

## Paper 2.4 Mark Scheme

## Section A: Reading

| Question Number | (AO1) Answer  | Mark |
|-----------------|---|------|
| 1               | <p>Accept any reasonable answer based on lines 3 to 15. <b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 'write the number and title of the day's lesson' on the board</li> <li>• board monitors</li> <li>• notebook monitors</li> <li>• 'check for the proper form, top of page filled' correctly in notebooks.</li> </ul> | (2)  |

| Question Number | (AO1) Answer   | Mark |
|-----------------|--|------|
| 2               | <p>Award 1 mark for valid examples from lines 8 to 19 and 1 mark for the quotation. <b>Do not accept an example without a quotation.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• monitors are described as having the ability to 'roam' the classroom' (1); this makes them sound important as they are looking around checking that everyone is following the rules; 'roam' suggests that they have great freedom (1)</li> <li>• the list – 'check for proper form, top of page filled with students' name, homeroom class, title of course... ' – suggests there are several rules and that the monitors are important in checking that they are followed properly (1)</li> <li>• 'the monitor will enter demerits' (1) suggests monitors aren't given a personal name, just a title; this makes them sound important; 'entering a demerit' makes them sound powerful, as they are giving their peers a punishment (1)</li> <li>• 'there will be suffering and no mercy' (1) sounds exaggerated and suggests McCourt is slightly mocking the monitors, but it could also be suggesting that they are powerful because, once you have received a demerit, they will not let you off (1)</li> <li>• 'preside' (1) is a verb that suggests monitors are powerful and almost rule over the other students (1).</li> </ul> | (2)  |

In reference to Question 3, candidates may respond in a number of ways. It is important that they analyse both language and structure in their responses. In order to gain the higher levels, candidates need to show they have responded to each area.

| Question number | Indicative content   |
|-----------------|--|
| 3               | <p>Credit responses that analyse how the writer uses language and structure to interest and engage readers.</p> <p>Responses may include the following points about the language of the text.</p> <ul style="list-style-type: none"> <li>• The writer uses a great deal of detail when describing the jobs that the monitors do – e.g. ‘check for proper form, homeroom, class...’. The listing gives the impression that the monitors are very busy checking all these details. This is so the reader can imagine what is happening.</li> <li>• The use of dramatic language highlights that the writer feels that monitors are made to feel important by the teachers who use them: ‘there will be suffering and no mercy...’. Here McCourt sounds like he is exaggerating their importance and almost mocking the teachers that give them such importance. He repeats this line at the end of the next paragraph for emphasis. This creates interest for the reader.</li> <li>• McCourt lists so many different sorts of monitors: ‘homework monitors... attendance monitors...’. This appears to suggest that the idea of having monitors has been taken to excess by some teachers. This helps the reader understand the range of jobs they are doing.</li> <li>• The tone of the article appears quite humorous: ‘there are too many people in this world too lazy to write out the months...’. McCourt appears to be slightly ridiculing the need for so many monitors.</li> <li>• McCourt uses sentence structure to mimic the way some teachers talk: ‘There are to be prescribed margins and no scribbling.’ The sentences are often very emphatic because they are reinforcing the rules. This is designed to interest the reader.</li> </ul> <p>Responses may include the following points about the structure of the text.</p> <ul style="list-style-type: none"> <li>• The structure of the text starts off with the writer and his friends thinking about why they don’t like ‘certain efficient teachers’. There is a contrast between the teachers relaxing at the bar and the description of the very strict ‘efficient’ teachers. The reader is encouraged to side with McCourt and his friends.</li> <li>• The text explains clearly that the main strategy the ‘efficient’ teachers have is monitors. However, as the text continues it is seen that they have monitors for absolutely everything and McCourt appears to be mocking them: ‘monitors to put everything in the room in alphabetical order’. This humour engages the reader.</li> <li>• The structure of the text details the long list of jobs the monitors do. This creates the impression of what it would be like to be a student in the class. The length of some of the complex sentences indicates that there several jobs that monitors undertake – e.g. ‘homework monitors collect and return assignments, attendance monitors preside over the little cards...’. The reader has received detailed information about the monitors and the extent of the rules so that they are engaged by the detail and depth of the description.</li> </ul> |

| Level          | Mark  | (AO2) Descriptor  | Indicative of steps  |
|----------------|-------|---|--|
|                | 0     | No rewardable material.   |  |
| <b>Level 1</b> | 1-3   | <ul style="list-style-type: none"> <li>Limited comment on the text.</li> <li>Some identification of the language and/or structure used to achieve effects and influence readers.</li> <li>The use of quotations is limited.</li> </ul>  | 1 <sup>st</sup> Step: <ul style="list-style-type: none"> <li>Reading for meaning (RfM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</li> </ul>                     |
| <b>Level 2</b> | 4-6   | <ul style="list-style-type: none"> <li>Some comment on the text.</li> <li>Some comment on the language and/or structure used to achieve effects and influence readers, including word choice.</li> <li>Some quotations are used.</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> | 2 <sup>nd</sup> – 3 <sup>rd</sup> Step: <ul style="list-style-type: none"> <li>Reading for meaning (RfM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</li> </ul>   |
| <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 create effects and influence readers, including use of word choice and sentence structure.</li> </ul>   | 4 <sup>th</sup> – 6 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>Reading for meaning (RfM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</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 word selection, sentence structure and other language techniques.</li> <li>Quotations are carefully selected and are well explained to support the points made.</li> </ul>             | 7 <sup>th</sup> – 9 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>Reading for meaning (RfM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</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 comments on word selection, sentence structure and other language features.</li> <li>The selection of quotations is insightful and highlights the points being made.</li> </ul>              | 10 <sup>th</sup> – 12 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>Reading for meaning (RfM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</li> </ul> |

| Question Number | (AO1) Answer  | Mark |
|-----------------|---|------|
| 4               | Accept the answer below for 1 mark: <ul style="list-style-type: none"> <li>• Thirty-one or more (students)</li> </ul> | (1)  |

| Question Number | (AO2) Answer   | Mark |
|-----------------|--|------|
| 5               | <p>Award 1 mark for a valid example made about lines 13 to 20. <b>The example needs to have an explanation to gain the mark.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• the repetition of the adjective 'amazing' throughout the paragraph makes teaching sound like it is very skilled (1)</li> <li>• the word 'specialist' highlights the main point the author wants to put across; the word suggests that it takes a great deal of skill to be a teacher (1)</li> <li>• '(not an easy task... )': the use of brackets to give extra information shows that the teacher has a range of difficult tasks they have to tackle (1)</li> <li>• the word 'commands' shows that teaching takes effort; it is a powerful word and, when combined with the idea of thirty-one individuals, shows how challenging teaching is (1).</li> </ul> | (1)  |

| Question number | Indicative content  |
|-----------------|---|
| 6               | <p>Responses need to evaluate how successfully Bentley-Davies makes the reader feel that teaching is an interesting and challenging career choice. Responses may include the following.</p> <ul style="list-style-type: none"> <li>• Bentley-Davies highlights that other jobs are not as fulfilling as teaching: 'corporate world has a poverty of fulfilment'.</li> <li>• She describes the skills needed for being a teacher as 'specialist'; this makes it sound very skilled.</li> <li>• She makes teaching sound challenging because she mentions large class sizes and how a teacher 'notices and responds to students as individuals'.</li> <li>• She reminds the reader of what it is like to have been taught by a great teacher – 'you will know what it is like to be encouraged' – so that the reader will agree with her that teaching is worthwhile because they remember great teachers.</li> <li>• She comments on the demands of learning to teach. 'It takes effort' and 'ability to reflect' make the job sound demanding.</li> <li>• She makes the point that teachers need to 'reflect' on what they are doing and that it needs effort to do this.</li> <li>• Teaching is made to sound interesting because individual students are described: 'Millie isn't trying her hardest' and a great teacher has to work out why.</li> <li>• Teaching is made to sound interesting in the first paragraph as she describes it as a 'vocation' and like a life ambition for many people.</li> </ul> |

| Level          | Mark  | (AO4) Descriptor  | Indicative of steps  |
|----------------|-------|---|--|
|                | 0     | No rewardable material.   |  |
| <b>Level 1</b> | 1-3   | <ul style="list-style-type: none"> <li>• Simple comments about the writer's ideas.</li> <li>• Limited statements made about the writer's opinion.</li> <li>• Quotations are not well suited to the point or are over long.</li> </ul>     | 1 <sup>st</sup> Step: <ul style="list-style-type: none"> <li>• Reading for meaning (RfM)</li> <li>• Evaluation (RE)</li> <li>• Whole text (RT)</li> <li>• Language (RL)</li> </ul>                     |
| <b>Level 2</b> | 4-6   | <ul style="list-style-type: none"> <li>• Comments on writer's ideas are appropriate.</li> <li>• Appropriate comments made but these will be limited.</li> <li>• A range of appropriate quotations is selected to prove points.</li> </ul> | 2 <sup>nd</sup> – 3 <sup>rd</sup> Step: <ul style="list-style-type: none"> <li>• Reading for meaning (RfM)</li> <li>• Evaluation (RE)</li> <li>• Whole text (RT)</li> <li>• Language (RL)</li> </ul>   |
| <b>Level 3</b> | 7-9   | <ul style="list-style-type: none"> <li>• Comments on writer's ideas are well explained.</li> <li>• Some comments are well developed.</li> <li>• Accurate use of a range of appropriate quotations.</li> </ul>                             | 4 <sup>th</sup> – 6 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>• Reading for meaning (RfM)</li> <li>• Evaluation (RE)</li> <li>• Whole text (RT)</li> <li>• Language (RL)</li> </ul>   |
| <b>Level 4</b> | 10-12 | <ul style="list-style-type: none"> <li>• Comments about the writer's ideas are analytical.</li> <li>• Comments are perceptive and well thought out.</li> <li>• Quotations are used sensitively to give good support to ideas.</li> </ul>  | 7 <sup>th</sup> – 9 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>• Reading for meaning (RfM)</li> <li>• Evaluation (RE)</li> <li>• Whole text (RT)</li> <li>• Language (RL)</li> </ul>   |
| <b>Level 5</b> | 13-15 | <ul style="list-style-type: none"> <li>• Evaluates writer's ideas.</li> <li>• Comments are sustained with a critical overview.</li> <li>• Quotation use is sensitive, apt and develops critical ideas.</li> </ul>                         | 10 <sup>th</sup> – 12 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>• Reading for meaning (RfM)</li> <li>• Evaluation (RE)</li> <li>• Whole text (RT)</li> <li>• Language (RL)</li> </ul> |

| Question Number | Indicative content  |
|-----------------|---|
| 7a              | <ul style="list-style-type: none"> <li>The texts are different because in Text 1 McCourt appears to mock the 'efficient' teacher and all of their monitors, whereas in Text 2 Bentley-Davies writes about how teachers should aim to become 'amazing' – and this is her purpose in writing. Bentley-Davies repeats 'amazing'.</li> <li>Both writers mention the challenges in teaching. Bentley-Davies, in Text 2, does this directly by mentioning that you might have 'thirty-one or more individuals' and explains that teaching is like being a 'specialist'. McCourt, in Text 2, infers that it is the students themselves who help the teacher have smooth-running lessons. He repeatedly mentions that there appears to be a monitor for every task – e.g. 'homework monitors...'; it makes it sound as though the students are actually organising most things for these teachers. In Bentley-Davies' text it is the teacher who is described as taking action, not the students.</li> <li>The writers of both texts see themselves as very different types of teacher. McCourt talks about 'certain efficient teachers' in a disdainful way showing that he doesn't think he is like this. However, Bentley-Davies repeatedly mentions 'amazing' teachers: 'we have to be willing to think and sometimes even rethink the way we go about something'. Bentley-Davies thinks teachers should continually try to improve themselves, but McCourt finds teachers with monitors frustrating: 'we agree we don't like them'.</li> <li>Both texts have different intentions and this influences their attitude. McCourt is almost a rebel discussing how they don't like 'certain efficient teachers'; he is describing first hand his experiences using 'we' to include the views of his friends. Bentley-Davies, however, is giving instruction – helping teachers to improve and become 'amazing'. Instead of 'we' she uses 'you', the second person, because she wants the reader to take her opinions and her advice.</li> <li>Both writers have different attitudes: McCourt is giving us a humorous account of 'perfect' teachers, whereas Bentley-Davies is trying to inspire teachers to develop their skills to become the best they possibly can.</li> </ul> <p><b>Candidates must refer to both texts to access marks.</b></p> |

| Level          | Mark | (AO1) Descriptor  | Indicative of steps  |
|----------------|------|---|--|
|                | 0    | No rewardable material.   |  |
| <b>Level 1</b> | 1-2  | <ul style="list-style-type: none"> <li>Limited understanding of similar information.</li> <li>One piece of similar information selected in each text.</li> <li>Limited or no use of quotation.</li> </ul>           | 1 <sup>st</sup> – 3 <sup>rd</sup> Step: <ul style="list-style-type: none"> <li>Reading for meaning (RfM)</li> <li>Evaluation (RE)</li> </ul> |
| <b>Level 2</b> | 3-4  | <ul style="list-style-type: none"> <li>Understanding of similar information.</li> <li>At least two pieces of similar information selected from texts.</li> <li>Accurate supporting quotations for ideas.</li> </ul> | 4 <sup>th</sup> – 6 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>Reading for meaning (RfM)</li> <li>Evaluation (RE)</li> </ul> |

| Level   | Mark | (AO1) Descriptor   | Indicative of steps  |
|---------|------|--|--|
| Level 3 | 5-6  | <ul style="list-style-type: none"> <li>• Good understanding of similarities.</li> <li>• Accurate selection of quotations to support a range of ideas.</li> <li>• Selection of quotations is appropriate and relevant.</li> </ul> | 7 <sup>th</sup> – 8 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>• Reading for meaning (RfM)</li> <li>• Evaluation (RE)</li> </ul> |

| Question Number | Indicative content  |
|-----------------|---|
| 7b              | <p>Reward responses that compare how each writer presents their ideas and opinions about what teachers have to do to be considered successful.</p> <p>Responses may include the following.</p> <ul style="list-style-type: none"> <li>• Text 1 shows a slightly sarcastic attitude towards 'certain efficient teachers', suggesting they are efficient because they have a huge number of monitors. Text 2, however, suggests that teaching requires a great deal of expertise and that teachers are 'specialists'.</li> <li>• In Text 2, the attitude is serious and the author admires teachers; however, in Text 1 the author and his friends enjoy poking fun at some 'efficient' teachers.</li> <li>• Text 1 includes some humour and ridicule when McCourt is discussing 'efficient' teachers. He repeats 'there will be suffering and no mercy' when he describes what will happen to those students who get caught by the monitors. This phrase sounds excessive and therefore ridiculous. He thinks that 'efficient' teachers use their monitors to help them instil hard discipline with the class. Humour is not used in Text 2 – 'An amazing teacher addresses these issues directly or makes a mental note' – because Bentley-Davies is discussing the idea of 'amazing' teachers in a serious manner. She does not mention monitors; instead she focuses on the skills of the teacher.</li> <li>• Text 1 sees 'certain efficient teachers' as successful because they are seen to keep their students working hard. They are 'so organized they hum from bell to bell'. In Text 1, it is suggested that efficient teachers are successful because they are so organised that they have monitors for everything. However, Text 2 suggests there are countless skills that 'amazing teachers' need: 'I think it helps to think about the five Es: enthusiasm, expertise, empathy, empowerment and enterprise'.</li> <li>• Text 2 mentions that successful teachers 'command the complete attention of their class', which is similar to Text 1 where the teacher has control of the class, although in Text 1 the control is largely through the monitors.</li> <li>• Text 1 suggests that a successful teacher is about getting the students under control and working hard: 'there is the monitor who goes immediately to the board'. However, Text 2 gives detail about individual students who may need help and shows that more skills are needed than just controlling and organising students (who can) 'respond to students as individuals'.</li> <li>• Text 1 suggests there are almost two types of teacher: those like McCourt and his friends, and the teachers who are 'efficient' and have lots of rules: 'there are to be prescribed margins and no scribbling'. McCourt paints a bleak picture of a ruthlessly efficient teacher who is successful because lessons are smooth running and students are well behaved. In Text 2, Bentley-Davies mentions teachers who inspire students and change lives. These appear to be the markers of success: 'encouraged to be pushed and challenged'.</li> </ul> |

| Question Number | Indicative content  |
|-----------------|---|
|                 | <ul style="list-style-type: none"> <li>In Text 1, it is all about order and organisation whereas, in Text 2, it is about knowing students as individuals and challenging their students and themselves as teachers to develop the skill to become the best they can.</li> </ul> |

| Level          | Mark | A03 descriptor  | Indicative of steps   |
|----------------|------|---|---|
|                | 0    | No rewardable material.   |   |
| <b>Level 1</b> | 1-2  | <ul style="list-style-type: none"> <li>No direct comparison of texts.</li> <li>Some comment on writers' ideas.</li> <li>Limited use of quotations.</li> </ul>   | <b>1<sup>st</sup> Step:</b> <ul style="list-style-type: none"> <li>Reading for meaning (RFM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</li> </ul>                  |
| <b>Level 2</b> | 3-5  | <ul style="list-style-type: none"> <li>Some comparisons made between texts.</li> <li>Some comment about writers' ideas and perspectives language/structure.</li> <li>Some use of appropriate quotation.</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>2<sup>nd</sup> – 3<sup>rd</sup> Step:</b> <ul style="list-style-type: none"> <li>Reading for meaning (RFM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</li> </ul> |
| <b>Level 3</b> | 6-8  | <ul style="list-style-type: none"> <li>Response considers a range of suitable comparisons between both texts.</li> <li>Straightforward comments about writers' ideas, perspectives and language/structure.</li> <li>Appropriate use of a range of quotations to support points made.</li> </ul>   | <b>4<sup>th</sup> – 6<sup>th</sup> Step:</b> <ul style="list-style-type: none"> <li>Reading for meaning (RFM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</li> </ul> |
| <b>Level 4</b> | 9-11 | <ul style="list-style-type: none"> <li>The response considers a good range of comparisons between the texts.</li> <li>Thoughtful comments about the writers' ideas, perspectives and language/structure.</li> <li>Effective use of well-chosen quotations from both texts to support well the points being made.</li> </ul>                     | <b>7<sup>th</sup> – 9<sup>th</sup> Step:</b> <ul style="list-style-type: none"> <li>Reading for meaning (RFM)</li> <li>Evaluation (RE)</li> <li>Whole text (RT)</li> <li>Language (RL)</li> </ul> |



| Level          | Mark  | A03 descriptor   | Indicative of steps  |
|----------------|-------|--|--|
| <b>Level 5</b> | 12-14 | <ul style="list-style-type: none"> <li>• The response considers a wide range of insightful comparisons between the texts.</li> <li>• Insightful comments about the writers' ideas, perspectives and language/structure.</li> <li>• Effective range of apt quotations selected from both texts, which support points being made precisely.</li> </ul> | 10 <sup>th</sup> – 12 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>• Reading for meaning (RfM)</li> <li>• Evaluation (RE)</li> <li>• Whole text (RT)</li> <li>• Language (RL)</li> </ul> |

## Section B: Transactional Writing

| Question Number | Indicative content  |
|-----------------|---|
| *8              | <p><b>Purpose:</b> to write a letter to a relative who is thinking about becoming a teacher. The letter must be informative and persuasive.</p> <p><b>Audience:</b> older adult.</p> <p><b>Form:</b> the response should be set out as a letter. The letter should be opened and closed clearly, with an appropriate salutation. It should be written in clear paragraphs. The response should be written in an appropriate tone for the intended audience.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• give their views about teaching as a career choice</li> <li>• discuss whether they think teaching would suit their relative</li> <li>• explain any challenges they might face.</li> </ul> <p style="text-align: right;"><b>40 marks</b></p> |

| Question Number | Indicative content  |
|-----------------|---|
| *9              | <p><b>Purpose:</b> to write an article for a local newspaper explaining what it would be like for new teachers to work at your school. The article must be informative and persuasive.</p> <p><b>Audience:</b> adult, formal.</p> <p><b>Form:</b> newspaper article. It should have a headline and be written in clear paragraphs. It should be set out as an article; however, candidates may make use of some side-headings and bullet points.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• explain what is particularly good about your school</li> <li>• explain what the benefits are in working there</li> <li>• explain what students are looking for in a good teacher.</li> </ul> <p style="text-align: right;"><b>40 marks</b></p> |

**Writing mark scheme  
A05**

| Level          | Mark  | The candidate:   | Indicative of steps  |
|----------------|-------|--|--|
|                | 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>gives a limited response that does not engage the reader</li> <li>expresses only basic ideas</li> </ul>   | 1 <sup>st</sup> Step: <ul style="list-style-type: none"> <li>Writing design (WD)</li> <li>Whole text (WT)</li> </ul>                     |
| <b>Level 2</b> | 5–9   | <ul style="list-style-type: none"> <li>has some engagement with the reader</li> <li>adopts appropriate tone and register</li> <li>uses paragraphs and the piece has a basic structure appropriate to the type of text</li> </ul>   | 2 <sup>nd</sup> – 3 <sup>rd</sup> Step: <ul style="list-style-type: none"> <li>Writing design (WD)</li> <li>Whole text (WT)</li> </ul>   |
| <b>Level 3</b> | 10–14 | <ul style="list-style-type: none"> <li>clearly gains reader’s interest and largely maintains this throughout the piece</li> <li>shows clear, competent structuring with paragraphs to aid understanding</li> <li>shows some evidence of the text being written in an appropriate style and register</li> </ul>                                   | 4 <sup>th</sup> – 6 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>Writing design (WD)</li> <li>Whole text (WT)</li> </ul>   |
| <b>Level 4</b> | 15–19 | <ul style="list-style-type: none"> <li>engages reader throughout the text through using a range of devices</li> <li>shows effective use of structuring and paragraphing to increase effect of text on reader</li> <li>crafts the text to show an appropriate style and register.</li> </ul>  | 7 <sup>th</sup> – 9 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>Writing design (WD)</li> <li>Whole text (WT)</li> </ul>   |
| <b>Level 5</b> | 20–24 | <ul style="list-style-type: none"> <li>crafts the text is to anticipate the reader’s response; employs a range of skills, which are sustained and highly effective across the piece</li> <li>crafts the structure to influence and engage the reader; structural features are selected carefully for deliberate effect on the reader.</li> </ul> | 10 <sup>th</sup> – 12 <sup>th</sup> Step: <ul style="list-style-type: none"> <li>Writing design (WD)</li> <li>Whole text (WT)</li> </ul> |

## A06

| Level          | Mark  | The candidate:   | Indicative of steps  |
|----------------|-------|--|--|
|                | 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 language choices</li> <li>makes frequent spelling errors</li> <li>uses basic punctuation, with a limited range of sentence structures.</li> </ul>  | <b>1<sup>st</sup> Step:</b> <ul style="list-style-type: none"> <li>Sentences (WS)</li> <li>Vocabulary (WV)</li> <li>Writing design (WD)</li> </ul>                   |
| <b>Level 2</b> | 4-6   | <ul style="list-style-type: none"> <li>makes some interesting language choices</li> <li>uses a wider range of word choices, but there are some spelling errors</li> <li>uses a range of sentence structures and punctuation with a degree of accuracy</li> </ul>   | <b>2<sup>nd</sup> – 3<sup>rd</sup> Step:</b> <ul style="list-style-type: none"> <li>Sentences (WS)</li> <li>Vocabulary (WV)</li> <li>Writing design (WD)</li> </ul>  |
| <b>Level 3</b> | 7-9   | <ul style="list-style-type: none"> <li>makes a range of interesting word choices</li> <li>has mainly accurate spelling</li> <li>uses a range of punctuation and sentence structures to achieve effect</li> </ul>   | <b>4<sup>th</sup> – 6<sup>th</sup> Step:</b> <ul style="list-style-type: none"> <li>Sentences (WS)</li> <li>Vocabulary (WV)</li> <li>Writing design (WD)</li> </ul>  |
| <b>Level 4</b> | 10-12 | <ul style="list-style-type: none"> <li>has a wide vocabulary</li> <li>uses mainly accurate spelling</li> <li>uses a wide range of punctuation to create an interesting effect for the reader</li> <li>uses a wide range of sentence structures to create a variety of effects</li> </ul>                                     | <b>7<sup>th</sup> – 9<sup>th</sup> Step:</b> <ul style="list-style-type: none"> <li>Sentences (WS)</li> <li>Vocabulary (WV)</li> <li>Writing design (WD)</li> </ul>  |
| <b>Level 5</b> | 13-16 | <ul style="list-style-type: none"> <li>has an interesting vocabulary and is rarely at a loss for the correct word; word choices delight and engage the reader; spelling is largely accurate</li> <li>uses a wide range of punctuation and sentence structures to craft and create specific effects on the reader.</li> </ul> | <b>10<sup>th</sup> -12<sup>th</sup> Step:</b> <ul style="list-style-type: none"> <li>Sentences (WS)</li> <li>Vocabulary (WV)</li> <li>Writing design (WD)</li> </ul> |

For more information on using the Pearson Progression Scale to map progress with these mark schemes, refer to the 'Using the Pearson Progression Scale' document.