



Year 11
GCSE English Language
Route to Exam Success



Unit 1:
Understanding and producing non-fiction texts

Contents:

Page	
1	Assessment Objectives
2	What will I be asked to do in the exam? Which skills are assessed in Section A?
3-5	How do I answer the questions in Section A?
6	Language techniques and their effects
7-8	Example Section A answers
9-12	Mark Schemes for Section A
13-15	Assessment for Learning Sheets
16	Which skills are assessed in Section B?
17	Connectives and Punctuation
18	How do I answer the questions in Section B?
19	Example Questions for Section B
20	Example Plan for a Section B question
21-22	Example Section B answers from students
23-26	Mark Schemes for Section B

What are the assessment objectives?

AO3 Reading

- ~ Read and **understand** texts, selecting material appropriate to purpose, **collating** from different sources and making **comparisons** and **cross-reference** where appropriate.
- ~ **Explain** and **evaluate** how writers use **linguistic, grammatical, structural** and **presentational** features to achieve **effects** and **engage** and **influence** the reader, **supporting** comments with **detailed textual reference**.

AO4 Writing

- ~ Communicate **clearly, effectively** and **imaginatively**
- ~ Be able to **use** and **adapt forms**
- ~ Select **vocabulary** appropriate to **task** and **purpose** in ways that **engage** the reader
- ~ **Organise** information and ideas into **structured** and **sequenced** sentences, paragraphs and whole texts
- ~ Use a **variety** of **linguistic** and **structural** features to support **cohesion** and **coherence**
- ~ Use a **range** of **sentence structures** for **clarity, purpose** and **effect**
- ~ Accurate **punctuation** and **spelling**.

What will I be asked to do in the exam?

Section A: Reading: 1 hour and 15 minutes

There will be 5 questions in Section A. Available marks are shown in brackets.

Q1 a) will ask you to **identify** four **main points** from the article. [4]

Q1 b) will ask you to **identify main points** in an article and **explain** them. [4]

Q2 will ask you to explain what you learn about a key topic from the article in **detail**. [8]

Q3 will ask you to **analyse language features** in an article and **explain the effect** on the reader. [12]

Q4 will ask you to **compare** how two texts use **presentational features** for effect. [12]

Section B: Writing: 1 hour

There will be 2 questions in Section B: Available marks are shown in brackets.

Q1 will ask you to write to **inform, explain** or **describe** [16]

Q2 will ask you to write to **argue** or **persuade** [24]

Section A: Reading



Which skill is each question assessing?

Q1a) tests your ability to **retrieve** information and ideas from a text

Q1b) tests your ability to **understand** and **explain** information and ideas in a text.

Q2 tests your ability to **understand** and **explain** what you learn about a text in **detail**.

Q3 tests your ability to **identify** and **analyse** the effect of **language features** in a text.

Q4 tests your ability to **compare** the effect of **presentational features** in two texts.

How do I answer question 1a?

Question 1 is a simple task of retrieving information. All you need to do is identify four main points from the article and list them. There is no need to explain the points that you identify as you are marked for your ability to identify main points in a text.

For example:

List 4 things the article tells you about meerkats.

- 1) The meerkat is a type of mongoose.
- 2) They are 12 inches high when standing.
- 3) They live in packs.
- 4) They are sociable animals.

This is the easiest question so don't spend a long time on this. The questions get harder as the paper progresses!

How do I answer question 1b?

In Question 2 you need to identify approximately 3-4 points in the text but this time you are expected to explain your points. When you are explaining you are usually exploring the questions how? or why? You need to give clear evidence that you have understood the text so one point explained in detail is not enough. Try to identify points from across the text and use quotes to support. Structure your answer using PEA. Make sure that you make inferences (read between the lines) when exploring textual detail.

How do I answer question 2?

In Question 2 you need to explain what you learn in a text but this time you should identify 5-6 points and explain them in more depth. You need to show evidence that you have understood the text by selecting a range of points from across the article. As with question 1b) you should try to make inferences in your explanation and ensure that you use relevant quotes to support your points. Use PEA to structure your response and make sure that you interpret the text and make links/connections between ideas.

How do I answer question 3?

Question 3 requires one of the longest, most detailed answers as it is worth more marks – **make sure you have left enough time to answer this in full**. You should aim to write at least 5-6 PEA paragraphs where you identify a range of language features and comment on effects. You should also try and link this to how the techniques help the writer achieve their **purpose**, so make sure you know what this is.

A bank of language features and their effects can be found on page 6, but you will need to be able to apply this to **any** text.

How do I answer question 4?

For this question, you should aim to write 3-4 comparative paragraphs. Identify a range of presentational features in each text and explore how they are similar/different and evaluate their effectiveness. Again, you should explore the writer's purpose and consider if they have been successful. Be careful not to write about how any headline or image works (I.E 'It summarises what the article is about' or 'It shows you what the article is about), you must focus on the effect created by this particular headline or image. This means interpreting the meaning(s) of the headline and considering why those particular words have been selected. Equally, why has that particular image been chosen? Describe in detail what the picture shows and what information it gives the reader over and above what the text of the article tells them. If you are going to talk about bold font, explain why those particular words have been bolded (what is their significance?) do not say that it 'catches your eye'!

NOTE: This is the only question that requires you to analyse presentational features, if you do it for any other question on the paper you will not get any credit for it.

TIP: For top marks you should quote from the article to make clear links and connections with the image(s)

BANNED PHRASES: It makes it stand out' 'It makes it easier to read' 'It makes it easier to visualise' 'It makes you want to read on' 'It gets the point across' 'It catches your eye / attention'

TIP: Highlight your comparison skills by using **comparative connectives** and **cross-referencing**. For examples of comparative connectives see page 5.

TIP: Avoid bland sentences such as 'the two texts are similar but different', this tells us nothing of your ability to analyse presentational features and is a **waste of precious time!**

Example comparative paragraph structure:

P – Language feature 1 in text 1

E – Evidence from text 1

A – Analysis of effect of language feature 1 in text 1, link to purpose of text 1

Comparative connective

P – Language feature 1 in text 2

E – Evidence from text 2

A – Analysis of language feature 1 in text 2, link to purpose of text 2

Comparative Connectives:

For comparing similarities:	For contrasting differences:
Similarly... Likewise... Comparably... Equally... Analogously... In the same way... This can be compared with... This is conterminous with... This is synonymous with... This technique is also deployed in... This technique is also evident in... This is commensurate with...	This is different from... This is contrast with... This differs from... This can be distinguished from... This is opposed to... Alternatively... Contrastingly... Conversely... An opposition can be drawn...

Language Devices and Their Effects

Short sentences/paragraphs: Build tension and pace

Long sentences/paragraphs: Allow more depth and detail to be developed

Formal Language: Gives the text a more 'official' impression

Personal Pronouns: Build a personal connection with the audience

First Person: Gives a personal feel (and possibly credibility)

Second Person: Directly addresses or builds a relationship with the reader

Third Person: Makes a text seem impartial and objective

Emotive Language: Elicits particular emotions

Past Tense: Forces the reader to confront past events

Future Tense: Forces the reader to consider impending consequences

Present Tense: Creates a sense of urgency/immediacy

Imperative Verbs: Creates a commanding, authoritative tone

Rhetorical Question: Forces the reader to consider their own point of view

Figurative Language e.g. metaphor, simile, personification: Creates a vivid image, usually found in descriptive texts

Simple Vocabulary: Suggests easy access for a younger audience

Complex Vocab: Suggests the text is more suitable for an adult audience

Subject specific language/ terminology/ jargon: Lends the text credibility in its field and an exclusive tone

Slang/Colloquialisms: Establishes linguistic common ground with audience and/or suggests informality

Unconventional punctuation e.g. hyphens and ellipses: Suggests a broken line of thought and/or informality

Anecdotes: Make the reader feel that they are feeling the events described for themselves

Example Answers

The following are all real answers given by a student in a mock exam paper. See if you can use the mark schemes on pages (9 - 12) to assess these answers and set targets to help them improve.

Question 1a

List 4 activities you can do in New York.

- 1) Visit the Empire State Building
- 2) Take a walk in Central Park.
- 3) Watch a Broadway show.
- 4) Take the ferry to Staten Island.

Question 1b)

What do we learn about the ship Queen Mary 2 (QM2)?

Firstly the size of the ship is impressive; '113 feet longer than the original Queen Mary.' This suggests that it is the biggest and best cruise ship to travel on.

Furthermore there is a huge amount to do on it; '14 bars, 10 restaurants, 8 whirlpools..' The difference in these facilities implies it caters for everyone.

Lastly guests are able to communicate home; 'There's also a computer centre for guests...with WI-fi spots across the ship.' Not only is the QM2 up to date with technology, they make it accessible to everyone.

Question 2

How does Fernando Torres like to spend his free time?

Firstly we learn that he is sociable; 'we started arranging barbeques.' This suggests that when he first came to England he was keen to make friends. He is clearly confident.

Moreover he has a sense of humour; 'Yes snowing.' This signifies that he might miss the sun in Spain but he can make the most of the English weather.

Also Torres likes to shop; 'I enjoy shopping too,' this might suggest he is vain but the fact he can 'go when it's quiet' implies he is shy and just enjoys buying clothes rather than showing off.

Additionally Torres is a handyman; ‘ I discovered a new hobby; putting together furniture,’ which highlights his positive attitude (off the pitch) and that he likes a challenge.

Finally he is a family man; ‘One of my favourite moments each day...is the evening stroll with my wife Ollala and our two dogs.’ This illustrates his love for her but also that he likes to be outdoors and on the go.

Question 3

How does the writer use language:

- **To describe**
- **To show the child’s point of view**

Firstly the writer uses emotive language to engage the reader’s sympathy, ‘she stopped, wonder filling her eyes.’ The metaphor suggests the girl’s innocence and the reader may wish to help her or others like her.

Also the attention to detail is effective in manipulating the reader, ‘ the pile where her brother had once fallen down,’ allows the reader to picture the difficulty she is in and feel sorry for her.

Similarly, the alliteration of ‘worms wriggling in it,’ emphasises the unpleasant conditions of the people and the reader is persuaded to donate.

Lastly the exaggeration of ‘enormous task,’ indicates how important and necessary the WaterAid foundation is for people with dirty water.

Firstly by using the child ‘Honorin skirted around the pile of stones’ it makes the advert seem more personal and people will feel they are helping individual people.

Furthermore, the fact that she is a young girl, ‘she thought that was nice,’ emphasises her innocence and makes her seem vulnerable – people want to help her more.

Equally her ambition ‘to be a teacher’ makes her appear strong and clever and the reader might wish to help her fulfil that dream.

Finally the alliteration ‘faraway field’ emphasises how much she has to do and could once again create sympathy with the reader and encourage them to donate.

Question 4

Choose two of the sources and compare the way that both texts use presentational features for effect.

Remember:

- **To write about the way the sources are presented.**
- **To compare how they look.**

I have chosen item 1 and 3

Firstly item 1 uses 4 close up shots of New York to support the many different attractions that the reader can visit. The close-up shots are effective in allowing the reader to see detail.

However in item 3 there is only a single long shot – a silhouette of two small girls. This is equally as effective because it represents the girls in the advert but the lack of detail allows the reader to use their own imagination and recognise that these are just two girls out of many that could be helped by donating.

Additionally item 1 uses the title ‘holiday details –New York – Southampton on-board QM2’. Initially this seems dull but the simple font and lack of fuss allow the message of the text to be immediately conveyed.

Similarly the simple title WaterAid with the droplet logo also indicates the content of the advert but the lack of detail could be used to encourage the reader to find out more.

Furthermore both items use paragraphs to separate the different parts of their adverts and present the most relevant information first.

Lastly both items use a separate bold section to contain the most important details. For the Guardian it is a separate box ‘Your holiday summary’, which is top left to attract the reader’s attention.

Likewise WaterAid adds a bold section with the most important details ‘Call now’ at the bottom – the bold font stands out from the rest of the text.

Reading Mark Schemes

Q1a: Four precise relevant answers, clear points, no quotes necessary.

Q1 b: Mark Band 3 (4 Marks) 'clear' 'relevant'

- clear evidence that the text is understood
- clear engagement with the text and makes inferences
- offers relevant quotations to support what has been understood
- makes developed references to information about the ship

Mark Band 2 (2-3) 'some' 'attempts'

- some evidence that the text is understood
- attempts to engage with the text and makes an inference
- offers some relevant quotation to support what has been understood
- makes some reference to information about the ship

Mark Band 1 (1 mark) 'Limited'

- limited evidence that the text is understood
- limited engagement with the text
- may offer limited quotation, textual detail or copying out
- limited reference to information about the ship

Q2: Mark Band 3 (6-8 Marks) 'clear' 'relevant'

- clear evidence that the text is understood
- clear engagement with the text and makes inferences
- offers relevant quotations to support what is understood
- makes developed references to how Torres spends free time

Mark Band 2 (3-5 Marks) 'some' 'attempts'

- some evidence that the text is understood
- attempts to engage with the text and makes an inference
- offers some relevant quotation to support what has been understood
- makes some reference to ideas about Torres and free time

Mark Band 1 (1-2 Marks) 'limited'

- limited evidence that the text is understood
- limited engagement with text
- may offer limited quotation, textual detail, or copying
- limited reference to ideas about Torres and free time

Q3: Mark Band 3 (9-12 Marks) 'clear' 'relevant'

- clear evidence that the text is understood in relation to language features
- clear analysis of the effect of words and phrases to describe and show viewpoint
- offers relevant quotations/examples to support ideas
- clear focus on language which describes and shows viewpoint

Mark Band 2 (5-8 Marks) 'some attempts'

- some evidence that the text is understood in relation to language features
- some comment on the effects of words and phrases to describe and show viewpoint
- attempts to support response with usually relevant quotations/examples
- attempts to focus on language which describes and shows viewpoint

Mark Band 1 (1-4 Marks) 'Limited'

- limited evidence that the text is understood in relation to language
- simple comment on the effect of words and phrases to describe and/or show viewpoint
- limited support with quotations or textual details
- simple reference to/mention of language which describes and/or shows viewpoint

Q4:

Mark Band 3 (9-12 Marks) ‘clear’ ‘relevant’

- clear evidence that the texts are understood in relation to presentational features
- clear comparison and/or cross reference of presentational features
- clear analysis of the effect of the presentational features in both texts
- relevant and appropriate examples to support ideas

Mark Band 2 (5-6 Marks) ‘some attempts’

- some evidence that the texts are understood in relation to presentational features
- attempts to compare and/or make cross reference of presentational features
- some comment on the effect of presentational features in both texts
- attempts to support response with usually appropriate examples

Mark Band 1 (1-4 Marks) ‘limited’

- limited evidence that texts are understood in relation to presentational features
- simple comparison and/or cross reference of presentational feature(s)
- simple comment on the effect of a presentational feature
- uses a simple example

Assessment For Learning Sheets

On the next two pages are the Assessment For Learning Sheets for the Reading and Writing sections. These are designed to help you understand which skills you need to be able to demonstrate to meet your target grade or to progress to the next grade up. They can also be used to help you assess practice questions that you complete either for homework or for revision and to help you set targets to focus your revision.

English LANGUAGE Assessment For Learning Sheet: **READING**

My Target Grade is: _____

My Working At Grade is: _____

A*	Layers of perceptive interpretation Perceptive evaluation of how details of language, grammar, structure and presentation engage and affect the reader. Sophisticated and perceptive discussion of writers' perspectives supported by precise quotations. Perceptive comparison and cross-references that illuminate the purpose and meanings of texts.
A	Developed interpretations Evaluation of how details of language, grammar, structure and presentation engage and affect the reader. Discussion of writers' perspectives supported by apt quotations. Perceptive comparison and cross-references that illuminate the purpose and meanings of texts.
B	Confident interpretations Analysis of how aspects of language, grammar, structure and presentation engage and affect the reader. Discussion of writers' perspectives supported by relevant quotations. Assured comparisons and cross-references that explore the purpose and meanings of texts
C	Understanding of how meaning and information are conveyed in a range of texts. Critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. Successfully comparisons and cross-references that explain convincingly how texts vary in purpose and achieve different effects.
D	Awareness of how meaning and information are conveyed in a range of texts. Personal responses, referring to specific some aspects of language, grammar, structure and presentational devices. Some comparisons that show awareness of how texts vary in purpose and achieve different effects.

English LANGUAGE Assessment For Learning Sheet: WRITING

My Target Grade is: _____

My Working At Grade is: _____

A*	Sophisticated control of a range of forms and well-adapted for to task, audience and purpose. Ability to engage and entertain a reader through compelling persuasion and / or creative flair. Sophisticated use of linguistic and structural features to sequence texts and achieve coherence and cohesion. An impressive range of sophisticated sentence structures ensures clarity Vocabulary, punctuation and spelling are ambitious, imaginative and correct
A	Confident control of a range of forms and styles appropriate to task and purpose. Ability to engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skillfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; vocabulary, punctuation and spelling are ambitious, imaginative and correct.
B	Successful adaptation of a range of forms and styles to suit task and purpose. Wide range of sentence structures and imaginative vocabulary engage the reader. Developed and convincing persuasion / argument Linguistic and structural features are used successfully for coherence. A range of accurate sentence structures ensures clarity; vocabulary, punctuation and spelling are thoughtful and usually accurate.
C	Consistent adaptation of form and style to different tasks and for various purposes. A range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are usually accurate.
D	Clear use of forms appropriate to purpose. Some variety of sentence structures and some varied vocabulary. Some use of paragraphing. Punctuation and spelling are often accurate.

Section B: Writing



Which skill is each question assessing?

Both questions are designed to test your ability adapt you writing effectively for a particular **purpose** and **audience**.

You will also get marked on your **spelling, punctuation, grammar** and on the **organisation** of your ideas.

This means you need to **plan your answers** to both writing questions; you will find it hard to demonstrate organisation if you don't. Try using PALPS as a planning tool:

PALPS Planning Tool

P-Purpose

A-Audience

L- Language techniques

P- Punctuation

S- Structure

An example PALPS plan is on page 20.

You should also make sure you are using paragraphs effectively to guide a reader through your writing clearly.

TIP: For top marks consider using a one-sentence paragraph for dramatic effect.

Finally, remember that you should **always** write **formally** in an exam

Writing Checklist:

- Appropriate tone and register
- Imaginative, varied and sophisticated vocabulary – including advanced connectives
- Variety of sentence lengths and structures for effect.
- Sophisticated punctuation
- Appropriate language techniques for the purpose.

Connectives:

Connectives are words or phrases used to organise language. They help to develop ideas and link them together. You should try and use a sophisticated range of connectives in your writing (avoid 'also', 'because' and 'as well as' where possible). Connectives have a number of different purposes, make sure you are using them correctly:

Purpose	Examples
Adding information	Moreover, in addition, furthermore,
Showing that a second statements logically follows the first	Therefore, as a result, consequently, because of, due to, in response to, thus, hence, for that reason.
Comparing / contrasting	Nevertheless, on the other hand, comparatively, contrastingly, incongruously, incompatibly, similarly, equally, correspondingly

Punctuation:

You should aim to use a sophisticated range of punctuation. Make sure you know how to use all of the types of punctuation below:

Capital Letters – Used at the start of a sentence or a name.

. **Full Stop** - Used to show the end of a sentence.

? **Question Mark** – Used at the end of a sentence to indicate that it is a question.

! **Exclamation Mark** – Used at the end of a sentence to show surprise, excitement or anger

, **Comma** - Used to show a pause in a sentence or to list things

'Apostrophe

1. Use an apostrophe to show ownership of something.

2. Use an apostrophe to show letters that have been left out of a word.

“ ” **Speech Marks** – Used around words spoken by someone

... **Ellipses** – Used to show a long pause in speech

: **Colon** – Used to introduce a list of things.

; **Semicolon** – Used to join related sentences together.

- Hyphen

1. Used before a phrase that summarizes the idea of a sentence.

2. Used before and after a phrase or list that adds extra information in the middle of a sentence.

How do I answer question 1?

Question 1 will always ask you to write to **inform**, **explain** or **describe**.

You also need to ensure that you are using the correct language devices for the purpose and stay focused on the **purpose** throughout the piece. For example, if you are asked to describe a place you have been, it should be a sensory, engaging description NOT a tourist brochure.

Below is a table of techniques that are appropriate to each purpose. These are some ideas to get you thinking, it is not an exhaustive list.

Describe	Inform	Explain
Adjectives Metaphors Similes Imagery Personification Alliteration Assonance Onomatopoeia Sensory detail Humour Zooming In DETAIL!	Facts Present tense for urgency Third Person Simple presentation of information Avoid repetition	Present tense Impersonal Explains detailed information (Who, Where, What, Why, How) Uses words such as 'because', 'due to', 'consequently' and 'this is due to' to explore reasons.

How do I answer question 2?

Question 1 will always ask you to write to **persuade** or **argue**.

Again, you should ensure you use the appropriate language techniques for this purpose. Try to go beyond **AFOREST** techniques to:

- Identifying/relating to your audience (understanding them)
- Respecting your audience (thank them for their time) and flattery
- Irony
- Direct Address 'you' or communal pronoun 'we'
- The language of logic (but, clearly, obviously, consequently, in fact, therefore, hence, the result etc.)
- Hyperbole and Superlatives (exaggeration)
- **Counterargument**

Question 1 Examples

Describe a city, real or imagined

Write a letter to your local councillor **informing** him or her of your views about something that concerns people in the area in which you live.

Explain why you like or dislike celebrities.

Describe a day from your childhood.

Write an article for a magazine or website **informing** your readers about the charity or charities which you think they should support

Write an **informative** article about your school or college for its website

Choose a place you like to go to. **Describe** the place and **explain** to your reader why he or she might, or might not, enjoy going there.

Question 2 Examples

We have all seen 'disaster' holidays on the TV. Write a letter to a travel company in which you try to **persuade** them that your holiday was not up to standard and that you deserve compensation.

Write a letter to former students of your school, in which you try to **persuade** them to return to your school for a special occasion.

'Vegetarians are healthier than meat eaters.' Write an article for a food magazine **arguing** for or against this view.

Write a letter to a travel agents **persuading** them that your holiday was not up to scratch and that you deserve compensation.

A newspaper is inviting guest writers to comment on whether or not texting is having a negative impact on literacy levels in secondary school students. Write your piece for the article **arguing** for or against this opinion.

Example PALPS Plan

Purpose	Explaining that there is a lack of healthy food in the canteen and why this is a problem
Audience	Head Teacher
Language	Formal, detailed explanation, imagery, language of causality 'because', 'as a result of'
Punctuation	Range of sophisticated punctuation () : ; - “
Structure	Who you are and why you are writing Concerned student, not enough healthy options in the canteen Details of the problem – what is the situation? Limited choice, too expensive, overshadowed by many unhealthy options, no encouragement to choose healthy options. Explain why this is a problem – who does it affect and how Affects student motivation and health, induces lethargy, damages school's reputation, negative effect on learning / energy levels. What are the potential benefits of changing the situation? Increased attention / enthusiasm in lessons, improved reputation of the school, overall health and well being of staff and students What could be done / what do you expect to be done. More fresh fruit, lower prices / special offers on healthy options, mandatory item of fruit / veg with the meal deal. Sign off Yours sincerely,

The following are answers given by Ashlawn students in mock exam papers. See if you can use the mark schemes on pages (23 - 26) to assess their answers and set targets to help them improve.

Question 1 Example Answer

Q: Write a letter to the head teacher explaining that there is not enough of a range of healthy food options in the school canteen.

A:

‘Dear Mrs Jones,

I am one of many students that are concerned regarding the matter of the range of healthy food for sale in the school canteen.

The truth is, there isn’t much of a selection when it comes to healthy food. Today, on sale, I spotted a mere four healthy products. These were small fruit-pots containing maybe four or five pieces of two fruits, standard vegetables with the meal of the day being carrots, peas and potatoes, two variations of oat bars (which were hidden behind the chocolate cakes) and there was a piece of apple pie with the meal of the day – today must have been a special occasion.

We’re missing the obvious: fruit! There was not a single piece of fresh fruit in the canteen today. It wouldn’t take a lot of time, money or effort to pick up a few bags of apples, bananas and oranges from the local Sainsburys.

I think you would be surprised at the number of people who have been talking about the absence of fruit. The limited range wouldn’t be so bad except for the fact that the unhealthy food nearly doubles the amount of healthy food available. Today, there was fish and chips, lasagne, pizza, chocolate cakes and chocolate bars. I seriously think the menu needs a revamp.

On a more positive note, the drinks are on top of the game. There’s a vast variety on sale: bottled water, flavoured water, fruit juices from concentrate and pure fruit juice; these combat the ‘Yazoo’, ‘Slushie’ and fizzy pop options.

It’s a proven fact that students learn better and concentrate more when they have a good diet. If we want the best for students, as well as for the school’s reputation, change is needed.’

Yours Sincerely,

(Student’s Name)

Question 2 Example Answer

Q: ‘Vegetarians are healthier than meat eaters.’

Write an article for a food magazine arguing for or against this view.

A:

How often do we see a vegetarian that is fat?

We just don’t. There simply isn’t enough fat in vegetarian food to make someone fat, but do we envy them? I think, unfortunately, the answer is often yes, but, having done some research myself and spoken with more dieticians than I can count, it would appear that our longing for their thin, seemingly healthy lifestyle is poorly placed.

In research conducted by the Oxford University Biochemical Department, vegetarians appeared not only to be thinner than average but also, even more significantly, weaker. Talking with some of the experts in the department I discovered that however healthy a vegetarian’s diet may seem, it really suffers from a severe lack of protein. This result is a lack of growth, because the body simply doesn’t have the ability to facilitate more cells, as it is using all the protein it has to maintain the person’s current level.

The average vegetarian attempts to make up for this by eating cheese, Quorn (a fungus-based meat substitute) and beans, however it is estimated that to gain the same quantity of protein a person would have to eat over three times the mass of beans than they would of meat! And beans contain the most protein of all three!

Research from other sources suggests that this lack of protein can result in a number of other dangerous deficiency disorders (such as anaemia) and even whole scale malnutrition.

So with the facts before me I am now compelled to treasure this comparatively meagre layer of flab, because of all the benefits I gain from allowing it to persist. And after days of confusion I am finally looking forward to a medium-rare steak with chips and barbeque sauce.

Writing Mark Schemes

On the next three pages are the mark schemes for the writing questions.

Remember you get two marks for each question. One is for the style and content of your writing and one is for accuracy of spelling and punctuation.

For question 1, 10 marks are awarded for content and style and 6 for accuracy.

For question 2, 16 marks are awarded for content and style and 8 for accuracy.

Writing Mark Schemes: Question 1

Band 4 8-10 marks 'convincing' 'compelling'	Communication Shows clarity of thought and communicates in a convincing and/or compelling way Engages the reader with detailed and developed ideas, perhaps abstract concepts Makes and sustains the purpose, intention and objective of writing the article Writes a formal article, the tone of which is appropriately serious but also subtle, employs e.g. reason, some sophistication Uses linguistic devices such as the rhetorical question, hyperbole, irony, in an effective and appropriate way Shows control of extensive vocabulary with appropriately used discursive markers Organisation of Ideas Writes a whole text in continuous prose Employs paragraphs effectively to enhance meaning including, e.g. the one- sentence paragraph Uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate Presents complex ideas in a coherent way
Band 3 5-7 marks 'clarity' 'success'	Communication Writes in a way which shows clarity of thought and communicates with success Engages the reader with more detailed informative and explanatory ideas Clearly states the purpose and intention of writing the article Writes a formal article the tone of which is appropriately serious and which may show subtlety, begins to employ e.g. emphasis, assertion, reason, emotive language Uses devices such as the rhetorical question, lists, hyperbole as appropriate Uses words effectively including discursive / informative markers e.g. 'furthermore', 'another memorable thing...' Organisation of Ideas Employs paragraphs effectively in a whole text Begins to use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate Presents well thought-out ideas in sentences
Band 2 3- 4 marks 'some'	Communication Communicates ideas with some success Engages the reader by presenting information with some developing ideas Shows some awareness of the purpose and intention of writing the article Register may vary between formal and colloquial or slang, the tone may be unvaried May use devices such as the rhetorical question, lists, exaggeration but not always appropriately Uses some effective vocabulary which includes some discursive markers Organisation of Ideas Attempts use of paragraphs which may enhance meaning Some evidence of structural features, e.g. short paragraphs, dialogue if appropriate
Band 1 1-2 marks 'limited'	Communication Communicates few ideas with limited success Engages the reader in a limited way by reference to one or two ideas Shows limited awareness of the purpose and intention of writing the article] Register may vary between formal and colloquial or slang, sustaining neither Use of devices such as the rhetorical question and lists may not be appropriate or effective limited vocabulary evident with arbitrary or little use of informative markers Organisation of Ideas Shows evidence of erratic, if any, paragraph structure Shows limited variety of structural features, e.g. one-sentence paragraphs
0 Marks	Nothing to reward

Writing Mark Schemes: Question 1

Band 3 5-6 marks	Uses complex grammatical structures and punctuation with success Organises writing using sentence demarcation accurately Employs a variety of sentence forms to good effect including short sentences Shows accuracy in the spelling of words from an ambitious vocabulary Uses standard English consistently
Band 2 3-4 marks	Writes with control of agreement, punctuation and sentence construction Organises writing using sentence demarcation which is mainly accurate Employs a variety of sentence forms Shows accuracy in the spelling of words in common use in an increasingly Developed vocabulary Uses standard English usually
Band 1 1-2 marks	Writes with some control of agreement, punctuation and sentence construction Organises writing using sentence demarcation which is sometimes accurate Writes simple and some complex sentences Shows accuracy in the spelling of some words in common use Uses standard English sometimes
0 Marks	Nothing to reward

Writing Mark Schemes: Question 2

Band 3 6-8 marks	Uses complex grammatical structures and punctuation with success Organises writing using sentence demarcation accurately Employs a variety of sentence forms to good effect including short sentences Show accuracy in the spelling of words from an ambitious vocabulary Uses standard English consistently
Band 2 3-5 marks	Writes with control of agreement, punctuation and sentence construction Organises writing using sentence demarcation which is mainly accurate Employs a variety of sentence forms Shows accuracy in the spelling of words in common use in an increasingly Developed vocabulary Uses standard English usually
Band 1 1-2 marks	Writes with some control of agreement, punctuation and sentence construction Organises writing using sentence demarcation which is sometimes accurate Writes simple and some complex sentences Shows some accuracy in the spelling of words in common use Uses standard English sometimes

Writing Mark Schemes: Question 2

Band 4 13-16 marks 'convincing' 'compelling'	Communication Writes in a way which shows clarity of thought and communicates in a convincing / compelling way Engages the reader with detailed, succinct argument, a range and variety of persuasive ideas, abstract concepts, vivid detail Makes and sustains the purpose, intention and objective of the writing Writes in a formal way employing a tone which is appropriately serious but also manipulative and subtle, uses e.g. assertion, reason, sophistication Uses linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way Shows control of extensive vocabulary with appropriately used discursive markers. Organisation of Ideas Writes a whole text in continuous prose Employs paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs Uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate Presents complex ideas in a coherent way
Band 3 9-12 marks 'clear' 'success'	Communication Writes in a way which shows clarity of thought and communicates with success Engages the reader with more detailed argument and persuasive ideas Clearly states the purpose and intention of the writing Writes in a formal way employing an appropriately serious tone which may show subtlety; begins to use e.g. emphasis, assertion, reason, emotive language Uses devices such as the rhetorical question, lists, hyperbole as appropriate Uses words effectively including argumentative/persuasive markers Organisation of Ideas Employs paragraphs effectively in a whole text Uses a variety of structural features e.g. different paragraph lengths, dialogue, Indented sections if appropriate Presents well thought out ideas in sentences
Band 2 5-8 marks 'some'	Communication Communicates ideas with some success Engages the reader by presenting a point of view with some reasoning and persuasive ideas - though links in arguments may be tenuous Shows some awareness of the purpose and intention of the writing Register may vary between formal and colloquial or slang, the tone may be unvaried May use some devices such as the rhetorical question, lists, exaggeration but not always appropriately Uses some effective vocabulary which includes some persuasive markers Organisation of Ideas Uses paragraphs which may enhance meaning Some evidence of structural features, e.g. short paragraphs, dialogue if appropriate
Band 1 1-4 marks 'limited'	Communication Communicates few ideas with limited success Engages the reader in a limited way by reference to one or two ideas Shows limited awareness of the purpose and intention of the writing Register may vary between formal and colloquial or slang, sustaining neither Use of devices such as the rhetorical question and lists may not be appropriate or effective; Limited vocabulary evident with arbitrary or little use of persuasive markers Organisation of Ideas shows evidence of erratic paragraph structure show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate
0 Marks	Nothing to reward

