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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GCSE  
ENGLISH LANGUAGE – COMPONENT 2  
C700U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 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 or 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 'Miners Rescued from Chilean Mine' in the separate Resource Material.

- |   |   |   |     |
|---|---|---|-----|
| 1 | 1 | (a) What was the nickname of the rescue capsule?                        | [1] |
|   |   | (b) How did the miners let the rescuers know they were still alive?     | [1] |
|   |   | (c) Where were the men taken once they had been brought to the surface? | [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) Fenix 2 (1)
- (b) By attaching a message to the drill (1)
- (c) Copiapo hospital (1)

1 2

**How does Jeffrey Brown try to show how hard it was for the trapped miners during their 'long ordeal underground'?**

**You should comment on:**

- **what he says**
- **his use of language, tone and structure**
- **other ways he tries to show how hard it was for the trapped miners** [10]

(AO2 1a, b, c and d)

*This question tests the ability to 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.*

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

Give 1-2 marks to those who simply identify some details about how hard it was for the miners, with one or two examples from the text. Responses are likely to be brief and limited and may lack clarity/precision. Responses may also struggle to engage with the text and/or the question.

Give 3-4 marks to those who select some relevant details and give straightforward comments and/or explanations about how the writer shows how hard it was for the miners. Coverage and comment across the whole text may be limited and there may be some imprecision / lack of clarity. These responses may simply identify subject terminology.

Give 5-6 marks to those who explain how the examples used in the text show how hard it was for the miners and 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 accurately to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about how a good range of different examples from the text create a clear picture of how hard it was for the miners and begin to analyse how aspects such as language and structure are used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from the text to influence readers' views of how hard it was for the miners. Responses will provide detailed analysis of how aspects such as language and structure are used to achieve effects and influence the reader. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details that candidates may explore or comment on could be:

- he begins by saying how the men behaved when they were rescued – they cried, prayed and hugged their relatives – to show their relief
- he tells us they were trapped for 69 days – the introduction tells us no-one had ever been trapped underground for so long and survived
- he tells us about the physical conditions the men had to cope with:
  - the darkness
  - the confinement in a small space
  - the heat
- the men never knew if anyone thought they might be alive
- they had to survive on very little food
- the water they drank was filthy
- after the first two weeks they thought any rescue attempt had been abandoned
- they almost gave up hope and wrote farewell letters
- they thought they might have to eat each other
- the men had breathing difficulties and lost weight
- they worked eight-hour shifts, clearing away debris from the drilling
- they had to exercise regularly
- the tone is factual, unemotional
- the writer uses a first-hand account of a miner to show the extreme hardships the men faced
- structure is chronological – paragraphs focus on specific hardships endured by the men
- reward good exploration and comment on the writer's use of language choice, facts, statistics etc. to emphasise the miners' hardships

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 account in 'The Penny Review' magazine.

1 3

- (a) What caused the coal mine to collapse? [1]
- (b) What detail does the writer give that shows the rescue attempt never slowed or stopped? [1]
- (c) What gave the rescuers hope that the miners were still alive? [1]

(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 roof supports were too weak to support the heavy mass above (1)
- (b) When a man began to tire, another immediately took his place (1) **or** The work proceeded day and night (1) **or** All now was increased activity (1)
- (c) They heard a distant tapping of hammers (1) **or** the rescuers could hear voices (1) **or** heard sounds from within

1 4

**“In the first three paragraphs of the account, the writer gives the impression that the accident was so serious that the trapped miners would not be found alive.”**

**How far do you agree with this statement?**

**[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 select some basic textual reference to support their viewpoint but struggle to engage with the text and/or the question. Responses in this band may be brief and limited.

Give 3-4 marks to those who give a few relevant details from the text to support their viewpoint, although coverage of all three paragraphs may be limited. These responses will show some exploration of the writer's account.

Give 5-6 marks to those who give an evaluation of the text supported by a range of relevant details from the three paragraphs. These responses will show some critical exploration of the writer's account.

Give 7-8 marks to those who give a detailed, critical evaluation of the text and its effects, supported by a good range of well-selected textual references. They will show critical awareness and detailed evaluation of the writer's account.

Give 9-10 marks to those who give a detailed and 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 and evaluation of the writer's account.



Details that candidates may respond to, in terms of evaluating the statement, could include:

- he explains clearly the circumstances that led to the mine collapse – the support bearings weakened by the weight above
- falling earth cut off “all hope of escape”
- the speed of the collapse meant the miners were in total darkness
- the news of the collapse: 'spread like wildfire' - explains clearly the seriousness of the accident and the impact on the community – 'thousands' rushed to the mine
- he captures the ensuing panic of the relatives as they hear of the accident – 'their dreadful cries adding to the misery of the scene'
- all work stopped immediately and other miners wanted to help in a rescue attempt
- no-one knew whether the miners might have survived – or could survive if the collapse had not already killed them – “The fate of the men ... was unknown”
- the plan to rescue them involved digging a new hole/tunnel to get to the men – this was 'the only hope of saving the men'
- it would be difficult because it meant digging through 100 yards of solid coal
- the attempt to rescue the men continued with 'increased desperation'
- hope of saving the men 'diminished with every day that passed'
- reward exploration of writer's use of language – 'only hope'; 'solid coal'; 'frantic work' etc. which emphasise the seriousness of the situation

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

Using information from both texts, explain briefly in your own words what happened when news of the mining accidents became known. [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 struggle to offer a relevant detail from each of the texts / select a relevant detail from one text only.

Give 2 marks to those who select at least a relevant detail from each of the texts.

Give 3 marks to those who select relevant details from both texts.

Give 4 marks to those who synthesise and provide a good range of relevant details from both texts.

Details that candidates may select, explore or respond to could be:

The Penny Review Magazine

- alarm given and news of the accident 'spread like wildfire' in the area
- thousands rushed to the spot – people crying, adding to the misery of the scene
- work stopped and workers wanted to help in the rescue attempt
- they decided to dig a hole to save the men

Newspaper article

- a special operations emergency squad tried to get into the mine – but failed
- the government assembled a rescue team
- the miners' families set up 'Camp Hope' near the mine entrance

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

1	6
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Both of these texts give an account of a mining rescue.

Compare:

- what the writers tell us about what happened on the day when the miners were rescued
- how the writers try to show the drama of the day of the rescues [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 about what happened on the day the miners were rescued. 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 and give a straightforward description of some of the main similarities and differences about what happened on the day the miners were rescued and/or make some simple comments on how the writers show the drama of the rescue day.

Give 5-6 marks to those who identify similarities and differences about what happened on the day the miners were rescued and make some appropriate comments on how the writers show the drama of the rescue day.

Give 7-8 marks to those who make detailed comparisons about what happened on the day the miners were rescued, with valid comments on how the writers show the drama of the day.

Give 9-10 marks to those who make sustained and detailed comparisons about what happened on the day the miners were rescued, showing clear understanding of how the writers convey the drama of the rescue day.

Details candidates may explore or comment on could be:

### What the writers tell us of the day when the miners were rescued

The Penny Review Magazine

- the rescuers heard sounds like the tapping of hammers
- later, voices could be heard and later the tunnel broke through to the miners
- a crowd assembled at the mine, waiting for news
- the miners were all found alive but in the last stages of exhaustion
- they were carried out by the rescuers, wrapped in blankets and taken home

Newspaper article

- the miners were brought to the surface, **one by one**, in a rescue capsule called 'Fenix 2'
- at the mine there were "scenes of jubilation"
- the rescued men cried, prayed and hugged their waiting families
- people gathered in the nearby town, waving flags and honking car horns
- the men were sent to Copiapo hospital for recovery and tests

### How the writers try to show the drama of the day of the rescues

The Penny Review Magazine

- the way hope of saving the miners increased during Sunday – writer talks of the way a 'rumour spread'
- the writer emphasises the increase in the efforts to save the men as a result of hearing sounds – 'All now was increased activity'
- the description of the outpouring of relief from the crowd - 'a joyous burst of feeling'
- the fact that the miners were 'in the very last stage of exhaustion' - the writer explains they had survived with little food or water during the week
- it is described as an "extraordinary rescue"

Newspaper article

- the writer describes in detail how onlookers and people in the towns were affected by the rescue – 'sobbed', 'hugged each other', chanted 'Chile' over and over, waved flags etc.
- the Chilean President greeted the miners, saying 'Welcome to life', emphasising their freedom
- he includes the emotional words of the last man out
- the second photograph shows the emotion of those involved in the rescue

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**

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

## Question | | | |---|---| | 2 | 1 | |---|---| - Additional task-specific guidance

**Write a review for a teenage magazine of a book, film or TV programme/series you have enjoyed in the last year and why it might appeal to others of your age.**

**Write your review.**

Successful answers **may** include some of the following features:

### **Communication and Organisation (AO5)**

- there is a clear understanding of the purpose of the task – to give information and opinion
- there is a clear sense of engagement with the intended audience – this may be through devices such as asides, statements, questions, direct address that give a distinctive voice to the review and establish an effective reader-writer relationship
- the review has a clear and coherent approach and viewpoint, for example, perhaps looking in detail at particular aspects of the book, film, TV programme/series
- there are a range of appropriate and well-selected details to illustrate and give substance to opinions; this could include, for example, reference to the impact of key events, characters and plot development
- there is a logical structure and direction to the review, within which opinions and relevant details are pursued effectively and clearly to give substance to the writing
- the review has a clarity of opinion and gives some detailed reasons why the book, film or TV programme/series may have appeal to other teenagers
- the review is a sufficiently detailed and developed response

### **Vocabulary, sentence structure, spelling and punctuation (AO6)**

- expression is clear, fluent and controlled (the best responses will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

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

### **Communication and Organisation (AO5)**

- the content is thin and/or brief
- the content lacks substance and range
- there is limited or uncertain sense of purpose, for example ignoring or misunderstanding the requirement for a review
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the points raised
- limited development or clarity of opinions, with perhaps a tendency to simple assertion
- a weak or limited structure to the review that lacks a clear sense of direction and development

### **Vocabulary, sentence structure, spelling and punctuation (AO6)**

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

## Question | | | |---|---| | 2 | 2 | |---|---| - Additional task-specific guidance

**Your headteacher has decided that there should not be an end of year celebration such as a school prom or party. The headteacher believes it would just be an excuse for students to show off in an expensive way.**

**Write a letter to your headteacher giving your opinion on this.**

Successful answers **may** include some of the following features:

### **Communication and Organisation (AO5)**

- there is a sustained sense of register and purpose, which meets the requirement of a formal letter
- there is a clear understanding of layout and of letter conventions
- there is a clear understanding of the intended audience and the reader-writer relationship
- there is a clear and coherent approach and viewpoint where a number of arguments are presented and developed persuasively
- the response has a logical structure within which the arguments are presented clearly and convincingly
- paragraphs are used to effectively structure the response and give direction to the overall argument
- the response uses a range of appropriate and well-selected details to illustrate and give substance to the opinions and points of view expressed
- the letter is a sufficiently detailed and developed response

### **Vocabulary, sentence structure, spelling and punctuation (AO6)**

- expression is clear, fluent and controlled (the best responses will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

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

### **Communication and Organisation (AO5)**

- the content is thin and/or brief
- there is a limited or uncertain sense of register and purpose
- layout and letter conventions may be insecure or ignored
- there may be a limited sense of the intended audience or of an appropriate reader-writer relationship
- the range of points raised in support of the writer's opinion may be limited, unconvincing or lacking in development, with perhaps a tendency to simple assertion
- specific examples given in support of an argument may be limited or unconvincing
- viewpoint/opinion may not be sustained consistently
- there may be a limited or uncertain structure to the letter

### **Vocabulary, sentence structure, spelling and punctuation (AO6)**

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise



## COMPONENT 2 ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
<b>Component 2</b>	7.5	7.5	7.5	7.5	18	12	60

Assessment Objective		Strands	Elements
AO1	<ul style="list-style-type: none"> <li>• <b>Identify and interpret explicit and implicit information and ideas</b></li> <li>• <b>Select and synthesise evidence from different texts</b></li> </ul>	<b>1 – Identify and interpret explicit and implicit information and ideas</b>  <b>2 – Select and synthesise evidence from different texts</b>	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	<b>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</b>	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

Assessment Objective		Strands	Elements
AO3	<b>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</b>	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

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

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

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