



GCSE MARKING SCHEME

AUTUMN 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCSE ENGLISH LANGUAGE COMPONENT 2

AUTUMN 2024 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 mostly 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.

Use of Pronouns

Textual analysis: When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Section A: 40 marks

1 1 Read the newspaper article in the separate Resource Material.

- (a) Who scored the winning goal for England in the Women's Euro 2022 final? [1]
- (b) Who scored Germany's equaliser? [1]
- (c) How did England's head coach react at the end of the game? [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) Chloe Kelly [1]
- (b) Lina Magull [1]
- (c) Danced with happiness [1]

1 2 How does the writer, Alan Garry, try to capture the drama and excitement of the Women's Euro 2022 final? **[10]**

You should comment on:

- what he says.
- his use of language, tone and structure.
- other ways the article tries to show the drama and excitement of the occasion.

You must refer to the text to support your comments, using relevant subject terminology where appropriate.

(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 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 identify one or two textual details that show the drama and excitement of the final. These responses will give one or two examples from the text but may struggle to engage with the text and/or the question. Responses are likely to be brief and limited and may lack clarity/precision.

Give 3-4 marks to those who identify some textual details that show the drama and excitement of the final. These responses give straightforward comments/explanation with some relevant selection of detail, although coverage 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 a range of examples used in the text show the drama and excitement of the final and begin to comment on 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 and comments show the drama and excitement of the final. These responses will begin to analyse how aspects such as language, tone and structure are used to show the drama and excitement of the occasion. Relevant subject terminology is likely to be used to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples and comments given by the writer from across the text show the drama and excitement of the final. These responses provide detailed analysis of how aspects such as language, tone and structure emphasise the drama and excitement of the occasion. Well-considered accurate use of subject terminology supports comments effectively, where appropriate.

Look for **range of detail, coverage of the whole text** and **quality of comment**

Details candidates may explore or comment on could be:

- the team won `in heart-pounding style`, suggesting it was both dramatic and exciting.
- **the size of the crowd** was `record-breaking` / a `capacity crowd` / `a sea of England shirts`.
- the descriptions of the **crowd's behaviour** show the excitement of the occasion:
 - They `noisily cheered on their team blowing horns and waving flags` / `roared on every attack and booed...decisions they didn't like` / `excited roar..` etc
 - The crowd are `nail-biting` into extra time.
 - reactions to goals – Toone's goal sends `the crowd wild` / Kelly's goal sends the `raucous` crowd go into `a frenzy`.
- around the country, supporters without tickets watched the game at big screen venues, pubs or at home and some visited London just because of the game – suggesting it was an exciting occasion even for those without tickets.
- the details during the game add to the drama:
 - dramatic goals - Ella Toone (Eng) / Lina Magull (Ger) / Chloe Kelly (Eng)
 - dramatic misses - `desperate goalmouth scramble` etc
 - extra time - `nerve-wrenching`
- the details **after the game**
 - in the stadium - `extraordinary scenes of celebration` / `scenes of jubilation`
`Football's Coming Home` played at the final whistle
 - the team and coach - `outpouring of emotion` / `players fell to the ground` / head coach `began to dance with happiness`
 - around the country - `raucous celebrations` in pubs/watch parties across England
- the writer uses quotations from fans and players to illustrate the excitement of the occasion.
- the photographs show excited fans cheering their team on.

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 passage on the opposite page, taken from the report of the first official women's football match in March 1895.

- 1 3 (a) How many spectators were reported to be at the match? [1]
- (b) What was the final score in the game? [1]
- (c) What was different about the ball used in the game? [1]

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

(AO1 1a, b, c, d)

Award one mark for a correct response.

- (a) ten thousand [1]
- (b) 7-1 [1]
- (c) the ball was smaller than usual [1]

1 4 “The writer gives an entirely negative view of the first women’s official football match and women playing football.” **[10]**

To what extent do you agree with this statement?

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 some basic textual details and/or express a simple personal view. 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 give some simple views about the statement supported by straightforward textual references. These responses may show some exploration of, and response to, some of the details in the passage although coverage may be limited.

Give 5-6 marks to those who give a view about the statement supported by appropriate textual references. These responses will show some critical exploration of, and response to, a range of relevant details.

Give 7-8 marks to those who give a detailed, critical evaluation of the statement, supported by a good range of well-selected textual references. They will show critical awareness and clear engagement with the text, using a good range of relevant details.

Give 9-10 marks to those who give a detailed and persuasive evaluation of the statement, supported by a wide range of convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement with the text/question and take an overview to make perceptive comments on the text.

Details that candidates may evaluate or give a personal response to could be:

- the game drew `train-loads of people` / `ten thousand` for what was viewed as a historic match, which suggests the reporter was open-minded about the occasion
- `Yet all` the crowd had come to see suggests a rather dismissive view of the occasion
- initial `curiosity` / became `a huge disappointment`
- the players are described as making `a pretty picture`
- this is qualified by `This...is all that could be said in favour of the (women) who `had not the slightest qualification to take the field` – a negative view
- the display of football `was dreadful`
- the women are compared unfavourably with a school team
- spectators would have felt they had wasted their time and money watching the game
- they began leaving before the game was half-way through
- the football was so poor the writer says `it would be idle to attempt any description of the play` / `game` + `victorious` suggest sarcasm.
- the writer says `football by women is totally out of the question`
- the writer says the women entirely lacked the qualities that footballers need: `speed, judgement, skill and pluck`
- the women `wandered aimlessly over the field` and couldn't kick the ball more than a few yards
- the size of the crowd was no indication of approval for women's football and will not attract crowds
- the writer accepts that football may be `a new and healthful form of recreation` for women - not entirely negative here
- but concludes that `as a public entertainment it is to be deplored` - entirely negative

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, give the details of the football kit worn by the teams in the two football games. **[4]**

You should make it clear which text you are referring to.

(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 or offer relevant detail from just one text.

Give 2 marks to those who select at least one 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 full, accurate details about the football kit worn by the women in the two teams.

Details that candidates may select:

'England beat Germany 2-1' text

- England played in white shirts and shorts.
- Germany played in dark green shirts and shorts.

1895 report

- North team wore red blouses and black knickerbockers, black stockings, red caps and brown leather boots.
- South team wore blouses of light and dark blue in large squares and blue caps with the same black stockings and leather boots as worn by the North team.

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 women playing in football matches in front of large crowds of spectators. **[10]**

Compare:

- what impressions the writers create of the spectators who watched the games at Wembley and the Crouch End Athletic Ground.
- how the writers create these impressions.

You must use the text to support your answers 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 or difference in the impressions of the spectators created by each writer. Marks in this band may only deal with one text or only deal with relevant impressions from one text or not make it clear to which text is being referred.

Give 3-4 marks to those who identify some of the similarities and/or differences in the impressions of the spectators created by each writer and/or make some simple comments on how these impressions are created.

Give 5-6 marks to those who identify similarities and differences in the impressions of the spectators created by each writer, making some comparisons and/or commenting on how these impressions are created.

Give 7-8 marks to those who make detailed comparisons about the impressions of the spectators created by each writer and make valid comments on how these impressions are created.

Give 9-10 marks to those who make sustained and detailed comparisons about the impressions of the spectators created by each writer, showing clear understanding about how these impressions are created.

Details that candidates may explore or comment on:

the impressions the writers create of the spectators who watched the games at Wembley and the Crouch End Athletic Ground.

Spectators at Wembley ('England beat Germany 2-1' text)

- noisy / raucous
- partisan / one-sided / supportive / happy for their team
- nervous about the outcome/feel pressure
- overjoyed / celebratory at the victory

Spectators at the Crouch End Athletic Ground (1895 report)

- curious
- initially supportive and good-humoured
- disappointed by the quality of the game

how the writers create these impressions

Spectators at Wembley ('England beat Germany 2-1' text)

- he gives details of their noisy behaviour – 'blowing horns and waving flags' / 'the excited roar of the capacity crowd'.
- he says the spectators booed referee decisions they didn't like / roared on every England attack.
- their 'nail-biting intensified' when the game went into extra time.
- he uses adjectives such as 'extraordinary' and 'raucous' to describe the celebrations at the end of the game / the supporters went into 'a frenzy' when the goal went in / 'scenes of jubilation in the stands'.

Spectators at the Crouch End Athletic Ground (1895 report)

- he describes the supporters as having 'great curiosity' about the ability of the women footballers – they saw it as a 'novelty'.
- the supporters 'greeted' the women with 'cheers and good-humoured laughter'.
- he explains the supporters had 'felt they had wasted their time and money' and 'many left the game early'

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

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 2	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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

Question 2 1 - Additional task-specific guidance

The following is an extract from a letter to a national newspaper:

`...schools these days just spend far too much time on exams. There are so many other important things all pupils should be learning about and getting involved in, such as voluntary work, learning to manage money and learning more practical skills...`

Write a letter to the newspaper giving your views on this subject.

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

Communication and Organisation (A05)

- a sustained sense of register and purpose, which meets the requirement of a letter to a newspaper – for example, a serious approach offering a clear and sustained viewpoint
- the content is assured and convincing
- a clear and coherent approach and viewpoint where opinions/arguments are presented and developed persuasively
- a clear understanding of the intended audience and the reader-writer relationship
- the response has a logical structure within which opinions/arguments are presented clearly and convincingly
- paragraphs are used effectively to 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 of appropriate length and is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (A06)

- 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 responses **may** be characterised by some of the following features:

Communication and Organisation (A05)

- the content is thin and/or brief
- there is a limited or uncertain sense of register, purpose and format
- 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 (A06)

- 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 school/college is holding an election for a student president who will make sure students' views and ideas are shared with the headteacher and governors. Candidates have been asked to give a speech to persuade students to vote for them, saying why they would make a good student president and give details of one or two issues they would want to work on with the headteacher.

You decide to be a candidate.

Write what you would say in your speech.

Successful responses may include some of the following features:

Communication and Organisation (A05)

- there is a sustained sense of register and purpose, which meets the requirement of a speech to a specific audience – students in the school
- 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 speech. A successful speech will be persuasive and will include issues to work on with the headteacher that are relevant to the students
- there is a clear and coherent approach and viewpoint that might include such things as personal qualities that are relevant to being an effective student president, a school issue that is likely to concern younger students and one that might be relevant to older students and so on
- the response has a logical structure within which information and views 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 personal and persuasive qualities of the speaker
- the speech is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (A06)

- 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 persuasive speech
- 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 information, with perhaps a tendency to simple assertion
- a weak or limited structure to the speech 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 %
Component 2	7.5	7.5	7.5	7.5	18	12	60

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

Assessment Objective		Strands	Elements
AO2	<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>	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	<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

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