



GCSE MARKING SCHEME

AUTUMN 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE ENGLISH LANGUAGE COMPONENT 2

AUTUMN 2023 MARK SCHEME

Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of best fit. Fine tuning of the mark within a band will also be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should select one of the band descriptors that mostly describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omission. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content or a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

Use of Pronouns

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

Section A: 40 marks

1 1 Read the newspaper article, 'The schoolboy who conquered the Matterhorn' in the separate Resource Material.

- a) The Matterhorn is in which mountain range? [1]
- b) Why do climbers set off early in the morning to climb the Matterhorn? [1]
- c) According to Jules Molyneaux, what is the most dangerous part of a climb? [1]

(AO1 1a)

This question tests the ability to identify explicit information.

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

- a) The Alps [1]
- b) They want to reach the summit before the sun starts to melt the snow on the top section [1]

Or

to reduce the chances of being caught in an avalanche at the top of the mountain [1]

- c) The descent [1]

1 2 How does the writer try to show that it was a remarkable achievement for Jules Molyneaux to climb the Matterhorn? **[10]**

You should comment on:

- what the writer says
- his use of language, tone and structure
- other ways the writer tries to show that climbing the Matterhorn was a remarkable achievement

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language, tone and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who simply identify a few textual details that suggest Jules Molyneaux's climb was a remarkable achievement. Responses in this band are likely to be brief and limited and/or lack precision/clarity. Responses may also struggle to engage with the text and/or question.

Give 3-4 marks to those who identify some of the textual details that suggest Jules Molyneaux's climb was a remarkable achievement. The responses may include some simple comments alongside relevant selection of detail although coverage and comment across the whole text may be limited.

Give 5-6 marks to those who identify and comment on a range of examples that suggest Jules Molyneaux's climb was a remarkable achievement and begin to show how aspects such as language, tone and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about how a good range of different examples from the account are used to suggest Jules Molyneaux's climb was a remarkable achievement, and begin to analyse how aspects such as language, tone and structure are used to influence the reader. Subject terminology is used to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from the text that suggest Jules Molyneaux's climb was a remarkable achievement. These responses provide detailed analysis of how aspects such as language, tone and structure are used to achieve effects and influence readers. Accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details that candidates may explore or respond to:

- Jules was only 11 when he climbed the Matterhorn / the writer compares him with most 11 year olds
- he dreamed about the Matterhorn ('magnetised to it') and wanted to climb it
- it is 'remarkable' because he is the youngest ever to climb the mountain
- it is a dangerous/demanding/challenging mountain / Europe's sixth highest peak at 14,692 feet / prone to 'dangerous avalanches'
- he willingly followed 'a rigorous schedule' to improve his endurance and technical skills – showed determination and resilience
- he became fitter and more technically capable of achieving success
- he completed and passed the tests set for him by local guides that allowed him to tackle the climb / normally he would have to be 16 to be allowed to do the climb
- he found ways of dealing with the tiredness and the pain of the climb (kept singing 'Lose Yourself')
- the climb took a long time - five hours with "barely a break"
- the writer's language choices - he uses negative adjectives such as 'gruelling', 'deadly' to suggest how tough the climb was / he frequently/repeatedly mentions the danger
- Jules understood they should not stay on top of the mountain for long – he focused on getting down safely
- he knew he had to concentrate on every step he took in order to return safely - he understood the dangers he faced ("Lose concentration and you slip and fall" / "like standing on a knife edge")
- he was congratulated by staff at the Matterhorn Museum, who recognised his achievement
- his climb was described by one mountaineer as "an amazing achievement"
- he was not over-awed by his success – saw it as an opportunity to do a climb with his Dad and have fun

This is **not** a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to read the account from `A Lady's Life in the Rocky Mountains` on the opposite page.

- 1 3** a) How do we know that Long's Peak is higher than the mountains around it? [1]
- b) According to the text, where did the real business of the climb begin? [1]
- c) How long did it take Isabella Bird and Jim Nugent to reach the top of the gorge? [1]

(AO1 1a, b, c, d)

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

Award **one mark** for each correct response:

- a) She tells us it "dwarfs all the surrounding mountains". [1]
- b) At the outcrop of rock called the "Notch" [1]
- c) Two hours [1]

- 1 4** “Isabella Bird’s account convincingly shows the difficulties Long’s Peak presents to climbers.”

To what extent do you agree with this view?

You should comment on:

- what the writer says;
- how the writer says it.

[10]

You must refer to the text to support your comments.

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who select one or two basic textual details and/or express a simple personal opinion. Responses in this band may be brief and limited and/or struggle to engage with the text and/or the question.

Give 3-4 marks to those who offer some limited exploration/evaluation of the statement supported by some relevant textual details. These responses will show some interaction with the extract, although coverage of parts of the text may be limited.

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

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

Give 9-10 marks to those who give a persuasive and detailed evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make perceptive comments on Isabella Bird’s account.

Details that candidates may evaluate or comment on:

- Bird uses her own experiences of the difficulties:
 - the physical struggle – “found it impossible to continue” / “dragged me up” / “feet were paralysed” / “painful scrambling” / “fatigue and pain” etc
 - her fear – “a time of extreme terror”
- it poses a significant challenge – 14,700 feet high / dwarfs other mountains / called the American Matterhorn / “a real mountaineering feat”
- use of words such as “towered” – 2000 feet / “the real business of the climb began” suggest the climb is challenging/intimidating
- it’s dangerous and easy to slip - loose rocks “tumbled down when touched”
- there was a “deep gorge with inaccessible sides with ice and snow” suggests the extreme difficulty of the climb
- she tells us fragments of rock constantly gave way – “footing very insecure”
- the climber would suddenly come upon unexpected and smooth ice – which made walking and climbing even more challenging and unsafe
- the air becomes thin, making climbing exhausting
- from the gorge, the climb to the peak “looked nearly vertical for 400 feet” – suggesting it was a daunting prospect to tackle
- looking down, the cliff face “descended in one unbroken fall” / “terrifying” prospect of a 3000 feet drop and instant death
- progress could be very slow and difficult – two hours in the gorge / an hour to climb the final 200 feet
- the climb was over boulders “of enormous size” – suggesting the difficulties that are encountered
- the steepness of the final part of the climb was “fearful”
- but the views and standing on the top of the mountain made all the effort worthwhile – the views were “wonderful”

This is **not** a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to use both texts.

1 5 Using information from both texts, explain briefly what readers learn about:

- Jules Molyneaux's father
- Isabella Bird's guide, Jim Nugent

[4]

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who struggle to offer a relevant detail from each of the texts or offer relevant detail from just one text.

Give 2 marks to those who select at least a relevant detail from each of the texts.

Give 3 marks to those who select relevant detail from both texts.

Give 4 marks to those who synthesise and provide a good range of relevant details from both texts.

Details that candidates may select, explore or respond to:

The schoolboy who conquered the Matterhorn

- at first, his father thought Jules was joking about climbing the Matterhorn
- he supported Jules and planned a rigorous schedule to increase Jules' endurance and technical skills
- he climbed alongside his son
- he kept a fast pace/total focus/no banter on the climb / was relieved to get to the top safely

Isabella Bird / Long's Peak

- he is local to the area
- he is strong / physically dragged her up parts of the climb
- he kept her going 'with patience and skill', determined / confident that she would reach the top
- he always told her there was no danger / he showed no fear
- he was gentle and considerate towards her

This is **not** a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

1 6 Both of these texts are about people who have climbed mountains.

Compare:

- Jules Molyneaux's and Isabella Bird's thoughts and feelings **while they were climbing the mountains**
- how they get their thoughts and feelings across to their readers [10]

You must use the text to support your comments and make it clear which text you are referring to.

(AO3)

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify a basic similarity and/or difference in the thoughts and feelings of Jules Molyneaux and Isabella Bird. Marks in this band may only deal with one text or not make it clear to which text is being referred.

Give 3-4 marks to those who identify some similarities and differences in the thoughts and feelings of Jules Molyneaux and Isabella Bird and/or make a simple attempt to explore how these thoughts and feelings are conveyed.

Give 5-6 marks to those who identify similarities and differences in the thoughts and feelings of Jules Molyneaux and Isabella Bird and/or make some attempt to comment on how these thoughts and feelings are conveyed.

Give 7-8 marks to those who make detailed comparisons the thoughts and feelings of Jules Molyneaux and Isabella Bird and offer some valid comments about how these thoughts and feelings are conveyed.

Give 9-10 marks to those who make comparisons that are sustained and detailed about the thoughts and feelings of Jules Molyneaux and Isabella Bird and go on to show a clear understanding of the different ways in which these thoughts and feelings are conveyed.

Details that candidates may explore or respond to:

Jules Molyneaux and Isabella Bird's thoughts and feelings while they were climbing the mountains

Jules Molyneaux:

- he felt exhausted / tired / in pain when he began the climb
- he felt better by singing 'Lose Yourself'
- he enjoyed the experience / it felt like being on top of the world / had fun climbing with Dad
- he had to concentrate all the time on the descent to get down safely/avoid slipping
- he had felt nervous at times but knew he just had to keep focusing

Isabella Bird:

- at times she felt she could not continue
- she felt scared - when she slipped on loose rocks she felt terrified / “extreme terror”
- she felt tired and that the experience was exhausting and painful (“My fatigue and pain...”)
- she felt she would have given up without Jim’s “patience and skill”
- she thought about how easy it would be to slip and fall to one’s death
- she felt “tortured with thirst”
- she felt getting to the top was “wonderful”

how they get their thoughts and feelings across to readers**Jules Molyneux:**

- he uses a simile to emphasise how narrow the ledges are - “standing on a knife edge”
- he uses another simile to suggest how tired he became – his legs started “to feel like jelly”
- he emphasises the level of concentration needed – “every second”
- he gives the detail about how he kept his focus and concentration – looking where “you are putting each foot and hand” / “one step after the other”

Isabella Bird:

- she compares herself to a “bale of goods” being hauled up to suggest how she was unable to manage the climb herself
- she uses the expressions/details such as / “terrifying cliff face” / 3000 feet fall + death / “a shapeless bloody heap!” to capture her impressions of the mountain
- she uses exaggeration by saying her feet “were paralysed”
- she uses words like “towered”, “gigantic”, “enormous” to emphasise the size and scale of the mountain
- she describes/gives examples of her physical exhaustion in detail – “bruised ankles” / “throbbing heart/panting lungs”, “struggling for breath”
- overview - she is self-deprecating / overwhelmingly focuses on her struggle

This is **not** a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Section B (40 marks)

An understanding of purpose, audience and format is particularly important in this type of writing.

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for each task (/20) will be given by awarding two marks:

- Communication and organisation (12 marks)
- Vocabulary, sentence structure, spelling, punctuation (8 marks)

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

AO5 (60% of the marks available):

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

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 5	11-12 marks - shows sophisticated understanding of the purpose and format of the task - shows sustained awareness of the reader / intended audience - appropriate register is confidently adapted to purpose / audience - content is ambitious, pertinent and sophisticated - ideas are convincingly developed and supported by a range of relevant details - there is sophistication in the shape and structure of the writing - communication has ambition and sophistication	8 marks - there is appropriate and effective variation of sentence structures - virtually all sentence construction is controlled and accurate - a range of punctuation is used confidently and accurately - virtually all spelling, including that of complex irregular words, is correct - control of tense and agreement is totally secure - a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	8-10 marks - shows consistent understanding of the purpose and format of the task - shows secure awareness of the reader/intended audience - register is appropriately and consistently adapted to purpose/audience - content is well-judged and detailed - ideas are organised and coherently developed with supporting detail - there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) - communication has clarity, fluency and some ambition	6-7 marks - sentence structure is varied to achieve particular effects - control of sentence construction is secure - a range of punctuation is used accurately - spelling, including that of irregular words, is secure - control of tense and agreement is secure - vocabulary is ambitious and used with precision
Band 3	5-7 marks - shows clear understanding of the purpose and format of the task - shows clear awareness of the reader / intended audience - register is appropriately adapted to purpose / audience - content is developed and appropriate reasons are given in support of opinions / ideas - ideas are organised into coherent arguments - there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) - communication has clarity and fluency	4-5 marks - there is variety in sentence structure - control of sentence construction is mostly secure - a range of punctuation is used, mostly accurately - most spelling, including that of irregular words, is correct - control of tense and agreement is mostly secure - vocabulary is beginning to develop and is used with some precision

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 2	3-4 marks • shows some awareness of the purpose and format of the task • shows awareness of the reader / intended audience • a clear attempt to adapt register to purpose / audience • some reasons are given in support of opinions and ideas • limited development of ideas • some sequencing of ideas into paragraphs (structure / direction may be uncertain) • communication has some clarity and fluency	2-3 marks • some variety of sentence structure • there is some control of sentence construction • some control of a range of punctuation • the spelling is usually accurate • control of tense and agreement is generally secure • there is some range of vocabulary
Band 1	1-2 marks • basic awareness of the purpose and format of the task • some basic awareness of the reader / intended audience • some attempt to adapt register to purpose / audience (e.g. degree of formality) • some relevant content despite uneven coverage of the topic • content may be thin and brief • simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) • there is some basic clarity but communication of meaning is limited	1 mark • limited range of sentence structure • control of sentence construction is limited • there is some attempt to use punctuation • some spelling is accurate • control of tense and agreement is limited • limited range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

Question 2 1 - Additional task-specific guidance

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

‘The importance of friends.’

Successful answers may include some of the following features:

Communication and Organisation (AO5)

- there is a clear understanding of the purpose of the task – to offer readers a lively and engaging exploration of the importance of friends, supported by examples, personal anecdotes and so on
- the content is assured, lively and engaging
- there is a clear sense of engagement with the intended audience – this may be through devices such as asides, examples, questions, direct address that give a distinctive voice to the article and establish an effective reader-writer relationship
- the article has a clear and coherent approach, for example, perhaps looking first at reasons why friendships are important, and then moving on to some examples of how the writer has been helped by their own friendships – or why friendships can sometimes create difficulties
- there are a range of appropriate and well-selected details to illustrate and give substance to the choices included in the writer’s article
- there is a logical structure and direction to the article, within which the writer’s views and examples are developed clearly and effectively to give substance to the writing
- the article is of appropriate length and is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression is clear, fluent and controlled (the best responses will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- sentence control and range is good
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

Less successful answers **may** be characterised by some of the following features:

Communication and Organisation (AO5)

- the content is thin and/or brief
- the content lacks substance and range
- there is limited or uncertain sense of purpose, for example ignoring or misunderstanding the requirement for an article
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the points raised
- a weak or limited structure to the article that lacks a clear sense of direction and development

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- sentence range, variety and control is limited
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

Question **2 2** - Additional task-specific guidance

This is part of a letter that appeared in a newspaper:

My local supermarket shelves seem to be increasingly filled with vegetarian and vegan products. Will we be expected to stop eating meat in the near future? What about personal choice?

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

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

Communication and Organisation (AO5)

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

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression is clear, fluent and controlled (the best responses will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

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

Communication and Organisation (AO5)

- the content is thin and/or brief
- there is a limited or uncertain sense of register, purpose and format
- there may be a limited sense of the intended audience or of an appropriate reader-writer relationship
- the range of points raised in support of the writer's opinion may be limited, unconvincing or lacking in development, with perhaps a tendency to simple assertion
- specific examples given in support of an argument may be limited or unconvincing
- viewpoint/opinion may not be sustained consistently
- there may be a limited or uncertain structure to the letter

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

COMPONENT 2 ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 2	7.5	7.5	7.5	7.5	18	12	60

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

Assessment Objective		Strands	Elements
AO2	<i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</i>	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views
			1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views
			1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views
			1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views

Assessment Objective		Strands	Elements
AO3	<i>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</i>	N/A	1a – Compare writers' ideas across two or more texts
			1b – Compare writers' perspectives across two or more texts
			1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts
			1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts

Assessment Objective		Strands	Elements
AO4	<i>Evaluate texts critically and support this with appropriate textual references</i>	N/A	<i>The AO is a single element</i>

Assessment Objective		Strands	Elements
AO5	<i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</i>	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
	<i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</i>	2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	2a – Organise information and ideas
			2b – Use structural and grammatical features
			2c – [Write] to support coherence and cohesion of texts

Assessment Objective		Strands	Elements
AO6	<i>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</i>	N/A	<i>The AO is a single element</i>