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# **GCSE MARKING SCHEME**

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**AUTUMN 2021**

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

## INTRODUCTION

This marking scheme was used by WJEC for the 2021 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.

## GCSE ENGLISH LANGUAGE COMPONENT 2

### AUTUMN 2021 MARK SCHEME

#### Prior to on-screen marking

**The first priority is for you to become thoroughly familiar with the material on which the question paper is based.** Examiners are asked to go carefully through the examination paper and mark scheme prior to the actual marking process and to consider all questions on the paper. You are also required to mark about ten of each item in training mode. In this mode, you will be able to practise using the on-screen comment bank.

Further guidance on the training process is issued separately.

#### Online marking

WJEC will be using a method of marking examination scripts known as e marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead scripts are divided into segments by question (item), and are transmitted to examiners in this form.

In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 10 and a broadband internet connection. With an Apple Mac a Windows emulator is required.

For further details, please see the user guide available on e-marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

## 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 passage from 'Ask an Astronaut' in the separate Resource Material.

1	1
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- a) **What job did Tim Peake have to do on his spacewalk?** [1]
- b) **Why did Mission Control end the spacewalk?** [1]
- c) **Who did Tim Peake receive a message of support from?** [1]

(AO1 1a and 1b)

*This question tests the ability to identify explicit information.*

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

- a) repair a faulty solar panel / restore space station to full power /capacity[1]
- b) Len's spacesuit had developed a fault / water had begun to enter his space helmet. [1]
- c) Sir Paul McCartney [1]

1	2
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**How does Tim Peake try to make his account of his spacewalk vivid and interesting for his readers?**

**You should comment on:**

- **what he says**
- **his use of language, tone and structure**
- **other ways he tries to make his account vivid and interesting** [10]

***You must refer to the text to support your comments.***

(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 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 a few textual details that show the account is interesting. Responses in this band 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 of the relevant details from the text that show his account is vivid and interesting. The responses may include some simple comments alongside relevant selection of detail although coverage and comment across the whole text may be limited. These responses may simply identify subject terminology.

Give 5-6 marks to those who identify and comment on a range of details that Tim Peake uses in the text that make the account vivid and interesting, 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 to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about how a good range of different details that Tim Peake uses in the text make the account vivid and interesting, and begin to analyse how aspects such as language, tone and structure are used to 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 details that Tim Peake uses in the text to make the account vivid and interesting. These responses provide detailed analysis of how aspects such as language, tone and structure are used to achieve effects and influence readers. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details that candidates may explore or comment on could be:

- He says the experience was ‘unreal’;
  - orbiting at 17000 miles an hour
  - rapid change of day to night
  - few have ever been there
- he writes about the potential perils he faced:
  - being hit by a micro-meteorite
  - the extreme temperatures outside the space station
  - losing his grip and floating away into space
- he writes about his feelings as he experiences seeing “the widescreen beauty of Earth” – the tone is one of awe and wonder at what he sees
  - he uses a simile to explain what he can see “like having a front-row seat...”
  - he uses the verb “marvelling” to show his feelings at how “fragile and beautiful Earth looked”
  - he feels “awe and reverence” looking at the Earth and the “vast blackness of space”
  - he felt as if he were “a microscopic spectator” – a tiny being in the vastness of the universe
  - he calls the experience “astonishing and humbling”
- he writes about the importance of the job he has to do:
  - his anxiety is replaced by determination to do the job
  - he has to restore the space station to full solar power / comparative difficulty of work in space
  - he says “timing was critical”
  - there is potential danger when Len’s spacesuit developed a fault and the spacewalk is cut short
  - the task is declared a success – the space station is back to full power
- he concludes by telling us about the support he had received from those back on Earth and saying he was “a very proud Briton”
  - ‘achieved a personal dream’

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 read the article by Robert Wood on the opposite page.

1	3
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- a) How long had Otto Lilienthal been experimenting with flying machines? [1]
- b) How high did Otto Lilienthal go in his flying machine? [1]
- c) What evidence is there that Otto Lilienthal was pleased with his flight? [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 each correct response in a), b) and c):

- a) eight years [1]
- b) about fifty feet [1]
- c) after the flight he was 'quite breathless from excitement'. [1]



1	4
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**“Robert Wood admires Otto Lilienthal’s skill in building and flying his ‘flying machine’.”**

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

**[10]**

**You should comment on:**

- **what the writer says**
- **how the writer 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 one or two basic textual details and/or express a simple personal opinion. Responses in this band may be brief and limited and/or struggle to engage with the text and/or the question.

Give 3-4 marks to those who select some relevant straightforward textual details, with some simple personal opinion. These responses will show some interaction with Wood’s account, although coverage of parts of the text may be limited.

Give 5-6 marks to those who give an evaluation of the text supported by a range of relevant details from across the text. These responses will show some critical awareness of, and response to, Wood’s account, making good use of the text.

Give 7-8 marks to those who give a detailed, critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and understanding of Wood’s account, using a good range of relevant details, including appropriate textual selection from across the text.

Give 9-10 marks to those who give a persuasive and detailed 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, evaluative comments on Wood’s account.

Details that candidates may evaluate or comment on:

- he says he is `privileged` to be watching Otto Lilienthal – he is “witnessing the very start of the flying age”
- the machine has been constructed “so perfectly” – no loose cord / cloth perfectly tensioned
- he calls Otto Lilienthal “an engineer of great ability”
- Otto Lilienthal had worked on flying machines for eight years – suggests his dedication
- Otto Lilienthal had to work hard to keep the machine level to begin the flight
- he was “like an athlete” – suggests he was well-prepared and knew what to do
- he knew exactly when to attempt `take off` - he understood the best time for the attempt
- he was able to “expertly” manoeuvre the flying machine
- he landed perfectly – “cleverly” bringing the machine to land
- he writes of the “perfection” of Otto Lilienthal’s invention “perfectly designed”
- he calls him “fearless” / a “brave experimenter”
- never witnessed anything so exciting / a lasting impression on him

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
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**Using information from both texts, identify what Tim Peake and Otto Lilienthal wore for the spacewalk and the flight in the flying machine [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 detail from both texts.

Details that candidates may select, explore or respond to:

**Tim Peake**

- pressurised space gloves
- space helmets
- spacesuits

**Otto Lilienthal**

- a thick flannel shirt that was protection against the cold
- baggy trousers with thickly padded knees

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 are about remarkable achievements in the history of flight.**

**Compare:**

- **the difficulties and dangers faced by Tim Peake and Otto Lilienthal**
- **how the two writers show these difficulties and dangers** [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 difficulties and dangers faced by Peake and Lilienthal and/or make a very limited attempt at how the writers show the difficulties and dangers of the two events. 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 similarities and differences in what the texts say about the difficulties and dangers faced by Peake and Lilienthal, and/or make some simple comments on how the writers show the difficulties and dangers of the two events.

Give 5-6 marks to those who identify similarities and differences in what the texts say about the difficulties and dangers faced by Peake and Lilienthal and/or make some appropriate comments on how the writers show the difficulties and dangers of the two events.

Give 7-8 marks to those who make detailed comparisons about the difficulties and dangers faced by Peake and Lilienthal and offer some valid comments that explore in some detail how the writers show the difficulties and dangers of the two events.

Give 9-10 marks to those who make comparisons that are sustained and detailed about the difficulties and dangers faced by Peake and Lilienthal and show clear understanding of the ways in which the writers convey the difficulties and dangers of the two events.

Details that candidates may explore or comment on could be:

### **The difficulties and dangers faced by Tim Peake and Otto Lilienthal**

Tim Peake

- could be hit by a hurtling micro-meteorite
- temperatures fluctuate between very high and low extremes
- you could lose your grip and float away into space
- night and day changed in a minute
- spacesuits could develop a fault
- space station fault

Otto Lilienthal

- needed protection against the cold / clothing padded / thick shirt
- the machine was difficult to hold or keep level
- too rapid descent or having to make an emergency landing
- the machine could be caught by a sudden gust of wind
- he flew fast and high

### **How the two writers show these difficulties and dangers**

Tim Peake

- he uses the adjective 'perilous' to describe the conditions he worked in
- he uses comparison to show that his work would be an easy job on earth but carried incredible risk in space
- he gives a specific example of how quickly the temperature can vary
- he uses the word 'critical' to describe how important timing was on the spacewalk

Robert Wood

- he describes the machine as 'it rocked and tipped with every puff of air'
- he writes about Lilienthal having to 'exert his entire strength to keep it level'
- he is 'anxious' while waiting for Lilienthal's flight
- he says the machine swerved dangerously in the air

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.

## 21 + 22 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> <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>	<b>8 marks</b> <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> <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>	<b>6-7 marks</b> <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> <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>	<b>4-5 marks</b> <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> <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>	<b>2-3 marks</b> <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> <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>	<b>1 mark</b> <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
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 - Additional task-specific guidance

**Write a lively article** for your school/college magazine with the title:

'Things I can't live without.'

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 readers a view of some of the things the writer holds dear, supported by reasons for those choices
- the content is assured, lively and engaging
- there is a clear sense of engagement with the intended audience – this may be through devices such as asides, examples, questions, direct address that give a distinctive voice to the article and establish an effective reader-writer relationship
- the article has a clear and coherent approach, for example, perhaps looking first at the most important choice made by the writer, along with reasons for that choice, and then moving on to choices of rather less importance
- there are a range of appropriate and well-selected details to illustrate and give substance to the choices included in the writer's article
- there is a logical structure and direction to the article, within which the writer's choices and relevant details are pursued effectively and clearly to give substance to the writing
- the article articulates a number of different choices, suggesting why they represent importance to the writer
- the article is of appropriate length and 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)
- sentence control and range is good
- 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 an article
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the points raised
- a weak or limited structure to the article 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
- sentence range, variety and control is limited
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise



**Question**

2	2
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 - Additional task-specific guidance

You have been asked to give a **talk** to your class about how people in their everyday lives can help protect the environment and save the planet.

**Write what you would say in your talk.**

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 talk to an audience the speaker knows well
- the content is assured and engaging
- 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 talk
- there is a clear and coherent approach and viewpoint that gives suggestions about how the environment can be protected and how these suggestions can help to save the planet; these are presented and developed persuasively
- the response has a logical structure within which information about the subject of the talk, their qualities and the speaker's views about them are presented clearly and convincingly
- paragraphs are used to effectively structure the response and give direction to the overall presentation
- the response uses a range of appropriate and well-selected details to illustrate and give substance to the suggestions and points of view expressed
- the talk is of appropriate length and 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)
- sentence control and range is good
- 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 talk
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited development of the points raised
- limited development or clarity of ideas, with perhaps a tendency to simple assertion
- a weak or limited structure to the talk 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
- sentence range, variety and control is limited
- 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

<b>Assessment Objective</b>		<b>Strands</b>	<b>Elements</b>
<b>AO1</b>	<i>Identify and interpret explicit and implicit information and ideas</i>	<b>1 – Identify and interpret explicit and implicit information and ideas</b>	1a – Identify explicit information
			1b – Identify explicit ideas
			1c – Interpret implicit information
			1d – Interpret implicit ideas
	<i>Select and synthesise evidence from different texts</i>	<b>2 – Select and synthesise evidence from different texts</b>	2a – Select evidence from different texts
			2b – Synthesise evidence from different texts

<b>Assessment Objective</b>		<b>Strands</b>	<b>Elements</b>
<b>AO2</b>	<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>	<b>N/A</b>	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

<b>Assessment Objective</b>		<b>Strands</b>	<b>Elements</b>
<b>AO3</b>	<i>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</i>	<b>N/A</b>	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	<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"> <li><i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</i></li> </ul>	<b>1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b>	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
	<ul style="list-style-type: none"> <li><i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</i></li> </ul>	<b>2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b>	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	<i>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</i>	N/A	<i>The AO is a single element</i>