



# Mark Scheme (Results)

## November 2017

Pearson Edexcel Level 1/Level 2

GCSE (9-1) in English Language (1EN0)

Paper 2: Non-fiction and Transactional Writing



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## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme - not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

### Marking guidance - specific

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points
- Indicative content is exactly that - it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they

provide alternative responses to the indicative content that fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

### Paper 2 Mark scheme

The table below shows the number of raw marks allocated for each question in this mark scheme.

Component	Assessment Objectives					Total marks	
	AO1	AO2	AO3	AO4	AO5	AO6	
Component 2 – Non-fiction and Transactional							
Question 1	2						2
Question 2		2					2
Question 3		15					15
Question 4	1						1
Question 5		1					1
Question 6				15			15
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40

## Section A: Reading

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark												
1	Accept any <b>two</b> of the following answers, based on lines 1-5: <i>(bank of) clouds, (hazy early) morning, earth, the ocean.</i>	<b>(2)</b>												
Question Number	<b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>	Mark												
2	<p>Award 1 mark for a valid example from lines 6-10, and 1 mark for how the writer uses language. For example:</p> <table><tr><th>Example from the text:</th><th>How the writer uses language:</th></tr><tr><td>'sensation caused by the change of scenery pales beside the sensation of getting used to the fact of weight'/'which had floated before' (1)</td><td>The writer uses comparisons to show the impact of the sensations (1)</td></tr><tr><td>'getting used to' (1)</td><td>the writer uses verbs to show that it is an unusual feeling (1)</td></tr><tr><td>'For a number of minutes' (1)</td><td>the writer uses a description of time to show how long the sensation lasts (1)</td></tr><tr><td>'is an effort' (1)</td><td>the writer uses the term to describe the sensation as difficult (1)</td></tr><tr><td>'hung heavily' (1)</td><td>the writer uses alliteration to emphasise the weight of his limbs (1)</td></tr></table>	Example from the text:	How the writer uses language:	'sensation caused by the change of scenery pales beside the sensation of getting used to the fact of weight'/'which had floated before' (1)	The writer uses comparisons to show the impact of the sensations (1)	'getting used to' (1)	the writer uses verbs to show that it is an unusual feeling (1)	'For a number of minutes' (1)	the writer uses a description of time to show how long the sensation lasts (1)	'is an effort' (1)	the writer uses the term to describe the sensation as difficult (1)	'hung heavily' (1)	the writer uses alliteration to emphasise the weight of his limbs (1)	<b>(2)</b>
Example from the text:	How the writer uses language:													
'sensation caused by the change of scenery pales beside the sensation of getting used to the fact of weight'/'which had floated before' (1)	The writer uses comparisons to show the impact of the sensations (1)													
'getting used to' (1)	the writer uses verbs to show that it is an unusual feeling (1)													
'For a number of minutes' (1)	the writer uses a description of time to show how long the sensation lasts (1)													
'is an effort' (1)	the writer uses the term to describe the sensation as difficult (1)													
'hung heavily' (1)	the writer uses alliteration to emphasise the weight of his limbs (1)													

	'had to be willed to movement'/'by threatening' (1)	the writer personifies his arms and legs to show their lack of movement (1)	
	'not to function at all' (1)	the writer uses a negative and emphasises the lack of movement (1)	

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses. **Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.**

Question Number	Indicative content
3	<p>Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p>Responses may include the following points about the <b>language</b> of the text:</p> <ul style="list-style-type: none"> <li>the use of personal pronouns: repetitive use of 'we' and 'I' creates a sense that the events are personal</li> <li>the writer uses positive/expansive descriptive terms for the surroundings to contrast with space: 'a bank of clouds', 'big and lush', 'was a welcome change'</li> <li>references to the senses show that the astronauts are aware of the significance of their return: 'seeing', 'looking out', 'I could see', 'I sniffed to smell it', 'it felt like it', 'smelled good'</li> <li>the writer uses hyperbole to describe the impact of the landing: 'with all the grace of an old freight elevator', 'it looked more like thirteen or fourteen. And it felt like it too'</li> <li>alliteration is used to create interest and contrast: 'starkness of space', 'I sniffed to smell it', 'hung heavily'</li> <li>personification is used to demonstrate the significance of space and gravity: 'Arms...had to be willed to movement', 'threatening not to function', 'the moon, governor of the tides'</li> <li>the use of onomatopoeia emphasises the sensation of impact: 'thwack'</li> <li>use of emotive language conveys the writer's feelings and physical experience: 'as jarring as it was noisy', 'my hand was jammed painfully down', 'grunted in distress'</li> <li>the language used creates drama/suspense: 'I grabbed the circuit breakers and Mike jettisoned the chutes', 'There is no way to determine which way you'll end up after landing'</li> <li>the description of the spacecraft is positive: 'marvel of engineering'</li> <li>references to time and distance show the speed and scale of events and create suspense: 'between three and four feet', 'more like thirteen or fourteen', 'We bobbed around for seven minutes', 'less than two minutes'</li> <li>technical language to show expertise: 'circuit breakers', 'jettison', 'float-bag motors', 'flotation collar'</li> <li>negative language is used to express extreme emotion: 'It was over', 'No exclamations, no slaps on the back. No handshakes.'</li> </ul> <p>Responses may include the following points about the <b>structure</b> of the text:</p> <ul style="list-style-type: none"> <li>the writer uses short sentences for impact: 'The change was impressive', 'Not yet', 'And it felt like it too'</li> </ul>

	<ul style="list-style-type: none"><li>• repetition of negatives shows the strength of feeling at their return: 'No exclamations, no slaps on the back. No handshakes'</li><li>• the use of the very short piece of speech radioed to Air Boss creates a contrast with the drama of the landing</li><li>• the use of a variety of paragraph lengths: short paragraphs to make reference to specific events and longer paragraphs to explore the sensations and feelings of the writer</li><li>• the extract suggests it is part of a memoir; there are references to 'then' and 'now' and varied verb tenses: 'It brings a smile now, but at the time, it wasn't quite so amusing. There we were, officially taking our position in the history books of mankind, floating upside down in the Pacific Ocean. It was July 24, 1969.'</li></ul> <p><b>(15 marks)</b></p>
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Level	Mark	<b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>Limited comment on the text.</li> <li>Identification of the language and/or structure used to achieve effects and influence readers.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>Comment on the text.</li> <li>Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b></p>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>Explanation of the text.</li> <li>Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>Exploration of the text.</li> <li>Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>Analysis of the text.</li> <li>Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>4</b>	<p>Accept any reasonable answer based on lines 22-27.</p> <p><b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 'the British astronaut's joy at being back on Earth was clear'</li> <li>• the smells and fresh air are positive</li> <li>• "wonderful to be back in the fresh air"</li> <li>• he was looking forward to seeing his family</li> <li>• he 'was hoping for "a pizza and cold beer"'. </li> </ul>	<b>(1)</b>

Question Number	<b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>	Mark
<b>5</b>	<p>Accept any reasonable answer based on the example given.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• using the reference to 'going over Niagara Falls' links the experience to dropping down a large, fast-flowing waterfall (1)</li> <li>• the description of a 'flaming barrel' shows extreme temperature and rolling, restrictive and uncontrolled movement (1)</li> <li>• the quotation from Tim Peake emphasises the positive nature of his experience (1)</li> <li>• the use of a superlative builds up his excitement: 'best ride...ever' (1).</li> </ul>	<b>(1)</b>

Question Number	Indicative content
6	<p>Reward responses that evaluate how successfully the writer engages the reader through the description of the return to earth.</p> <p><b>References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the opening of the extract indicates that the events described are from an expert agent's perspective through the use of organisation names and abbreviations</li> <li>the opening of the extract looks back on the space expedition, which creates a sense of interest in the reader to know how the return to earth happens</li> <li>the writer emphasises the date, times and locations in the extract which would interest readers who want to know about specific details: '18 June', 'Kazakhstan', '186 days', 'some three and a half hours earlier', 'the European Astronaut Centre at Cologne in Germany'</li> <li>the extract contrasts information with personal experience by using quotations from the astronaut. The fact that he gives his personal views creates contrast and interest for the reader</li> <li>the reader would feel that the return to earth was 'dangerous' as the descent is described as 'a bumpy and uncomfortable ride' and 'quite a jolt'</li> <li>the effect of the descent is shown in statistical and physical terms which crafts the informative impact: 'one of the most dangerous parts of his mission. Strapped in...undocked...fired thrusters to take them out of orbit on a trajectory towards Earth'</li> <li>the description of the landing uses key statistical information to enhance the informative purpose: 'The spacecraft entered the atmosphere at some 28,000 km/h. The craft's heat shield is tilted towards the direction of re-entry so that it can handle temperatures of up to 1600°C'</li> <li>the way the writer designs the extract to contrast technical information about space travel with more colloquial expression is effective: 'This is a bumpy and uncomfortable ride', 'quite a jolt'</li> <li>the focal point of the extract is an individual who is positive about the experience. This creates an effective sense of someone who is admirable, even heroic, and with whom the reader can identify or empathise</li> <li>the writer's conscious crafting of the extract demonstrates the development of the theme from the date and location of the landing, to the process of landing, to the feelings and actions of Tim Peake after the landing.</li> </ul> <p style="text-align: right;"><b>(15 marks)</b></p>

Level	Mark	<b>AO4: Evaluate texts critically and support this with appropriate textual reference</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Description of ideas, events, themes or settings.</li> <li>• Limited assertions are offered about the text.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Comment on ideas, events, themes or settings.</li> <li>• Straightforward opinions with limited judgements are offered about the text.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• Explanation of ideas, events, themes or settings.</li> <li>• Informed judgement is offered about the text.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• Analysis of ideas, events, themes or settings.</li> <li>• Well-informed and developed critical judgement is offered about the text.</li> <li>• The selection of references is appropriate, detailed and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• Evaluation of ideas, events, themes or settings.</li> <li>• There is a sustained and detached critical overview and judgement about the text.</li> <li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li> </ul>

Question Number	Indicative content
7a	<p><b>Students must draw on BOTH texts to access marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both experiences use sensations: Aldrin sees the change from stark space to the ocean and says the water 'smelled good', and in Text 2 Peake comments on the smells and the fresh air</li> <li>• both experiences are safe: Aldrin says: 'The <i>Apollo</i> spacecraft is a marvel of engineering. It is totally life-supporting...' and in Text 2: 'The craft's heat shield is tilted towards the direction of re-entry so that it can handle temperatures of up to 1600°C...'</li> <li>• both experiences show an impact on the astronauts: 'movement is an effort', 'my hand was jammed painfully down beside me. All of us grunted in distress...', and in Text 2: 'a bumpy and uncomfortable ride for the astronauts', 'quite a jolt for the astronauts on board'</li> <li>• both experiences show the necessity of technical expertise in the language they use: 'circuit breakers', 'jettisoned the chutes', 'float-bag motors...pump air into the float-bags', and in Text 2: 'fired thrusters to take them out of orbit on a trajectory'</li> <li>• both focus on measurements such as heat, speed, distance and time: Aldrin says how they 'bobbed around for seven minutes', while Text 2 states '186 days', '28,000 km/h', 'up to 1600°C'</li> <li>• both experiences describe the change in gravity: Aldrin says 'The sensation caused by the change of scenery pales beside the sensation of getting used to the fact of weight', and Text 2 says: 'This is still quite a jolt for the astronauts on board, who have spent six months in a weightless environment'</li> <li>• both experiences show the astronauts to be reliant on technology to help them land: 'There is no way to determine which way you'll end up after landing, especially in a good wind and a delayed chute jettison'; 'the float-bag motors...pump air into the float-bags...would turn us upright' and Text 2 identifies that 'retro-rockets fire to reduce the impact speed to 5 km/h'</li> <li>• both experiences show that the astronauts feel positive about the return: 'looking out on a hazy early morning on earth was a welcome change', and in Text 2: 'the British astronaut's joy at being back on Earth was clear'</li> <li>• both texts show that the experiences will have a longer-term impact on the astronauts: in Text 1: 'All that would come later, at least the handshakes' and in Text 2: 'It can take astronauts up to a year to regain their full fitness'.</li> </ul> <p style="text-align: right;"><b>(6 marks)</b></p>

Level	Mark	AO1: Select and synthesise evidence from different texts
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Limited understanding of similarities</li> <li>• Limited synthesis of the two texts</li> <li>• The use of evidence is limited.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Sound understanding of similarities</li> <li>• Clear synthesis of the two texts</li> <li>• The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Detailed understanding of similarities</li> <li>• Detailed synthesis of the two texts</li> <li>• The selection of evidence is appropriate and relevant to the points being made.</li> </ul>

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence in the response analysing each text, and comparing the texts to reward responses.

**Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.**

Question Number	Indicative content
<b>7b</b>	<p>Reward responses that compare how each writer presents ideas and perspectives about space travel.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both texts show the importance of space travel: in Text 1 the astronauts are 'officially taking our position in the history books of mankind', and in Text 2: 'Studies into the effects of spaceflight are crucial if humans are ever to venture further from Earth on long duration missions to destinations such as Mars'</li> <li>• both texts show that space travel involves a team: Text 1 identifies Mike and Air Boss, and Text 2 identifies 'Russian commander Yuri Malenchenko and NASA astronaut Tim Kopra'; however, Text 1 involves assumed knowledge of the team</li> <li>• both texts also show the loneliness involved in space travel although in different ways. Text 1 demonstrates this through silence, whereas Text 2 demonstrates this through words: Text 1: 'We sat in silence, three men alone together with their private thoughts' and Text 2: 'he told waiting reporters he was looking forward to seeing his family'.</li> <li>• Text 1 is a personal comment on space travel told from the perspective of an astronaut, whereas Text 2 is a third person account</li> <li>• the texts show the emotional effect of space travel. Text 1 shows the effect on the writer's feelings: 'impressive', 'a welcome change', 'it wasn't quite so amusing', although Text 2 uses quotations from Tim Peake "'Incredible!'", "'The best ride I've been on, ever'", "'It's wonderful to be back...'"</li> <li>• both texts use language to show physical effects on the astronauts of space travel: Text 1 says 'an enormous thwack, as jarring as it was noisy', 'grunted in distress' and Text 2 says 'bumpy and uncomfortable', 'forced back into their seats' and 'Dripping with sweat in his spacesuit...'</li> <li>• even though each text shows the technical expertise involved in space travel, the return journeys still end up being dangerous, showing that space travel has an element of risk</li> <li>• both texts use measurement but in different ways. In Text 1 it is used to build up the dangerous experiences: 'Air Boss had announced to us that the wave height was between three and four feet, but it looked more like thirteen or</li> </ul>

	<p>fourteen' and in Text 2 it is used to give information, 'entered the atmosphere at some 28,000 km/h'</p> <ul style="list-style-type: none"><li>• both texts mention days/dates to show evidence of the timing of their missions for historical record: 'It was July 24, 1969', and in Text 2: '18 June', '186 days'.</li></ul> <p style="text-align: right;"><b>(14 marks)</b></p>
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Level	Mark	<b>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</b></p>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	9–11	<ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	12–14	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts, they are discriminating, and clarify the points being made.</li> </ul>

## Section B: Transactional Writing

Refer to the writing assessment grids at the end of this section when marking  
Question 8 and Question 9.

Question Number	Indicative content
*8	<p><b>Purpose:</b> to write a section for a guidebook to advise and/or inform.</p> <p><b>Audience:</b> the writing is for a general readership. The focus is on communicating advice to people planning to travel. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a section for a guidebook using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>comment on what types of travel people might do, for example by choosing holidays/days out at home or abroad, or by necessity for commuting to and from school/college/work, or for reasons linked to school/college/work</li> <li>offer ideas about what or who to take with them, for example family, friends, colleagues, equipment to ensure health and safety, maps to ensure people know directions, contact details so people know how to get in touch with them and emergency contacts</li> <li>offer comments on the ways people can stay safe, for example physical safety and protective equipment and clothing, health issues like drinking water and food, regular contact with others.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

Question Number	Indicative content
*9	<p><b>Purpose:</b> to write a letter to the Headteacher or Principal to inform and/or persuade.</p> <p><b>Audience:</b> Headteacher or Principal. The focus is on communicating ideas about the suggested inspirational public figure to attend the school or college. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a letter using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• give views on what is considered inspirational, for example academic, business, sporting or financial achievements, good deeds or support of others, overcoming difficulties</li> <li>• identify and explain the public figure and what they do. This could be a celebrity, businessperson, sportsperson, public speaker, politician, international traveller, or local community champion or hero</li> <li>• identify and explain the qualities that make them inspirational such as specific actions, speeches, events.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

**Writing assessment grids for Question 8 and Question 9**

<b>AO5:</b> <ul style="list-style-type: none"> <li>• <b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b></li> <li>• <b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b></li> </ul>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>• provides no rewardable material</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• offers a basic response, with audience and/or purpose not fully established</li> <li>• expresses information and ideas, with limited use of structural and grammatical features</li> </ul>
<b>Level 2</b>	5–9	<ul style="list-style-type: none"> <li>• shows an awareness of audience and purpose, with straightforward use of tone, style and register</li> <li>• expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features</li> </ul>
<b>Level 3</b>	10–14	<ul style="list-style-type: none"> <li>• selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register</li> <li>• develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear</li> </ul>
<b>Level 4</b>	15–19	<ul style="list-style-type: none"> <li>• organises material for particular effect, with effective use of tone, style and register</li> <li>• manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text</li> </ul>
<b>Level 5</b>	20–24	<ul style="list-style-type: none"> <li>• shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register</li> <li>• manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

<b>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</b>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>provides no rewardable material</li> </ul>
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>uses basic vocabulary, often misspelled</li> <li>uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants</li> <li>uses punctuation with control, creating a range of sentence structures, including coordination and subordination</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>uses a varied vocabulary and spells words containing irregular patterns correctly</li> <li>uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>uses a wide, selective vocabulary with only occasional spelling errors</li> <li>positions a range of punctuation for clarity, managing sentence structures for deliberate effect</li> </ul>
<b>Level 5</b>	13-16	<ul style="list-style-type: none"> <li>uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li> <li>punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

