



**General Certificate of Secondary Education**

**English/  
English Language**

**Unit 1 H Tier**

**Understanding and producing non-fiction texts**

**Mark Scheme**

*2011 examination - January series*

**Version 2 - 14.01.11**

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made during the standardisation process and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

## DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

**SECTION A: READING – Assessment Objectives**

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- ii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

**SECTION B: WRITING – Assessment Objectives**

- i. Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

<b>Assessment Objective</b>	<b>Section A</b>
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	<b>Section B</b>
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓
	One third of the marks available for Section B are allocated to this Assessment Objective

Read Source 1, the online travel article called *'Rafting on the Grand Canyon'* by Elisabeth Hyde.

- 1 What do you learn from Elisabeth Hyde's article about where she has been and what she has been doing? (8 marks)

AO2i English AO3i English Language	Skills
Mark Band 4 'perceptive' 'detailed' 7 – 8 marks	<ul style="list-style-type: none"> <li>offers evidence that the article is fully understood</li> <li>shows a detailed engagement with the text</li> <li>makes perceptive connections and comments about people, places and events</li> <li>offers appropriate quotations or references to support understanding</li> </ul>
Mark Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> <li>shows clear evidence that the text is understood</li> <li>shows clear engagement with the text</li> <li>may interpret the text and make connections between people, places and events</li> <li>offers relevant quotations or references to support understanding</li> </ul>
Mark Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> <li>some evidence that the text is understood</li> <li>attempts to engage with the text</li> <li>makes some reference to the places, people and events in the text</li> <li>offers some relevant references or quotation to support what has been understood</li> </ul>
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>limited evidence that the text is understood</li> <li>limited engagement with the text</li> <li>limited reference to the places, people and events in the text</li> </ul>
0 Marks	Nothing to reward
<p>Indicative Content</p> <p>Candidates' responses <b>may</b> include:</p> <ul style="list-style-type: none"> <li>Elisabeth Hyde went Rafting on the Grand Canyon with her husband and three daughters.</li> <li>It was a 13 day, 225 mile trip down the Colorado River to the Grand Canyon.</li> <li>She went with 'about two dozen strangers' and seemed surprised at the 'masses of gear' and the rafts that 'would be our world' for two weeks. The closeness of the others meant there was little privacy compensated for by the 'spectacular environment'.</li> <li>They spent 5 to 8 hours a day on the river and were 'eating, sleeping and bathing together'.</li> <li>The group were 'perched on the sides' of the boat which must have been fun and thrilling and she was impressed with the way the boats were packed with gear.</li> <li>She had a 'Disney-like' experience on the water which was exciting and hard work: it was a 'white knuckle, roller-coaster ride'.</li> <li>She 'strained her neck' so she could see the steep walls and coloured rocks and 'great views' having a wonderful experience in 'one of the most spectacular environments on earth'.</li> <li>She broke party leader Ed's rule by falling out of her boat and was in the water for 45 seconds, scared but exhilarated.</li> <li>At the end, nearing Diamond Creek, she was filthy dirty: 'our clothes and hair held about a pound of silt each' and was glad of a shower but she had a great time and it made her want to be a river guide.</li> </ul>	

Now read Source 2, the article and the picture which goes with it called '*Fearsome Tyrannosaurus rex Sue may have died of a sore throat*' by Ian Sample.

**2** Explain how the headline, sub-headline and picture are effective and how they link with the text? (8 marks)

AO2iii English AO3iii English Language	Skills
Mark Band 4 'perceptive' 'detailed' 7 – 8 marks	<ul style="list-style-type: none"> <li>offers a detailed interpretation of the effect of the headline and sub-headline.</li> <li>presents a detailed explanation and interpretation of what the picture shows and its effect</li> <li>links the picture and the headlines to the text with perceptive comments</li> <li>offers appropriate quotations or references to support comments</li> </ul>
Mark Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> <li>shows clear evidence that the headline and sub-headline, and their effects, are understood</li> <li>makes clear and appropriate links between the headline and sub-headline, and the text.</li> <li>offers a clear explanation of the effectiveness of the picture</li> <li>links the picture to the content of the text</li> <li>employs relevant quotations or references</li> </ul>
Mark Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> <li>shows some evidence that the headline and sub-headline and their effects are understood</li> <li>attempts to link the headline and sub-headline to the text</li> <li>offers some explanation of how the picture is effective</li> <li>attempts to link the picture to the content of the text</li> </ul>
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>offers limited or simple comments on the effect of the headline and sub-headline</li> <li>offers a limited or simple explanation of what the picture shows</li> <li>shows limited appreciation of how the picture, the headline and sub-headline link with the text</li> </ul>
0 Marks	Nothing to reward
<p>Indicative Content</p> <p>Candidates' responses <b>may</b> include:</p> <p>The headline and sub-headline are effective because:</p> <ul style="list-style-type: none"> <li>They tell the reader that the Tyrannosaurus rex may have died of a 'sore throat' which will fascinate the reader. The reader's disbelief will attract them to read the article.</li> <li>The fact that the headline names her as 'Sue' is effective because it's amusing and unexpected, we would probably not think of such a violent and threatening dinosaur as female or called by the friendly name of Sue.</li> <li>The word 'fearsome' connects with the picture which shows T rex as very big, aggressive and frightening; the text also describes the 'violent skirmishes' she had, that she weighed 'seven tonne' and was 13 metres long.</li> <li>The sub-headline is effective for readers because they will want to know more about the sore throat theory and the link with harmless, everyday pigeons seems strange and unlikely. There is a hint of alliteration in the 's' sounds which is also engaging.</li> </ul> <p>The picture is effective because:</p> <ul style="list-style-type: none"> <li>The picture shows a very big, awesome skeleton which is almost like a monster which will have an impact on the reader and make them want to know more.</li> <li>The picture almost dominates the article and its head seems to leap out towards the reader.</li> <li>The picture is very dramatic; the 'fossil' is a massive size-compared to the people- the head is huge and makes the 'pigeon parasite' theory even more mysterious and engaging.</li> <li>Linking the beast with something that 'causes mild infections in pigeons' seems ironic and ridiculous so the reader would be drawn to the text where the explanation is to be found.</li> <li>Links to the text: as noted above; the explanation of the theory and the details of the fossil are explained in the text.</li> </ul>	

Now read Source 3, *'Everest The Hard Way'* which is an extract from a non-fiction book.

3 Explain which parts of Pete Boardman's story of the return to Camp 6 you find tense and exciting.

(8 marks)

AO2i English AO3i English Language	Skills
Mark Band 4 'perceptive' 'detailed' 7 – 8 marks	<ul style="list-style-type: none"> <li>engages, in detail, with the tension and excitement created in the text</li> <li>offers perceptive explanations and interpretations of the text</li> <li>employs appropriate quotations or references to support ideas</li> </ul>
Mark Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> <li>shows clear understanding of the tension and excitement created in the text</li> <li>clearly explains and begins to interpret relevant parts of the text</li> <li>employs relevant quotations or references to support understanding and interpretation</li> </ul>
Mark Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> <li>shows some engagement with the tension and excitement in the text</li> <li>attempts to make comments to explain tension and excitement</li> <li>offers some quotations or references to support ideas</li> </ul>
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> <li>shows limited engagement with the tension and excitement in the text</li> <li>offers limited or simple comments to explain</li> <li>may offer copying or irrelevant quotation</li> </ul>
0 Marks	Nothing to reward
<p>Indicative Content</p> <p>Candidates' responses <b>may</b> include the following aspects of the text :</p> <ul style="list-style-type: none"> <li>The fact that a 'decision' had to be made and there was a time limit of 'ten more minutes' suggests that they were in a precarious position and builds tension and excitement, ending in the statement that 'time was up'.</li> <li>The part where they are going the wrong way, that there was a blizzard, that night was coming on and they had to consider their own lives shows that they were up against nature and the elements and in an extreme situation. That 'there was no sign of Mick' suggests that something terrible had happened.</li> <li>Getting down the mountain when Pertemba was 'not used to moving without fixed ropes' and is slow, and the fact that Boardman thought he was lost, is exciting and adds to the sense of risk and danger.</li> <li>The avalanche, the dependency on the rope and the ice axe shows the life or death hazards they endured and is exciting.</li> <li>The 'miracle' of finding the rope in the dark and the fact that Pertemba seemed to be struggling, and Boardman's 'tumble' adds excitement to the end of the journey.</li> <li>The fact that Boardman, the strong, experienced conqueror of Everest 'burst into tears' shows just how tense the experience had been and that he knows Mick is not coming back.</li> </ul>	

Now you need to refer to Source 3, *‘Everest the hard way’*, and **either** Source 1 **or** Source 2.

You are going to compare the **two** texts, one of which you have chosen.

**4** Compare the different ways in which language is used for effect in the two texts.

Give some examples and analyse what the effects are.

(16 marks)

AO2i, iii English AO3i, iii English Language	Skills
Mark Band 4 ‘perceptive’ ‘detailed’ 13 – 16 marks	<ul style="list-style-type: none"> <li>offers a full and detailed understanding of the texts in relation to language</li> <li>analyses how the writers have used language differently to achieve their effects</li> <li>offers appropriate quotations or references in support of ideas with perceptive comments</li> <li>focuses on comparison and cross-referencing between the texts</li> </ul>
Mark Band 3 ‘clear’ ‘relevant’ 9-12 marks	<ul style="list-style-type: none"> <li>shows clear evidence that the texts are understood in relation to language</li> <li>offers clear explanation of the effect of words and phrases in the different contexts</li> <li>offers relevant quotations or references to support ideas</li> <li>offers clear comparisons and cross references between the two texts</li> </ul>
Mark Band 2 ‘some’ ‘attempts’ 5-8 marks	<ul style="list-style-type: none"> <li>shows some evidence that the texts are understood in relation to language</li> <li>shows some appreciation of the effect of words and phrases in the different contexts</li> <li>attempts to support responses with usually appropriate quotations or references</li> <li>attempts to compare language use and make cross references</li> </ul>
Mark Band 1 ‘limited’ 1-4 marks	<ul style="list-style-type: none"> <li>offers limited evidence that either text is understood in relation to language</li> <li>shows no real appreciation of the effect of words and phrases in the different contexts</li> <li>offers few examples with limited comment</li> <li>shows limited ability to compare or make cross references</li> </ul>
0 Marks	Nothing to reward

#### Indicative Content

Candidates’ responses **may** consider some of the following examples of language use:

Everest the hard way:

- ‘A decision was needed,’ short, dramatic sentence evoking a sense of determination; ditto ‘The time was up’.
- The various references to time, ‘half past four’ and the idea that as the light decreased ‘afternoon drifted into the approaching night’ so ‘success was turning into tragedy’ links darkness with tragedy to give a sense of impending doom or disaster.
- ‘I fumbled in my sack’ suggests panic, rush.
- ‘we had to fight for our own lives and think downwards’ evokes desperation, tension.
- ‘our success was turning into tragedy’ makes the reader apprehensive; ditto ‘I felt panic surge inside’.
- ‘powder-snow avalanche’, ‘threaded our way blindly’, ‘another big avalanche coming, channelled straight at me’ provide a sense of danger, peril, the hazards of mountaineering, will engage/concern the reader.
- ‘I smashed my axe into the ice’ sounds violent and desperate; ‘miracle’ and ‘mercilessly’ have an almost religious connotation.
- ‘burst into tears’ evokes the relief and the tragedy at once; Boardman crying will arrest the reader –a stark conclusion.
- The use of short sentences reflects: the punctuation of time; drama; shortness of breath/arduousness of task
- Understanding of person/voice and formality/informality of tone are valid

### Rafting on the Grand Canyon

- Ed's speech –joke- is both serious but humorous and sets the tone for travel/holiday writing.
- There is factual detail for the purpose of information with some evocative description, ‘..you can't be shy’, ‘perched on the side tubes-prime seats with great views’, ‘eating, sleeping, bathing together’.
- A sense of awe and beauty and thrill is given with, ‘rocks, rocks everywhere’, ‘massive maroon cliffs streaked with black’; the description of the rapids-‘Disneyland-like’, ‘ plunging’, ‘shoots’, ‘drenched’ and ‘It's a white knuckle rollercoaster ride that has people screaming with the thrill of it’, ‘foaming madness’.
- The use of active verbs is effective ‘sucked down...spun around...spat up’, ‘scared’, ‘exhilarated’ with the punchy short sentences as if short of breath.
- The description of ‘a pound of silt’ is unpleasant but the idea of wanting to ‘become a river guide’ brings the sense back to the beginning with Ed.

### Fearsome Tyrannosaurus

- A sense of battle, war, fighting and combat in the life of Sue is captured with, ‘the mighty Tyrannosaurus’, ‘felled not by mortal combat’, ‘prehistoric predator’, ‘violent skirmishes which left her with three broken ribs’, ‘combat-scarred remains’ ‘gouge marks’, ‘one-to- one battles’.
- Devices used include alliteration, personification, the views of an expert and scientific facts.
- The text is more different to ‘Everest’ than is ‘Rafting’, so contrasts may be made-but the sense of drama is comparable.

Candidates need to take these examples and effects and compare the different uses for different purposes and contexts made by the writers.

- 5 Write a brief article for a website of your choice telling your readers about an interesting or unusual journey or travel experience you have had. Explain why it was memorable.

(16 marks)

AO3i, ii English AO4i, ii English Language	Skills
<p>Band 4 8-10 marks</p> <p>'convincing' 'compelling'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• writes in a way which shows clarity of thought and communicates in a convincing and/or compelling way</li> <li>• engages the reader with detailed and developed ideas, perhaps abstract concepts</li> <li>• makes and sustains the purpose, intention and objective of writing the article, e.g. by affecting the reader, evoking response</li> <li>• writes a formal article, the tone of which is appropriately serious but also subtle, employs e.g. reason, some sophistication</li> <li>• uses linguistic devices such as the rhetorical question, hyperbole, irony, in an effective and appropriate way</li> <li>• shows control of extensive vocabulary with appropriately used discursive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• writes a whole text in continuous prose</li> <li>• employs paragraphs effectively to enhance meaning including, e.g. the one-sentence paragraph</li> <li>• uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate</li> <li>• presents complex ideas in a coherent way</li> </ul>
<p>Band 3 5-7 marks</p> <p>'clarity' 'success'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• writes in a way which shows clarity of thought and communicates with success</li> <li>• engages the reader with more detailed informative and explanatory ideas</li> <li>• clearly states the purpose and intention of writing the article e.g. by articulating ideas and memories</li> <li>• writes a formal article the tone of which is appropriately serious and which may show subtlety, begins to employ e.g. emphasis, assertion, reason, emotive language</li> <li>• uses devices such as the rhetorical question, lists, hyperbole as appropriate</li> <li>• uses words effectively including discursive / informative markers e.g. 'furthermore', 'another memorable thing...'</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs paragraphs effectively in a whole text</li> <li>• begins to use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate</li> <li>• presents well thought-out ideas in sentences</li> </ul>

<p>Band 2 3- 4 marks</p> <p>'some'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• engages the reader by presenting information with some developing ideas</li> <li>• shows some awareness of the purpose and intention of writing the article e.g. by stating a number of related ideas</li> <li>• register may vary between formal and colloquial or slang, the tone may be unvaried</li> <li>• may use devices such as the rhetorical question, lists, exaggeration but not always appropriately</li> <li>• uses some effective vocabulary which includes some discursive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• attempts use of paragraphs which may enhance meaning</li> <li>• some evidence of structural features, e.g. short paragraphs, dialogue if appropriate</li> </ul>
<p>Band 1 1-2 marks</p> <p>'limited'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates few ideas with limited success</li> <li>• engages the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question</li> <li>• shows limited awareness of the purpose and intention of writing the article e.g. by stating very simple ideas</li> <li>• register may vary between formal and colloquial or slang, sustaining neither</li> <li>• use of devices such as the rhetorical question and lists may not be appropriate or effective</li> <li>• limited vocabulary evident with arbitrary or little use of informative markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• shows evidence of erratic, if any, paragraph structure</li> <li>• shows limited variety of structural features, e.g. one-sentence paragraphs</li> </ul>
<p>0 Marks</p>	<p>Nothing to reward</p>

AO3, iii AO4, iii	Skills
Band 3 5-6 marks	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and punctuation with success</li> <li>• organises writing using sentence demarcation accurately</li> <li>• employs a variety of sentence forms to good effect including short sentences</li> <li>• shows accuracy in the spelling of words from an ambitious vocabulary</li> <li>• uses standard English consistently</li> </ul>
Band 2 3-4 marks	<ul style="list-style-type: none"> <li>• writes with control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is mainly accurate</li> <li>• employs a variety of sentence forms</li> <li>• shows accuracy in the spelling of words in common use in an increasingly developed vocabulary</li> <li>• uses standard English usually</li> </ul>
Band 1 1-2 marks	<ul style="list-style-type: none"> <li>• writes with some control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is sometimes accurate</li> <li>• writes simple and some complex sentences</li> <li>• shows accuracy in the spelling of some words in common use</li> <li>• uses standard English sometimes</li> </ul>
0 Marks	Nothing to reward

## Indicative content

Candidate articles should be succinct and focused. What is required is concentrated information, and explanation reflecting the 16 marks and the time available.

Candidates **may** include the following in their article:

- show that the topic and task are understood –that the article is about an interesting or unusual journey or travel experience they have had and why it was so
- nominate an event or experience with focus but also detail
- develop reasons as to why it was interesting and/or unusual using information/description, possibly anecdote
- explain why the experience was memorable –evokes memories, was e.g. thrilling, frightening, pleasurable, calming and relaxing, life-changing
- make some emphasis on the ‘journey’ and/or ‘travel’ aspect of the article, perhaps with information about the context of the experience
- conclude the article

- 6 Your school or college is inviting entries for a writing competition, the topic is “*Dangerous sports, activities and pastimes are selfish, often put others at risk and should be discouraged.*” Write your entry arguing **for or against** this view.

(24 marks)

AO3i, ii English AO4i, ii English Language	Skills
<p style="text-align: center;">Band 4</p> <p style="text-align: center;">13-16 marks</p> <p style="text-align: center;">‘convincing’ ‘compelling’</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• writes in a way which shows clarity of thought and communicates in a convincing / compelling way</li> <li>• engages the reader with detailed, succinct argument, a range and variety of persuasive ideas, abstract concepts, vivid detail, e.g. makes a moral appeal, invokes finer feelings</li> <li>• makes and sustains the purpose, intention and objective of the writing, e.g. by specifying outcomes, considering implications</li> <li>• writes in a formal way employing a tone which is appropriately serious but also manipulative and subtle, uses e.g. assertion, reason, sophistication</li> <li>• uses linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way</li> <li>• shows control of extensive vocabulary with appropriately used discursive markers e.g. ‘Surely it is reasonable to expect....’, ‘Taking the global view...’, ‘One alternative position might be..’ etc.</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• writes a whole text in continuous prose</li> <li>• employs paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs</li> <li>• uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate</li> <li>• presents complex ideas in a coherent way</li> </ul>
<p style="text-align: center;">Band 3</p> <p style="text-align: center;">9-12 marks</p> <p style="text-align: center;">‘clear’ ‘success’</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• writes in a way which shows clarity of thought and communicates with success</li> <li>• engages the reader with more detailed argument and persuasive ideas, e.g. makes reference to consequences, implications</li> <li>• clearly states the purpose and intention of the writing e.g. by articulating ideas, concerns, issues</li> <li>• writes in a formal way employing an appropriately serious tone which may show subtlety; begins to use e.g. emphasis, assertion, reason, emotive language</li> <li>• uses devices such as the rhetorical question, lists, hyperbole as appropriate</li> <li>• uses words effectively including argumentative/persuasive markers e.g. ‘Furthermore’, ‘Alternatively’</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs paragraphs effectively in a whole text</li> <li>• uses a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate</li> <li>• presents well thought out ideas in sentences</li> </ul>

<p>Band 2</p> <p>5-8 marks</p> <p>'some'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with some success</li> <li>• engages the reader by presenting a point of view with some reasoning and persuasive ideas -though links in arguments may be tenuous, e.g. makes reference to the issue and its implications</li> <li>• shows some awareness of the purpose and intention of the writing e.g. by stating a number of related ideas</li> <li>• register may vary between formal and colloquial or slang, the tone may be unvaried</li> <li>• may use some devices such as the rhetorical question, lists, exaggeration but not always appropriately</li> <li>• uses some effective vocabulary which includes some argumentative/persuasive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• uses paragraphs which may enhance meaning</li> <li>• some evidence of structural features, e.g. short paragraphs, dialogue if appropriate</li> </ul>
<p>Band 1</p> <p>1-4 marks</p> <p>'limited'</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates few ideas with limited success</li> <li>• engages the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question</li> <li>• shows limited awareness of the purpose and intention of the writing e.g. by stating simple ideas</li> <li>• register may vary between formal and colloquial or slang, sustaining neither</li> <li>• use of devices such as the rhetorical question and lists may not be appropriate or effective;</li> <li>• limited vocabulary evident with arbitrary or little use of argumentative/persuasive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• shows evidence of erratic paragraph structure</li> <li>• show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate</li> </ul>
<p>0 Marks</p>	<p>Nothing to reward</p>

AO3, iii AO4, iii	Skills
Band 3 6-8 marks	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and punctuation with success</li> <li>• organises writing using sentence demarcation accurately</li> <li>• employs a variety of sentence forms to good effect including short sentences</li> <li>• show accuracy in the spelling of words from an ambitious vocabulary</li> <li>• uses standard English consistently</li> </ul>
Band 2 3-5 marks	<ul style="list-style-type: none"> <li>• writes with control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is mainly accurate</li> <li>• employs a variety of sentence forms</li> <li>• shows accuracy in the spelling of words in common use in an increasingly developed vocabulary</li> <li>• uses standard English usually</li> </ul>
Band 1 1-2 marks	<ul style="list-style-type: none"> <li>• writes with some control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is sometimes accurate</li> <li>• writes simple and some complex sentences</li> <li>• shows some accuracy in the spelling of words in common use</li> <li>• uses standard English sometimes</li> </ul>

## Indicative content

Candidates' responses should be expansive and developed, showing evidence of thoughtful and considered ideas, persuasively argued and reflecting the 24 marks available.

Candidates **may** include the following in their writing:

- show that the topic and task are understood –that there are sports and pastimes which some people would consider dangerous: e.g. sky diving, mountaineering, rock climbing and potholing, underwater diving, ballooning..
- recognise the idea in the topic that there is or may be a selfish element to this - the feelings of potentially bereaved loved ones, time and cost, the fact that people may have to rescue the participants, hospital costs, inconvenience to others ....
- make a summary of the issue and **decide for or against** the idea that such pastimes should be discouraged or even banned
- alternatively, suggest that adventure, risk and excitement are essential to a full life and that, given proper equipment and training are good for people, especially young people
- furthermore that e.g. mountain rescuers are volunteers and find their adrenaline rush by saving people from dangerous places
- **for marks in the highest band** develop the argument perhaps employing examples and anecdote but also wider, moral and ethical arguments and ideas to support the point of view
- conclude their writing

Assessment Objective	Section	
	A	B
2(i)	✓	
2(ii)		
2(iii)	✓	
2(iv)		
3(i)		✓
3(ii)		✓
3(iii)		✓