



GCSE MARKING SCHEME

SUMMER 2017

**GCSE (NEW)
ENGLISH LANGUAGE - COMPONENT 2
C700U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

Component 2 – Mark Scheme

Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of 'best fit'. Fine tuning of the mark within a band will also be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should select one of the band descriptors that most closely describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omission. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

SECTION A: 40 marks

Read the newspaper article 'Inside America's Toughest Prison' by Mark Binelli in the separate Resource Material.

| | |
|---|---|
| 1 | 1 |
|---|---|

- (a) Give one example from the article of how the worst prisoners were punished in the past. [1]
- (b) At the time the article was written, how many prisoners were in Florence Prison? [1]
- (c) Give one example of the privileges that prisoners may earn for good behaviour. [1]

(AO1 1a)

This question tests the ability to identify explicit information.

Award **one mark** for each correct response in (a), (b) and (c).

- (a) Working in chain gangs/ in silence (1) **or** physical isolation on Alcatraz Island (1) **or** corporal punishment (1) **or** solitary confinement (1)
- (b) 439 prisoners (1)
- (c) Mirrors (1) **or** radios (1) **or** televisions (1) **or** earning "outside" time (1) **or** transfer back to a less-secure prison (1)

1 2

How does Mark Binelli's article try to show that prisoners in Florence live in extremely 'harsh conditions'?

You should comment on:

- **what he says**
- **his use of language, tone and structure**

[10]

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language, tone and structure to achieve effect and influence readers, using relevant subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who struggle to engage with the text/question or simply identify a few textual details that show the 'harsh conditions', e.g. the prisoners are kept in solitary confinement for 23 hours a day.

Give 3-4 marks to those who identify some of the 'harsh conditions' and give some simple comments about them, e.g. the prisoners are kept in solitary confinement for 23 hours a day and even their cells only let them see 'a glimpse of sky' which would make them feel cut off from everyone. These responses may simply identify some subject terminology.

Give 5-6 marks to those who identify and comment on the examples Binelli uses in the text, and may begin to show how aspects such as language, tone and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology to support their comments, e.g. the fact that they are kept in solitary confinement for 23 hours a day would make them feel cut off from everyone and Binelli's description of the cell, emphasises the harsh environment: 'tiny window'; 'just a glimpse of sky'.

Give 7-8 marks to those who make accurate comments about how a range of different examples from Binelli's text make clear the harsh conditions in the prison and begin to analyse how language, tone and structure are used to influence the reader, e.g. Binelli emphasises prisoners' isolation from each other and the outside world with the description of the cells. His list-like description emphasises one after another the harsh features of the cells: the 'tiny window' giving 'just a glimpse of sky' and the 'concrete slabs' the prisoners sleep on. Subject terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from Binelli's text that make clear the harsh conditions in the prison, and provide detailed analysis of how language, tone and structure are used to achieve effects and influence readers. Accurate well-considered use of relevant subject terminology supports comments effectively, e.g. Binelli's description of the prisoners' cells emphasises the harsh conditions; he uses each sentence, built like a list, to give a picture of the cells: the 'tiny window' that just gives 'a glimpse of sky'; the 'concrete slabs with their 'thin mattresses' that the prisoners sleep on and his repetition of the word 'concrete' emphasises the lack of comfort in the cells.

In addition to the examples given above, details candidates may explore or comment on could be:

- he begins with an historical perspective
- prisoners kept in their cells for 23 hours a day
- cells are small / tiny window / furniture is concrete – details emphasise the starkness of surroundings
- prisoners have no sight of, or contact with, other prisoners
- Binelli's use of statistics
- he deals primarily in facts
- mirrors, radios and TVs in cells have to be earned as privileges
- use of repetition – privileges hard to earn/window design
- the exercise cell has only a small window / exercise is taken alone
- meals are not communal – received through a slot in the cell door
- prisoners have no contact with others for "at least the first three years"
- even the warden called it a "very stark environment" and "a clean version of hell"
- he uses the reformers' views to emphasise the harsh conditions
- the writer uses adjectives to emphasise the stark situation: 'tiny window'; 'thin mattresses'; 'small slots in the door'
- the writer gives the cell details in one list-like paragraph, each sentence giving one detail that emphasises the harsh conditions
- further paragraphs describe the harshness of daily life: exercise and eating under constant security
- the photograph indicates the physical isolation / harsh conditions of the prison
- he concludes with Hood's view that these harsh conditions are now inappropriate

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to read the extract on the opposite page by Charles Dickens.

- 1 3 (a) When Charles Dickens visited the Eastern Penitentiary prison, what did he describe as 'awful'? [1]
- (b) Give two details from the text that suggest prisoners are in the Eastern Penitentiary prison for a long time. [2]

(AO1 1a, b, c, d)

This question tests the ability to identify and interpret explicit and implicit information and ideas.

Award **one mark** for a correct response:

- (a) The quiet of the prison (1)
- (b) The punishment is 'prolonged for years' (1)
'led from the cell from which he never again emerges...' (1)
'he lives in the same cell for ten weary years' (1)
The prisoner 'counts the seasons as they change' (1)
'he grows old' (1)

(note: Max = 2)

1 4

What do you think and feel about Dickens' views about solitary confinement as a punishment and the way he expresses these views. [10]

You should comment on:

- what he says
- how he says it

You must refer to the text to support your comments.

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who show some basic understanding of the writer's views, select some basic textual details or express a very limited personal opinion but struggle to engage with the text and/or the question, e.g. Dickens says solitary confinement is a bad thing.

Give 3-4 marks to those who show some understanding of the writer's views, supported by some textual references. These responses may also give some personal opinion, showing some interaction with Dickens' views, e.g. I think he got his view about solitary confinement across well because he calls it 'cruel and wrong'.

Give 5-6 marks to those who show clear understanding of the writer's views, supported by a range of relevant textual references. These responses may also include some personal response to Dickens' views and/or exploration of the way Dickens expresses his views e.g. I think he gets his view across clearly to readers by stating in the opening paragraph that he thinks it is 'cruel and wrong' and then explains how it affects prisoners, calling it 'tampering with the mysteries of the brain' and saying it's 'worse than any torture of the body'.

Give 7-8 marks to those who show clear understanding of the writer's views and give a critical evaluation of the text and its effects, supported by a range of well-selected textual references. Their personal responses will show critical awareness and understanding of Dickens' views and experiences, e.g. I think Dickens is able to build an argument against solitary confinement by first stating clearly his view, that it is 'cruel and wrong' and then explaining the effect it has upon prisoners, such as how it tampers 'with the mysteries of the brain'. He says it's worse than 'torture of the body' and then describes some of the privations prisoners suffer such as never emerging from their cells.

Give 9-10 marks to those who show a sophisticated understanding of the writer's views and give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make perceptive comments on Dickens' views, e.g. I think Dickens builds a strong argument against solitary confinement right from his opening paragraph, where he describes it as 'hopeless' and states his view unequivocally that it is 'cruel and wrong'. He develops this viewpoint, calling it a 'dreadful punishment' that 'no man has a right to inflict upon his fellow-creatures'. He calls it 'worse than any torture of the body' and in the third paragraph goes on to describe how prisoners suffer, repeating the word 'never' to emphasis the isolation he suffers: 'never again emerges'; 'never hears of wife or children'; never looks upon another human'.

In addition to the examples given above, details candidates may evaluate or give a personal response to could be:

- the way that Dickens immediately gives his opinion about solitary confinement, calling it "cruel and wrong" and "torture"
- Dickens believes few can understand the effects of solitary confinement
- he believes no-one has the right to inflict it upon others
- he implies that it leads to mental illness
- he gives examples of the deprivation suffered by prisoners
- he uses repetition of sentence openings to emphasise the many deprivations suffered
- he suggests prisoners have no sense of where they are within the prison
- his use of adjectives emphasise his attitude: 'dreadful punishment'; 'dreary passages'; 'melancholy house'
- he paints a picture of a prisoner 'buried alive' by the punishment

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you must use both texts.

1 5

According to the two writers, how do the cells in these prisons add to the prisoners' sense of isolation?

[4]

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who make a limited selection of relevant detail from just one text.

Give 2 marks to those who select relevant detail from each of the texts, e.g. both writers say that the cells have double doors.

Give 3 marks to those who synthesise, with some understanding, a range of relevant detail from both texts, e.g. both writers say that the cells have double doors. Binelli also says the cells are small.

Give 4 marks to those who synthesise with clear understanding and may provide an overview drawn from a range of relevant detail from both texts, e.g. both writers explain the cells have double doors so that prisoners cannot even see others. They also both say the doors have slots for food to be passed through, so they never eat in the company of other prisoners: they always eat alone. Binelli's description of the small 12x7 foot cell with just a tiny window emphasises the isolation, and Dickens tells readers that once in their cell, prisoners never emerge until they leave and they never see or hear another human during their period of imprisonment, apart from the prison officer.

In addition to the examples given above, details candidates may select, explore or comment on could be:

- both writers say the cells have double doors – increasing the sense of isolation
- both writers say the doors have slots for prisoners to receive their food – there is no mixing with other prisoners
- Binelli says the cells are small
- prisoners have to spend 23 hours a day there/solitary confinement
- Binelli emphasises that the cells have only a small window, offering "just a glimpse of sky"
- Binelli says the cell walls are of "thick concrete"
- Dickens emphasises the fact that, once in, the prisoner never emerges from his cell/solitary confinement
- Dickens says prisoners never see another human or hear a human apart from the prison-officer
- Dickens says prisoners are in the same cell for "ten weary years"
- Dickens says prisoners have no idea where their cells are situated
- Dickens says the cells may be in a "lonely corner" of the jail

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

1 6 Both of these texts are about solitary confinement in prisons.

Compare:

- what the writers say about the effects of solitary confinement on prisoners
- how the writers get across the effects of solitary confinement in prisons [10]

You must use the text to support your comments and make it clear which text you are referring to.

(AO3)

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify a basic similarity and/or difference in what the texts say about the effects of solitary confinement. Marks in this band may only deal with one text or not make it clear to which text is being referred.

Give 3-4 marks to those who identify some similarities and differences in what the texts say about solitary confinement.

Give 5-6 marks to those who identify similarities and differences in what the texts say about solitary confinement and may make some attempt to comment on how the writers explore the subject of solitary confinement in prisons.

Give 7-8 marks to those who make detailed comparisons, with some valid comments on how the writers explore the subject of solitary confinement in prisons.

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of the different ways in which the writers explore the subject of solitary confinement in prisons.

Details that candidates may explore or comment on:

What the writers say about the effects of solitary confinement on prisoners

Binelli:

- says the effects of solitary confinement include hallucinations and memory loss
- it can lead to more violent behaviour
- "The effects can be shattering"

Dickens:

- says it tampers with the brain
- and prisoners are "buried alive and dead to everything but torturing anxieties and horrible despair"/they suffer an immense amount of torture and agony

Both writers say prisoners are deprived of contact with others

How the writers get across the effects of solitary confinement in prisons.

Binelli:

- gives a historical perspective/shows it was designed to be extreme and harsh
- Binelli's choice of language emphasises the effect/impact of solitary confinement – they are "harsh conditions"/"incredibly small cells"/"tiny windows" etc...
- he makes it clear how harsh the conditions of solitary confinement are in Florence – cells/furniture/lack of privileges etc...
- he includes the views of others about the effects of solitary confinement (the Director of the American Civil Liberties Union) /he quotes Robert Hood's view of the system as being "not designed for humanity" / "a clean version of hell" / suggests the solitary confinement regime has produced a prison like no other
- he concludes with Hood's view that the very harshness of the system may lead to a view that it has outlived its usefulness

Dickens:

- gives a personal view, derived from what he saw on a visit to the EP prison
- he attacks the use of solitary confinement ferociously, with a blunt, strong condemnation of the system – "I believe it to be cruel and wrong"
- he uses strong language to emphasise his view: "I condemn it the more...."
- he gives an example of the suffering of a prisoner, identifying specific hardships faced when in solitary confinement
- he shows sympathy for the prisoners' plight/the conditions they endure
- he gives details of the harsh conditions of solitary confinement

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Section B (40 marks)

An understanding of purpose, audience and format is particularly important in this type of writing.

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 band descriptor that most closely describes the quality of the work should be selected:

- where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

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; individual interpretations should be judged 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.

The total mark for each task (/20) will be given by awarding two marks:

- communication and organisation (12 marks)
- vocabulary, sentence structure, spelling, punctuation (8 marks)

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 for by strengths in others.

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

2 1 + 2 2

Transactional / Persuasive Writing

| | Communication and organisation <i>12 marks</i> | Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i> |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Band 5 | <p>11-12 marks</p> <ul style="list-style-type: none"> shows sophisticated understanding of the purpose and format of the task shows sustained awareness of the reader / intended audience appropriate register is confidently adapted to purpose / audience content is ambitious, pertinent and sophisticated ideas are convincingly developed and supported by a range of relevant details there is sophistication in the shape and structure of the writing communication has ambition and sophistication | <p>8 marks</p> <ul style="list-style-type: none"> there is appropriate and effective variation of sentence structures virtually all sentence construction is controlled and accurate a range of punctuation is used confidently and accurately virtually all spelling, including that of complex irregular words, is correct control of tense and agreement is totally secure a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning |
| Band 4 | <p>8-10 marks</p> <ul style="list-style-type: none"> shows consistent understanding of the purpose and format of the task shows secure awareness of the reader/intended audience register is appropriately and consistently adapted to purpose/audience content is well-judged and detailed ideas are organised and coherently developed with supporting detail there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) communication has clarity, fluency and some ambition | <p>6-7 marks</p> <ul style="list-style-type: none"> sentence structure is varied to achieve particular effects control of sentence construction is secure a range of punctuation is used accurately spelling, including that of irregular words, is secure control of tense and agreement is secure vocabulary is ambitious and used with precision |
| Band 3 | <p>5-7 marks</p> <ul style="list-style-type: none"> shows clear understanding of the purpose and format of the task shows clear awareness of the reader / intended audience register is appropriately adapted to purpose / audience content is developed and appropriate reasons are given in support of opinions / ideas ideas are organised into coherent arguments there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) communication has clarity and fluency | <p>4-5 marks</p> <ul style="list-style-type: none"> there is variety in sentence structure control of sentence construction is mostly secure a range of punctuation is used, mostly accurately most spelling, including that of irregular words, is correct control of tense and agreement is mostly secure vocabulary is beginning to develop and is used with some precision |
| Band 2 | <p>3-4 marks</p> <ul style="list-style-type: none"> shows some awareness of the purpose and format of the task shows awareness of the reader / intended audience a clear attempt to adapt register to purpose / audience some reasons are given in support of opinions and ideas limited development of ideas some sequencing of ideas into paragraphs (structure / direction may be uncertain) communication has some clarity and fluency | <p>2-3 marks</p> <ul style="list-style-type: none"> some variety of sentence structure there is some control of sentence construction some control of a range of punctuation the spelling is usually accurate control of tense and agreement is generally secure there is some range of vocabulary |
| Band 1 | <p>1-2 marks</p> <ul style="list-style-type: none"> basic awareness of the purpose and format of the task some basic awareness of the reader / intended audience some attempt to adapt register to purpose / audience (e.g. degree of formality) some relevant content despite uneven coverage of the topic content may be thin and brief simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) there is some basic clarity but communication of meaning is limited | <p>1 mark</p> <ul style="list-style-type: none"> limited range of sentence structure control of sentence construction is limited there is some attempt to use punctuation some spelling is accurate control of tense and agreement is limited limited range of vocabulary |
| | 0 marks: nothing worthy of credit | 0 marks: nothing worthy of credit |

COMPONENT 2

ASSESSMENT OBJECTIVE WEIGHTINGS

| | AO1% | AO2% | AO3% | AO4% | AO5% | AO6% | Total % |
|--------------------|------|------|------|------|------|------|---------|
| Component 2 | 7.5 | 7.5 | 7.5 | 7.5 | 18 | 12 | 60 |

| Assessment Objective | | Strands | Elements |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| AO1 | <ul style="list-style-type: none"> • <i>Identify and interpret explicit and implicit information and ideas</i> • <i>Select and synthesise evidence from different texts</i> | <p><i>1 – Identify and interpret explicit and implicit information and ideas</i></p> <p><i>2 – Select and synthesise evidence from different texts</i></p> | 1a – Identify explicit information |
| | | | 1b – Identify explicit ideas |
| | | | 1c – Interpret implicit information |
| | | | 1d – Interpret implicit ideas |
| | | | 2a – Select evidence from different texts |
| | | | 2b – Synthesise evidence from different texts |

| Assessment Objective | | Strands | Elements |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------|
| AO2 | <p><i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</i></p> | N/A | 1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views |
| | | | 1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views |
| | | | 1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views |
| | | | 1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views |

| <i>Assessment Objective</i> | | <i>Strands</i> | <i>Elements</i> |
|-----------------------------|-------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------|
| AO3 | <i>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</i> | N/A | 1a – Compare writers' ideas across two or more texts |
| | | | 1b – Compare writers' perspectives across two or more texts |
| | | | 1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts |
| | | | 1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts |

| <i>Assessment Objective</i> | | <i>Strands</i> | <i>Elements</i> |
|-----------------------------|---------------------------------------------------------------------------------------|----------------|-----------------------------------|
| AO4 | <i>Evaluate texts critically and support this with appropriate textual references</i> | N/A | <i>The AO is a single element</i> |

| Assessment Objective | | Strands | Elements |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| AO5 | <ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | 1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences | 1a – [Write] for different forms, purposes and audiences |
| | | | 1b – Communicate clearly, effectively and imaginatively |
| | | | 1c – Select and adapt tone, style and register |
| | | 2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | 2a – Organise information and ideas |
| | | | 2b – Use structural and grammatical features |
| | | | 2c – [Write] to support coherence and cohesion of texts |

| Assessment Objective | | Strands | Elements |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------|
| AO6 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation | N/A | The AO is a single element |