nuuk. 'Obviously we don't take the mentally unstable,' he said. 'They get to go fishing instead.'

The centre has 54 inmates, whose offences include sex crimes, murder and drug-dealing, but they also hold down jobs, often attending to business on mobile telephones. Convicted rapists and murderers are free to walk the streets of Nuuk, visit friends and family – even go to a bar. They can buy clothes, television sets, hi-fis and coffee machines for their cells.

'We don't believe in punishment,' said Mille Pederson, a magistrate in Nuuk. 'We achieve more by trying to re-socialise people. Locking someone up for ten years isn't going to help them or make them a better person.'

However, the convicts at the Nuuk correctional institution said they felt they were more restricted than those in closed prisons. They are locked in their cells between 9.30 p.m. and 6.30 a.m. They have to pay the centre £63 a week for food and accommodation, and send money to their families. Counselling is compulsory.

'It is very hard to be here,' said Abel Lennect, a multiple murderer. 'They write reports on me all the time. I have to ask permission to do things.'

Hans Jensen, a drug smuggler, has doubts about the system. He was caught with 30 kg of hashish in his boat off the coast of Greenland, but he says he would be prepared to smuggle again.


However, fewer than 1% of criminals in Greenland re-offend. Very few try to escape, as there are no roads connecting towns.

'Closed prisons are simply factories for new criminals. This system makes it possible for people to change their lives and return to society. It might be an unusual system to have murderers and rapists living among us – but the criminals and society accept it,' said Yoan Meyer, the chief constable of Greenland.

[Click here to go to Nuuk Correctional Institution website](#)

What do you think?
[Click here](#) to tell us.

News report on Greenland prisons



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Back to the chain gang

New tough regimes
offer no hope to
America's most deadly
prisoners



from DERMOT PURGAVIE
IN COLORADO

Beyond the sleek, mirror-glass guard towers and the coils of razor wire glinting around the perimeter, the Rocky Mountains are already glazed with snow, but soothing views are not part of the programme.

Inside each cell, the window is positioned so all you can see is sky. That's the good part. The bed is a slab of concrete. Meals come through a slot in the steel door. The whole place smells of fresh paint and hopelessness.

Welcome to Florence Federal Prison, the new showpiece of America's booming penal system. Built at a cost of £40 million, it offers trendsetting advances in the evolution of the dungeon and redefines the concept of hard time.

It's typical of the trend in America towards tougher and tougher prisons and prison regimes, which in some states now include old-fashioned chain gangs. Florence makes Britain's maximum security prisons look like holiday camps.

Those unfortunate enough to qualify for a place at Florence had better get used to cheerlessness. They will get out of their cells for just one hour a day and then only in handcuffs and leg irons and escorted by three guards armed with yard-long prods known as 'rib-spreaders'.

As my footsteps echoed along the corridors, the thought occurred that not even Mike Tyson would cause trouble here. The chances of inmates indulging in the antics the British have become used to – plotting escapes with mobile phones, running businesses from their cells and planning every type of crime – are next to zero.



The old-fashioned chain gang (above) and solitary confinement cell endured by Mike Tyson at Marion Federal Penitentiary (left) are the new regimes awaiting America's worst.

When it opens next month this will be the toughest prison in America, designed for the nation's most dangerous convicts. It's in Colorado but once inside you're nowhere.

Florence is a glimpse of the future and an expression of the anger and fear of a crime-ridden society. America has been locking up criminals with such enthusiasm that it needs 200 new cells every day. The expense is staggering; it costs much more to send someone to prison than to university and it has been calculated that at the present rate of imprisonment – already five times higher than in Europe – there will be more Americans in jail than out by 2053.

The convict population of 1.4 million is certain to grow even more under stern laws that impose longer sentences and restrict parole. As the prison system expands, public hostility to the idea of cosy jails has so far encouraged 36 states to adopt unforgiving methods for their most troublesome prisoners.

This approach was first developed at Marion prison in California, as a reaction to a prison riot in 1983 in which two guards and an inmate were murdered. Marion became the first American prison to operate 'lockdown' – a system that imposed virtual solitary confinement on hard-case criminals such as the violent, the disruptive and the escape-prone.

Marion is being replaced by Florence, which will inherit its tough prisoners and its dark distinction as the worst place in the prison universe. Florence is meant to inspire fear and deter criminals from causing trouble. The prisoners will have to endure three years of rugged isolation, without incident, to gain release to a gentler prison. They are confined alone for 23 hours a day of relentless tedium. There is no recreation, no socialising, no

work, no communal meals. The potential for trouble is reduced by severely limiting prisoners' movement.

The locked-in life is self-contained. Each cell has a shower and a lavatory, and food is delivered through the door on heated trays from airline-style trolleys. The accommodation is basic, with bed, desk, bookcase and stool made from vandal-proof, reinforced concrete, anchored to the floor. Matches and lighters are banned. An electric device gives smokers a light when they push cigarettes through a hole in the wall.

Florence believes in sensory deprivation. Cells are built on a staggered system to prevent eye contact between prisoners. A steel door thwarts conversation. Perhaps cruellest of all, the TV is in black and white and shows only religious and educational programmes. Prisoners get one ten-minute phone call a month. No visits are allowed.

While the trend towards hard time has much public support, it also has its critics. Some are against it because they say crime prevention and rehabilitation are being neglected in favour of a flashy, get-tough policy which will simply harden criminals. Others oppose it simply because it is inhumane and criminals still commit crimes.

Marion was the first American prison to be accused of human rights' abuses by Amnesty International. 'Marion,' says a spokesman for Amnesty, 'was an experiment to see how much a prisoner can take before he breaks, to see how far they can dehumanise somebody before they lose their sanity. We've seen the horrors and brutality. It's quite likely that Florence will be the worst prison the nation has ever seen.'

[Adapted from the Daily Mail]



GCSE

**ENGLISH LANGUAGE
HIGHER TIER**

UNIT 2: USING WRITTEN LANGUAGE

SPECIMEN PAPER

1 hour

ADDITIONAL MATERIALS

A 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **all** questions.

Write your answers in the separate answer book provided.

You are advised to spend your time as follows:

Q.1 – about 30 minutes

Q.2 – about 30 minutes

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

Answer Question 1 and Question 2.

In this section you will be assessed for your writing skills, including the presentation of your work. Take special care with handwriting, spelling and punctuation.

Think about the purpose, audience and, where appropriate, the format for your writing.

A guide to the amount you should write is given at the end of each question.

1. A company that runs play-schemes for children in the 3-10 age range is looking to recruit part-time staff for the school summer holidays.

You decide to apply.

Write your letter of application. [20]

The quality of your writing is more important than its length. You should write about one to two pages in your answer book.

2. You have to give a talk to your class with the title 'Mobile Phones: a blessing or a curse?'

Write what you would say. [20]

The quality of your writing is more important than its length. You should write about one to two pages in your answer book.



GCSE

**ENGLISH LANGUAGE
FOUNDATION TIER**

UNIT 1: STUDYING WRITTEN LANGUAGE

SPECIMEN PAPER

1 hour

ADDITIONAL MATERIALS

A 12 page answer book.

Resource Material.

INSTRUCTIONS TO CANDIDATES

Answer **all** questions.

Write your answers in the separate answer book provided.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

Answer **all** the following questions.

The Resource Material is from a website brochure produced by Astley Woods, a company which runs activity holidays.

The article opposite, 'Astley Woods – holiday review', appeared on the internet.

Look at the Astley Woods website brochure in the separate Resource Material.

1. List **ten** outdoor activities mentioned in the brochure that are available at Astley Woods. [10]
2. How does the website brochure try to persuade readers that an Astley Woods holiday is good for both children and parents? [10]

Now look at the article 'Astley Woods – holiday review' on the opposite page.

3. What are the writer's thoughts and feelings about an Astley Woods holiday?

You should include:

- what he liked;
- what he did not like;
- his overall impression. [10]

You should now use details and information from both texts to answer the following question:

4. Both of these texts are about Astley Woods. Compare and contrast them, using the following headings:
 - the accommodation at Astley Woods;
 - the restaurants at Astley Woods;
 - the Astley Woods settings. [10]

Astley Woods – holiday review

The appeal of Astley Woods is that it is 'in the wild'. Actually, their sites are pretty much in the middle of nowhere, though this is sold as an attraction because you can 'get away from it all'. To be fair, the site we visited was set in glorious woodland with lots of nature trails and plenty of wildlife to try and spot.

There are a number of choices in accommodation to suit your budget. At the bottom of the price range is the 'Wychwood Forest' chalet, up to the most expensive 'New Forest' chalets that have things like a DVD in the cabin, private parking, and their own hot tub. The chalets are not the most attractive wooden buildings, but ours was clean and homely, although I heard one visitor complain that her chalet had a fusty smell and had dirty marks on the walls and doors. On arrival one of the first things I recommend is getting down to the Woods Market, which is a reasonably priced, well-stocked shop that sells freshly baked goods and the range of food that you're likely to find in small supermarkets.

One of the problems with Astley Woods is that it can get quite expensive, depending on what you want to do. It's true that it can be a relatively cheap week if you're happy just going to the pool, walking round the site and eating in. However, if you want to try your hand at the kinds of activities that are on offer, they do not come cheap. For example, quad biking was £35 for an hour and massages were £30 for 30 minutes. Activities I would recommend are the horse riding lessons and the archery, which I really enjoyed, but it's advisable to book activities in advance, because the popular ones get booked up very quickly.

There's lots to do and many of the activities are suitable for children or those with families. You can also hire bikes, and it was good to be able to cycle all around the site and on the nature trails, though I thought £22 each for a bike (Mon-Fri) was very expensive. Another problem was that the bikes all looked similar so do try to remember where you park – one day I spent half an hour looking round trying to find my bike.


One annoying thing for me about the two Astley Woods centres I visited was that they seemed to be constantly under construction. I imagine this is kept to a minimum in peak season but as a visitor going in the cheap season I found various problems such as roads in the centre closed off, and for two days the pool was shut down for maintenance.

The restaurants have varied menus and plenty of choices, but they are all quite expensive. One of the complaints I heard from visitors was that the restaurants often seemed to be under-staffed, and there were grumbles about slow service.

So is it worth it? Well, if you love swimming and hanging about a pool I suppose it is pretty good. Walking or cycling round the park is nice except for all the noisy people which doesn't quite match the tranquil image presented in the Astley Woods brochure. Overall, it is probably worth going to one of the centres for a few days away if you have never been before, and it's good if you have children and are willing to pay – quite a lot – for some of the extra things on offer. Having done it once though, I'm not sure I'd go back.

http://www.astleywoods.co.uk/childrens-holidays.jsp

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Discover Astley Woods
Locations
Things to do
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My booking



Search & Book Now
Late Availability Breaks
View Photo Gallery

'Action Plus' Holidays
Why choose an Astley Woods 'Action Plus' Holiday? Maybe you want a holiday that pushes you to the limit. Or you have children who enjoy trying their hand at new, exciting activities. An 'Action Plus' holiday delivers excitement and challenge for all. But if you would rather enjoy more gentle pursuits in locations of wonderful natural beauty, Astley Woods holiday centres can offer that too. Enjoy the breeze when you sail across the lake, or join one of our woodland walks with our friendly Tracker Guides. And if you are looking for more challenge, you could always try the Log Swing, the High Tree Trek or the Zip Wire Challenge. Whatever you want from a holiday, Astley Woods works tirelessly to offer 'Action Plus' holidays that will leave you with the warm glow of personal achievement and of time well spent in beautiful natural surroundings.

Astley Woods also provides superb accommodation for your holiday. We offer our standard 'Wychwood Forest' chalets for guests who simply want to enjoy the huge range of facilities available at our sites. For guests who want to be pampered, we offer our 'New Forest' chalets which are exclusively designed and stylishly furnished to the highest standards, and include en-suite bathrooms and saunas.

Children's 'Action Plus' Holidays
At Astley Woods we know that children learn best while they're having fun. That's why we have created a fantastic range of activities for children in every age group, and all of them are run by expert, qualified staff. You can watch your children taking part in new activities, making new friends and learning new skills – and you are welcome to join in as much, or as little, as you'd like to. Or you can have some well-earned time to yourself, knowing that your children are in the safe, dependable hands of our staff.

Activity Holidays
Outdoor Activity Holidays
Scuba Diving Holidays
Watersports Holidays
Spa Holidays
Fitness Holidays
UK Holidays
Forest Holidays

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Black Mountains
Thetford Forest
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Astley Woods Family Holidays

With their location, in 300 acres of unspoilt natural forest, the Astley Woods holiday centres offer a great choice of outdoor activities for all the family and for groups of all ages. We have something for everyone: from horse-riding to archery and from bird-watching to canoeing. Our instructors are all highly qualified and will help build your confidence and skill, whether you're an expert or beginner, ensuring your enjoyment whatever activity you choose. We know that after a day spent exploring, playing or just relaxing, you'll want to enjoy a family meal together. We offer a range of superb restaurants and bistros where you can do just that, re-living the experiences of the day in a relaxed atmosphere. Each of our centres has a variety of themed restaurants, and with menus from every continent, we're sure that you'll feel spoilt for choice.

Memories to hold forever

Can you remember your own family holidays as a child: carefree, full of fun and memories that last forever? Let us help to create those experiences for all the family. The stunning forest locations and the magic of nature become the backdrop for family memories that will last a lifetime. A Children's 'Action Plus' holiday will give all the family the opportunity to spend precious time together, as well as offering your children a range of supervised activities that will mean they'll never get bored the whole time they're with us. We also make sure that whilst they are enjoying themselves, you can have time for yourself, either to make the most of the facilities on offer, or to just relax in the delightful surroundings. Whether it's inside or outdoors, your children will have plenty of activities to choose from. Outside, they can enjoy the soccer schools, abseiling and paintballing, whilst inside there are activities like fashion-design, movie-making and DJing. Every age and interest is catered for and because our emphasis is firmly on safety and on fun, you can be sure that you can relax when they are letting off steam. There's so much more to keep them entertained at Astley Woods holiday centres than they could ever manage to do in just a single visit, so they're sure to pester you for another visit. We hope you'll share their wish to return again and again.

Quick Availability Search
How long would you like to stay? (Minimum 4 nights)
Start Date: Nov 2008 | 8 Star
Choose your location: Search Village
How many people will be staying?
Adult: 2 | Infant: 0 | Child: 0 | Child: 0 | Child: 0
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Children's Activities

There's a host of activities for kids of all ages to enjoy, from Falconry and Junior Quads to our Soccer Academy

Children's Activities

New Activity - Cable Water Ski

Thetford Forest's new Cable Water Ski activity is a thrilling way to try waterskiing, wakeboarding or kneeboarding

Find out more

Cycle Centre

Enjoy a quiet family bike ride in our car free forest environment

Find out more

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- Activity Holidays UK
- Short Breaks UK
- Weekend Breaks UK
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GCSE

**ENGLISH LANGUAGE
FOUNDATION TIER**

UNIT 2: USING WRITTEN LANGUAGE

SPECIMEN PAPER

1 hour

ADDITIONAL MATERIALS

A 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **all** questions.

Write your answers in the separate answer book provided.

You are advised to spend your time as follows:

Q.1 – about 30 minutes

Q.2 – about 30 minutes

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

Answer Question 1 and Question 2.

In this section you will be assessed for your writing skills, including the presentation of your work. Take special care with handwriting, spelling, punctuation and layout.

Think about the purpose, audience and, where appropriate, the format for your writing.

A guide to the amount you should write is given at the end of each question.

1. The notice below has been put up on your school/college notice board.

Active Breaks – Staff wanted

Active Breaks is a company that runs play-schemes for children in the 3 – 10 age range, and we're looking to recruit extra part-time staff for the school summer holidays.

We are looking for people who:

- work well with children in this age range
- can work as part of a team
- can carry out a variety of tasks

If you are interested, please send your letter of application to:

Active Breaks – Recruitment
Tower House
Chester Road
Surrey
GU7 4LY

You decide to apply for one of the jobs available.

Write your letter of application. [20]

The quality of your writing is more important than its length. You should write about one to two pages in your answer book.

2. Your school or college has agreed to raise money for a charity.

You have been given the opportunity to give a talk to your fellow students to persuade them to agree to raise money for the charity of your choice.

Write what you will say to them, explaining why your choice of charity is a good one, and giving suggestions about the fund-raising events that could be held. [20]

Remember to give:

- information about the charity;
- why it is a good cause to support;
- what activities could be held to raise money.

The quality of your writing is more important than its length. You should write about one to two pages in your answer book.



GCSE ENGLISH LANGUAGE UNIT 1
STUDYING WRITTEN LANGUAGE

HIGHER TIER

MARKING GUIDELINES

General

The mark scheme is not intended to put a barrier between candidates' responses and *your* responses to *their* responses. The success of the marking will depend on your sensitive reading of texts and your professional judgement of candidates' answers. The mark scheme offers some examples and tentative suggestions but does **not** provide a set of correct responses. It usually points to levels of achievement expected.

The paper (one hopes) will allow all candidates who have been properly entered for this examination to show what they know, understand and can do. What follows are only best guesses about how the paper will work out, and are subject to revision after we have looked at as many scripts as possible before and during the Conference.

Q.1 According to this article, why are there no closed prisons in Greenland? [10]

This question tests reading and understanding text, selecting material appropriate to purpose and interpreting writers' ideas and perspectives.

0 marks: nothing attempted or fails to engage with the question and/or the text.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning.

Give 5-7 marks, according to quality, to those who select a range of valid points. Better answers should have a clear focus on the question and a sense of coherence.

Give 8-10 marks, according to quality, to those who select and explain a range of valid points. These answers should be thorough and coherent with some depth of understanding and overview.

Some points that candidates may select:

- imprisonment never has been used/it is not a traditional form of punishment
- the Inuit do not believe in imprisonment as a matter of principle
- the really dangerous can be sent to Denmark
- it is a tradition to keep criminals within society rather than 'push them out'
- the environment is harsh and they need everyone to ensure survival
- according to Mille Pederson, the people do not believe in punishment
- they prefer rehabilitation and 're-socialising' criminals
- they do not believe that locking people up does any good
- Yoan Meyer says prisons are just factories for new criminals
- very few try to escape from the 'correctional institutions'
- the alternative to closed prisons is accepted by society and criminals
- their alternative works for them/very few re-offend

Reward valid alternatives.

Q.2 How does Lucy Jones try to make her internet article interesting for her readers? [10]

Think about:

- **what she says;**
- **how she says it;**
- **the use of headlines and pictures;**
- **the use of internet features.**

This question tests reading and understanding text, and selecting material appropriate to purpose. It also tests how writers use linguistic, grammatical, structural and presentational features to achieve effects, to engage readers, and to influence the reader.

0 marks: nothing attempted or fails to engage with the question and/or the text.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings and techniques used to engage the reader, including presentational and website features.

Give 5-7 marks, according to quality, to those who make valid comments/inferences based on appropriate detail from the text. These answers should be addressing the issue of 'how', although they may rely on some spotting of key facts or quotations. Better answers will have a clear focus on techniques used to engage the reader, including exploration of the effect of presentational and website features.

Give 8-10 marks, according to quality, to those who explore the text in detail and make valid comments/inferences. These answers should combine specific detail with overview and be fully engaged with analysis of techniques used to engage the reader, including detailed exploration of the effect of presentational and website features.

Some points the candidates may explore:

what is said (facts, statistics, examples, quotations):

- she exploits the fascination with crime and punishment
- she refers to specific individuals
- she details unusual methods of dealing with criminals
- she gives details of prison life and punishment
- she highlights a totally different attitude to crime and punishment
- she uses quotations from prisoners, police and magistrates
- she use a lot of facts and statistics
- she includes both points of view

how it is said

- she uses irony and humour
- her language and tone are informative rather than emotive
- she uses 'personal experience'/a first hand account

headlines, pictures and internet features

- the headline is dramatic with its suggestion of a lack of punishment
- the pictures illustrate the treatment of prisoners
- the use of website features to illustrate and provide additional information. (e.g. link to prison website, video clip, opportunity to comment on story).

Reward valid alternatives.

Q.3 How does Florence Federal Prison make it difficult for prisoners to escape or cause trouble? [10]

This question tests reading and understanding text, and selecting material appropriate to purpose.

0 marks: nothing attempted or fails to engage with the question and/or the text.

Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings.

Give 5-7 marks, according to quality, to those who make valid comments/inferences based on appropriate detail from the text.

Give 8-10 marks, according to quality, to those who explore the text in detail and make valid comments/inferences. These answers should combine specific detail with overview.

Some points the candidates may explore:

the design

- maximum security
- guard towers and a perimeter fence of razor wire
- steel doors and windows in the ceiling
- furniture is fixed and made of concrete
- cells are self-contained
- the cells are designed to prevent eye-contact

the regime

- 23 hours of solitary confinement each day
- no communal meals or work or recreation
- no socialising or contact with other prisoners
- handcuffs and leg irons, when outside
- an escort of three armed guards
- limited outside contact (one phone call each month and no visitors)
- no matches or lighters

the location

- it is remote and inhospitable (in the Rocky Mountains)

psychology

- three years of no trouble leads to a gentler prison

Reward valid alternatives.

To answer the next question you will need to look at both texts.

Q.4 Compare and contrast what Lucy Jones and Dermot Purgavie say about the treatment of dangerous criminals. [10]

This question tests the ability to collate from different sources and make comparisons and cross-references. It also tests the ability to develop and sustain interpretations of writers' ideas and perspectives.

0 marks: nothing attempted or fails to engage with the question and/or the text.

Give 1 mark to those who make simple comments with occasional reference to the texts, or copy unselectively.

Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the texts and/or show awareness of more straightforward implicit meanings. Weaker answers could be a jumble of detail. Better answers should make some clear, if obvious, comparisons and contrasts.

Give 5-7 marks, according to quality, to those who make valid comments/inferences based on appropriate detail from the texts. Better answers will show the ability to cross-reference in an organised way.

Give 8-10 marks, according to quality, to those who make valid comments/inferences based on a thorough and organised selection of appropriate detail from the texts. These answers should be coherent and insightful, ranging confidently across both texts.

Some points that candidates may explore:

Lucy Jones:

- they are taken on hunting trips
- they still have jobs
- they attend to business using mobile telephones
- they can walk the streets
- they can visit friends and family
- they can even go to a bar
- they can buy luxuries for their cells (clothes, television, hi-fi, coffee machines)
- they have compulsory counselling
- they have to pay and send money to their families

Dermot Purgavie:

- they are confined in maximum security
- they have minimum contact with other people
- they get no visitors
- only one phone call a month
- no work
- no luxuries
- no attempt at rehabilitation

Reward valid alternatives.



**GCSE ENGLISH LANGUAGE UNIT 2
USING WRITTEN LANGUAGE**

HIGHER TIER

MARKING GUIDELINES

General

The mark scheme is not intended to put a barrier between candidates' responses and *your* responses to *their* responses. The success of the marking will depend on your sensitive and professional judgement of candidates' answers.

The paper (one hopes) will allow all candidates who have been properly entered for this examination to show what they can do. What follows are only best guesses about how the paper will work out, and are subject to revision after we have looked at as many scripts as possible before and during the Conference.

GRADE DESCRIPTORS

The following descriptors have to be applied using the notion of best-fit and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

N.B. This tier will lead to awards from Grades A* - D; the scale allows for performances which fall below this on occasion. The Grade C boundary represents half marks.

For each of questions 1 and 2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of questions 1 and 2 (out of 20) should be recorded in the right hand margin and the total (out of 40) ringed and then transferred to the front cover.

Q.1 Letter of application for a job.

[20]

An understanding of purpose, audience and format is particularly important in this type of writing. As the task is of a functional nature, an understanding of 'real life' uses of English is also important.

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1

1-3 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant content despite uneven coverage of the topic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- some attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2

4-6 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in content coverage and some reasons are given in support of opinions and ideas
- sequencing of ideas provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3

7-9 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in content coverage; appropriate reasons given in support of opinions/ ideas
- ideas are shaped into coherent arguments
- paragraphs are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4

10-13 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- content coverage is well-judged, detailed, and pertinent
- arguments are convincingly developed and supported by relevant detail
- ideas are selected and prioritised to construct sophisticated argument
- paragraphs are effectively varied in length and structure to control progression
- confident and sophisticated use of a range of stylistic devices adapted to purpose/audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1

1 mark

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2

2-3 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3

4-5 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4

6-7 marks

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a "best fit" procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a letter of application (for example, a suitably formal tone and offering convincing reasons why the writer is a suitable applicant)
- a clear and coherent approach (offering a range of skills and aptitudes suitable for the requirements of the job)
- a logical structure within which relevant information is conveyed effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to information offered (relevant details of previous part time work or offering names of people prepared to offer a reference)
- some development of ideas (perhaps showing evidence of specific skills, such as working with young children)
- positioning and establishing a relationship with the reader (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific and relevant examples used within a coherent approach to the topic)
- clear understanding of format

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the specific requirements for the job or showing a limited sense of audience)
- less secure control of structure (uncertain or random sequencing)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, *I would enjoy working with children* but giving no evidence why this would be the case)
- limited development of why the writer would be a strong candidate and a tendency to simple assertion (for example, *I like adventure activities so I would be good in this job*)
- very limited awareness of the reader (for example, offering details unrelated to the demands of the post applied for)
- a tendency for comments about personal strengths and qualities to stay at the level of the general and to lack specific examples
- limited understanding of the features of a letter of application

Q.2 Talk to class: 'Mobile Phones: a blessing or a curse?' [20]

An understanding of purpose and audience is particularly important in this type of writing. As the task is of a functional nature, an understanding of 'real life' uses of English is also important.

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 1-3 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant content despite uneven coverage of the topic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- some attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 4-6 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in content coverage and some reasons are given in support of opinions and ideas
- sequencing of ideas provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 7-9 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in content coverage; appropriate reasons given in support of opinions/ideas
- ideas are shaped into coherent arguments
- paragraphs are used consciously to structure the writing
- style is adapted to purpose/audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Band 4 10-13 marks

- shows sophisticated understanding of the purpose and format of the task
- shows sustained awareness of the reader / intended audience
- content coverage is well-judged, detailed, and pertinent
- arguments are convincingly developed and supported by relevant detail
- ideas are selected and prioritised to construct sophisticated argument
- paragraphs are effectively varied in length and structure to control progression
- confident and sophisticated use of a range of stylistic devices adapted to purpose /audience
- a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1

1 mark

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as 'and' or 'so'
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2

2-3 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3

4-5 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

Band 4

6-7 marks

- there is appropriate and effective variation of sentence structures
- there is a sophisticated use of simple, compound and complex sentences to achieve particular effects
- accurate punctuation is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
- virtually all spelling, including that of complex irregular words, is correct
- tense changes are used confidently and purposefully

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a "best fit" procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a talk (for example, a lively, opinionated or witty approach)
- a clear and coherent approach (perhaps looking in detail at one aspect of the topic or ranging more widely)
- a logical structure within which any argument is pursued effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps involving alternative views)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and clear sense of audience
- ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the requirement for a talk)
- less secure control of structure (uncertain or random sequencing/no clear sense of argument)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *everyone likes mobile phones*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *not having a mobile phone is ridiculous*)
- very limited awareness of the audience
- a tendency for comments to stay at the level of the 'general' and to lack specific examples



**GCSE ENGLISH LANGUAGE UNIT 1
STUDYING WRITTEN LANGUAGE**

FOUNDATION TIER

MARKING GUIDELINES

General

The mark scheme is not intended to put a barrier between candidates' responses and *your* responses to *their* responses. The success of the marking will depend on your sensitive reading of texts and your professional judgement of candidates' answers. The mark scheme offers some examples and tentative suggestions but does **not** provide a set of correct responses. It usually points to levels of achievement expected.

The paper (one hopes) will allow all candidates who have been properly entered for this examination to show what they know, understand and can do. What follows are only best guesses about how the paper will work out, and are subject to revision after we have looked at as many scripts as possible before and during the Conference.

Look at the Astley Woods website brochure in the separate Resources Material.

Q.1 List ten outdoor activities mentioned in the brochure that are available at Astley Woods.

[10]

This question tests reading and understanding text, and selecting material appropriate to purpose.

Award one mark for each point made, up to a maximum of 10:

- sailing
- guided walks
- Log Swing
- High Tree trek
- Zip Wire Challenge
- horse-riding
- archery
- bird-watching
- canoeing
- soccer school
- abseiling
- paintballing

Q.2 How does the website brochure try to persuade readers that an Astley Woods holiday is good for both children and parents? [10]

This question tests reading and understanding text, and selecting material appropriate to purpose. It also tests how writers use linguistic, grammatical, structural and presentational features.

0-1 mark - Question not attempted or candidates struggle to engage with the text and/or question.

Give 2-4 marks, according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.

Give 5-7 marks, according to quality, to those who say what is in the brochure or make simple comments/inferences with appropriate references to the text.

Give 8-10 marks, according to quality, to those who make valid comments based on appropriate detail from the text. These answers should be at least beginning to address the issue of 'how', although they may rely on some 'spotting and listing' of key words or quotations.

'How' is partly a matter of content and partly a matter of style

Some points that candidates may explore:

- photographs show families and children enjoying the wide range of activities;
- persuasive language: "excitement and challenge for all"; "memories to hold forever"; "the warm glow of personal achievement..."; "great choice of activities for all the family"; "stunning forest locations"; "something for everyone"; "family memories that will last a lifetime";
- Structural and internet features such as sub-headings for specific areas of focus, hyperlinks etc.
- direct address to parents

For children

- they can try "new, exciting activities"
- they can learn and have fun
- there's a "fantastic range of activities"
- every age group is catered for
- they will make new friends and learn new skills
- the range of activities means "they'll never get bored"

For parents

- the whole family can enjoy time together
- accommodation is 'superb' and caters for every budget
- there are "expert qualified staff"
- the settings are beautiful: "in locations of wonderful natural beauty"
- parents will be happy their children have lots to do/have fun/experience new things
- parents can be involved as much or as little as they want
- there is a wide range of 'superb' restaurants, with something for everyone
- but there is always time for yourself – you can "have time for yourself" / parents can "make the most of the facilities... or just relax in the delightful surroundings"
- children are in safe hands
- Astley Woods makes for memorable holidays

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

Now look at the article, 'Astley Woods – holiday review'.

Q.3 What are the writer's thoughts and feelings about an Astley Woods holiday? [10]

You should include:

- **what he liked;**
- **what he did not like;**
- **his overall impression.**

This question tests the ability to read and understand texts, and select material appropriate to purpose, and develop and sustain interpretation of writers' ideas and perspectives.

0-1 mark - Question not attempted or candidates struggle to engage with the text and/or question.

Give 2-4 marks according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.

Give 5-7 marks according to quality, to those who say what he did/didn't enjoy with appropriate references to the text (or select quotations with little/no comment: max 5)

Give 8-10 marks according to quality, to those who make use based on appropriate detail from the text to identify what he enjoyed and also begin to address the issue of 'how', although they may rely on some 'spotting and listing' of key words or quotations.

Some points candidates may explore:

What he liked about Astley Woods

- the site he went to was "in glorious woodland with lots of nature trails / wildlife to spot";
- his accommodation was clean and homely;
- the Woods Market is reasonably priced and the range of food available is OK;
- he liked the horse-riding and archery available;
- lots to do;
- you can hire bikes at the site;
- the restaurants have varied menus and plenty of choices.

What he did not like

- the chalets are not the most attractive wooden buildings/some complaints about them;
- it's an expensive holiday if you want to do some of the activities on offer;
- you have to book activities ahead to avoid disappointment;
- bike hire is expensive/it's easy to lose your bike because they're all similar;
- the two centres he visited had restrictions (the pool) and construction going on;
- restaurants were expensive and often seemed to be understaffed / service was slow;
- the site can be noisy.

Overall impression

- it can be an expensive holiday;
- but it is probably worth going if you've never been before;
- it's a good place to take children;
- he's not sure he would go back.

Reward valid alternatives. This is not a checklist and the question should be marked in levels of response.

You should now use details and information from both texts to answer the following question:

Q.4 Both of these texts are about Astley Woods. Compare and contrast them, using the following headings:

- the accommodation at Astley Woods;
- the restaurants at Astley Woods
- the Astley Woods settings

[10]

This question tests the ability to select material appropriate to purpose, to collate material from different sources and make comparisons and cross-references as appropriate.

0-1 mark: nothing attempted or fails to engage with the question and/or the text. Give 2-4 marks, according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.

Give 5-7 marks, according to quality, to those who make simple comments based on surface features of the texts and/or show awareness of more straightforward implicit meanings. Weaker answers could be a jumble of detail. Better answers should make some clear, if obvious, comparisons and contrasts.

Give 8-10 marks, according to quality, to those who make valid comments/inferences based on appropriate detail from the texts. Better answers will show the ability to cross-reference in an organised way.

Some points that candidates may explore:

Accommodation:

- both AW brochure and review write about two types of chalets – 'Wychwood Forest' and 'New Forest' types;
- in brochure the 'New Forest' chalet has en-suite bathroom and saunas;
- in holiday review, 'New Forest' chalets have DVD, private parking and hot tub;
- holiday review describes chalets as not very attractive – but clean and homely;
- but some people have complained about them – fusty smell/dirty marks.

Restaurants

- AW brochure describes restaurants as 'superb';
- and good places to enjoy a family meal at the end of the day;
- brochure and review say there are a range of restaurants/lots of choice;
- holiday review says they are expensive;
- there have been complaints about slow service / they are under-staffed.

The Astley Woods settings

- AW brochure describes the sites as being in locations of "wonderful, natural beauty";
- "located in 300 acres of unspoilt natural forest" / "stunning forest locations" / "delightful surroundings";
- holiday review describes the sites as being "in the middle of nowhere";
- but the site visited was "set in glorious woodland with lots of nature trails";

Reward answers which have clarity and coherence. Look for valid alternatives.



**GCSE ENGLISH LANGUAGE UNIT 2
USING WRITTEN LANGUAGE**

FOUNDATION TIER

MARKING GUIDELINES

General

The mark scheme is not intended to put a barrier between candidates' responses and *your* responses to *their* responses. The success of the marking will depend on your sensitive and professional judgement of candidates' answers.

The paper (one hopes) will allow all candidates who have been properly entered for this examination to show what they can do. What follows are only best guesses about how the paper will work out, and are subject to revision after we have looked at as many scripts as possible before and during the Conference.

GRADE DESCRIPTORS

The following descriptors have to be applied using the notion of best-fit and there is no intention to create a hierarchy of writing styles or content. The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition of approach, and examiners must be alert to individual interpretations and judge them on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short, will be self-penalising. Be prepared for the unexpected approach.

N.B. This tier will lead to awards from Grades C-G; the scale allows for performances which are above this on occasion. The Grade E boundary represents half marks.

For each of questions 1 and 2 you will be awarding two marks:

- content and organisation (13 marks)
- sentence structure, punctuation, spelling (7 marks)

These marks must be recorded at the end of each response in the body of the script, not in the margin. The total mark for each of questions 1 and 2 (out of 20) should be recorded in the right hand margin and the total (out of 40) ringed and then transferred to the front cover.

1. Letter of application for a job. [20]

An understanding of purpose, audience and format is particularly important in this type of writing. As the task is of a functional nature, an understanding of 'real life' uses of English is also important.

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1

1-6 marks

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant comment but analysis is basic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- limited attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2

7-9 marks

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in analysis / comment and some reasons are given in support of opinions and recommendations
- sequencing of details and comments provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3

10-13 marks

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in analysis / comment; appropriate reasons given in support of opinions/ ideas
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1 1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as and or so
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2 4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3 6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a "best fit" procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a letter of application (for example, a suitably formal tone and offering convincing reasons why the writer is a suitable applicant)
- a clear and coherent approach (offering a range of skills and aptitudes suitable for the requirements of the job)
- a logical structure within which relevant information is conveyed effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to information offered (relevant details of previous part time work or offering names of people prepared to offer a reference)
- some development of ideas (perhaps showing evidence of specific skills, such as working with young children)
- positioning and establishing a relationship with the reader (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific and relevant examples used within a coherent approach to the topic)
- clear understanding of format

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, ignoring the specific requirements for the job or showing a limited sense of audience)
- less secure control of structure (uncertain or random sequencing)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, *I would enjoy working with children* but giving no evidence why this would be the case)
- limited development of why the writer would be a strong candidate and a tendency to simple assertion (for example, *I like adventure activities so I would be good in this job*)
- very limited awareness of the reader (for example, offering details unrelated to the demands of the post applied for)
- a tendency for comments about personal strengths and qualities to stay at the level of the general and to lack specific examples
- limited understanding of the features of a letter of application

2. Talk to class: raising money for a charity [20]

An understanding of purpose and audience is particularly important in this type of writing. As the task is of a functional nature, an understanding of 'real life' uses of English is also important.

Content and organisation (13 marks)

0 marks: not worthy of credit

Band 1 **1-6 marks**

- basic awareness of the purpose and format of the task
- some awareness of the reader / intended audience
- some relevant comment but analysis is basic
- simple sequencing of ideas provides some coherence
- paragraphs may be used to show obvious divisions or group ideas into some order
- limited attempt to adapt style to purpose / audience (e.g. degree of formality)
- there is a limited range of vocabulary with little variation of word choice for meaning or effect

Band 2 **7-9 marks**

- shows awareness of the purpose and format of the task
- shows awareness of the reader / intended audience
- a sense of purpose shown in analysis / comment and some reasons are given in support of opinions and recommendations
- sequencing of details and comments provides coherence
- paragraphs are logically ordered and sequenced (e.g. topic sentences are supported by relevant detail)
- a clear attempt to adapt style to purpose / audience
- there is some range of vocabulary, occasionally selected to convey precise meaning or to create effect

Band 3 **10-13 marks**

- shows clear understanding of the purpose and format of the task
- shows clear awareness of the reader / intended audience
- clear sense of purpose shown in analysis / comment; appropriate reasons given in support of opinions/ ideas
- ideas are shaped into coherent arguments
- paragraphs or sections are used consciously to structure the writing
- style is adapted to purpose / audience
- there is a range of vocabulary selected to convey precise meaning or to create effect

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a "best fit" procedure, weaknesses in some areas being compensated by strengths in others.

Sentence structure, punctuation and spelling (7 marks)

0 marks: not worthy of credit

Band 1

1-3 marks

- sentences are mostly simple or compound
- compound sentences are linked or sequenced by conjunctions such as and or so
- punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
- the spelling of simple words is usually accurate
- control of tense and agreement is uneven

Band 2

4-5 marks

- sentences are varied and both compound and complex sentences are used
- there is use of some subordination to achieve clarity and economy
- some control of a range of punctuation, including the punctuation of direct speech
- the spelling of simple and polysyllabic words is usually accurate
- control of tense and agreement is generally secure

Band 3

6-7 marks

- a range of grammatical structures is used to vary the length and focus of sentences
- simple, compound and complex sentences are used to achieve particular effects
- a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetical commas
- most spelling, including that of irregular words, is usually correct
- control of tense and agreement is secure

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a "best fit" procedure, weaknesses in some areas being compensated by strengths in others.

Additional task-specific guidance

Good answers may include some of the following features:

- a sustained sense of register and purpose which meets the requirement for a talk (for example, a lively, opinionated or earnest approach)
- a clear and coherent approach (perhaps exploring a small number of reasons why the chosen charity is appropriate and offering a range of good suggestions for fund-raising)
- a logical structure within which relevant information is conveyed effectively and clearly
- an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- a range of appropriate and well-selected details to illustrate and give substance to suggestions, information and opinions (relevant use of facts/figures/anecdotes)
- some development of ideas and opinions (perhaps showing why the charity should particularly be appropriate for a school/college fund-raising appeal)
- positioning and establishing a relationship with the reader via devices such as asides, questions, humour, use of active or passive voice and other journalistic devices (clear sense of audience)
- ability to move from the general to the particular or vice-versa (specific and relevant examples used within a coherent approach to the topic)
- clear understanding of how a talk can be persuasive

Less successful answers may be characterised by some of the following features:

- uncertain sense of purpose and register (for example, failing to show why the charity would be an appropriate choice for students to support or showing limited sense of audience)
- less secure control of structure (uncertain or random sequencing)
- a tendency for details to be handled in isolation with limited sense of linking or cohesion (uneasy with connectives/subordination)
- details are thin or generalised with little sense of development (for example, a single sentence for each topic such as *It's a good charity so we should support it*)
- limited development of ideas/opinions and a tendency to simple assertion (for example, *I know it's a better charity to support than some of the others suggested*)
- very limited awareness of the reader (for example, little use of direct appeal, rhetorical questions etc)
- a tendency for comments to stay at the level of the general and to lack specific examples
- limited understanding of the features of a talk that needs to both inform and persuade.

ASSESSMENT GRID

GCSE English Language

		Assessment Objectives Raw Marks (Actual)				Paper Total Mark	Func elements
		AO1	AO2	AO3	AO4		
Unit 1				(20%)			
	Q1			10			✓
	Q2			10			✓
	Q3			10			✓
	Q4			10			✓
	Total Marks			40		40	
		AO1	AO2	AO3	AO4		
Unit 2					(20%)		
	Q1				20		✓
	Q2				20		✓
	Total Marks				40	40	
		AO1	AO2	AO3	AO4		
Unit 3				(15 %)	(15 %)		
	Task 1			40			
	Task 2				20		
	Task 3				20		
	Total Marks			40	40	80	
		AO1	AO2	AO3	AO4		
Unit 4		(20%)	(10%)				
	S and L	40					✓(13.33%)
	Lang study		20				
	Total Marks	40	20			60	