



GCSE MARKING SCHEME

SUMMER 2025

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

About this marking scheme

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

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

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

GCSE ENGLISH LANGUAGE – COMPONENT 2

SUMMER 2025 MARK SCHEME

Prior to on-screen marking

The first priority is for you to become thoroughly familiar with the material on which the question paper is based. Examiners are asked to go carefully through the examination paper and mark scheme prior to the actual marking process and to consider all questions on the paper. You are also required to mark about ten of each item in training mode. In this mode, you will be able to practise using the on-screen comment bank.

Further guidance on the training process is issued separately.

Online marking

WJEC will be using a method of marking examination scripts known as e marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead scripts are divided into segments by question (item) and are transmitted to examiners in this form.

In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 7/8/10 and a broadband internet connection. With an Apple Mac a Windows emulator is required.

For further details, please see the user guide available on e-marker ® when you log on. Details of how to log on to the system and your username and password have been sent separately.

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

Read the newspaper article, 'Preet Chandi is the first woman of colour to complete a solo expedition to the South Pole' in the separate Resource Material.

- | | | | |
|---|---|---|-----|
| 1 | 1 | a) Name one of the endurance events Preet Chandi has taken part in. | [1] |
| | | b) How long did Preet Chandi train for her South Pole expedition? | [1] |
| | | c) How will the adventure grant be used? | [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) ultra-marathons (1) or mountaineering (1) or ski expedition (1)
- b) two years (1)
- c) by women to attempt unique challenges (1) or inspire others to believe in themselves/push boundaries (1)

1 2 Preet Chandi is described as being a very inspiring person. How does the writer try to show this?

You should comment on:

- what is said
 - the use of language, tone and structure
 - other ways the writer tries to show that Preet Chandi is a very inspiring person.
- [10]**

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

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language, 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 one or two textual details that suggest she is an inspiring person but may struggle to engage with the text and/or the question. Responses in this band are likely to be brief and limited and may lack clarity/precision.

Give 3-4 marks to those who select some of the relevant details from the text that suggest she is an inspiring person. The responses may include some simple comments alongside relevant selection of detail although coverage across the whole text may be limited and there may be some imprecision, lack of context or clarity.

Give 5-6 marks to those who identify and comment on a range of details that suggest she is an inspiring person and begin to comment on how aspects such as language, tone and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about how a good range of different details suggest she is an inspiring person. These responses will begin to analyse how aspects such as language, tone and structure are used to achieve effects and 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 details from across the whole text that suggest she is an inspiring person. 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 could be:

- she is a determined woman / `made a habit of pushing herself` / took part in challenging activities
- she is the first woman of colour to complete a solo expedition to the South Pole / made history
- she hopes her achievement will inspire others to `pursue their goals, push their limits...`
- she wanted to show young people that an Asian woman could be a polar explorer
- she believes `nothing is impossible` and undertaking such a challenge allows her to become a role model for others
- the writer describes Chandi as having `a steely determination` to succeed / she travelled the 700 miles in 40 days
- she wanted to go to Antarctica because of the challenges it posed – `the coldest, highest, driest, windiest continent`
- she did a lot of training to prepare for the expedition – trips to Greenland / Norway and pulling tyres – suggesting her dedication
- the expedition demanded long hours skiing each day, but illustrated her determination to succeed
- the expedition affected her health – exhaustion and a persistent cough
- the conditions she faced were extreme: -50°C temperatures / 60mph winds / whiteouts
- she never gave in - `battled for hours...dragging her sledge...`
- she explains what the successful expedition means to her personally
- she hopes her achievement will make others want to `push themselves/believe in themselves`
- she is setting up an adventure grant to allow women to take on `unique challenges`
- the army spokesperson confirms Chandi as a role model for others / she can inspire others to achieve
- Triesman uses Chandi's own words to show how she wants to inspire others
- the photographs present a positive image (she's smiling / flags suggest success)

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 diary entries of Fridtjof Nansen on the opposite page.

- | | | | |
|---|---|---|-----|
| 1 | 3 | a) What job did Nansen have while his companion, Johansen, looked after the dogs? | [1] |
| | | b) When Johansen fell into the icy water, how did he manage to get out? | [1] |
| | | c) How did the men keep warm after their final meal? | [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) he started the supper (1)
- b) he caught hold of the sledge / the dogs pulled him out (1)
- c) they crept into their sleeping bags (1) or they made a hot drink (1)

1 4 “Fridtjof Nansen’s diary entries suggest that day by day he increasingly felt the expedition had become too difficult to continue.”

To what extent do you agree with this statement?

You should comment on:

- what is said
- how it is said

[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 question.

Give 3-4 marks to those who select some limited exploration/evaluation of the view, supported by some relevant textual evidence. These responses will show some interaction with the diary extracts, 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 the language used in the diary entries, making good use of the text.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and understanding of the way language and detail is used in the diary to convey Nansen’s feelings, using a good range of relevant details that support a valid response to the statement.

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 about the way Nansen’s feelings are conveyed through his diary entries.

Details that candidates may evaluate or comment on:

- on April 2nd, he says slow progress is being made 'just seven miles' and how he is 'beginning to doubt seriously the possibility of continuing northward much longer'
- the physical strain is taking a huge toll on them - 'continual lifting...calculated to break one's back'
- the obstacles ('ice ridges/rubble) make the journey 'desperate work'
- he voices his feelings - disappointment - 'it may be impossible to reach the pole' / resignation 'sooner or later we must turn back'
- on April 5th, they encountered more obstacles with the terrain (ice/ridges/rocks)
- fell into freezing water / not able to dry
- he thinks 'more and more we ought to turn back'
- on April 6th, he is brought to 'the verge of despair' by the lack of progress they have already made – almost decided to turn back / just four miles in a day
- he feels further progress is impossible - a prospect of 'endless mass of ice blocks' / 'mile after mile' / ends his day's diary entry with, 'We surely cannot go on'
- on April 8th, he again writes about the lack of progress/deteriorating conditions 'nothing but rubble to travel over / a 'chaos of ice-blocks' preventing progress
- as a result he is 'determined to return homeward'
- having decided to return, his tone is more positive

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

To answer the following questions you must use both texts.

- 1 5** Using information from both texts, explain briefly what food and drink Preet Chandi and Fridtjof Nansen had on their expeditions. [4]

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

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

(AO1 2a and b)

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

Give 1 mark to those who make a limited selection of relevant detail. A mark in this band will reflect a response that only deals with one text.

Give 2 marks to those who select some relevant detail from each of the texts.

Give 3 marks to those who synthesise, with some understanding, a range of relevant detail from both texts.

Give 4 marks to those who synthesise with clear understanding a range of relevant detail from both texts.

Details that candidates may select, explore or respond to:

Fridtjof Nansen

- food: fish rissole / `fiskegratin` / beef stew
- drink: water with milk-powder

Preet Chandi

- food: freeze-dried meals / high protein bars
- drink: hot chocolate drink

1 6 Both of these texts are about polar expeditions.

Compare:

- **the challenges Preet Chandi and Fridtjof Nansen faced while they were on their expeditions**
- **how the writers make these challenges clear to readers** **[10]**

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

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 one or two basic details about the challenges faced by Preet Chandi and Fridtjof Nansen and/or make a very limited attempt at how the writers make the challenges clear to readers. 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 select some valid details about the challenges faced by Preet Chandi and Fridtjof Nansen and/or make some attempt at how the writers make these challenges clear to readers.

Give 5-6 marks to those who identify a number of valid details about the challenges faced by Preet Chandi and Fridtjof Nansen, and/or make an attempt to explore how the writers make these challenges clear to readers.

Give 7-8 marks to those who explore valid details about the challenges faced by Preet Chandi and Fridtjof Nansen and offer some valid comments that explore in some detail how the writers make these challenges clear to readers.

Give 9-10 marks to those who explore in detail the challenges faced by Preet Chandi and Fridtjof Nansen and go on to show a clear understanding about how the writers make these challenges clear to readers.

Details that candidates may explore or respond to:

The challenges faced by Preet Chandi

- the Antarctic is very challenging – ‘coldest, highest, driest, windiest continent on Earth’
- long hours of skiing every day – 11 hours on average but some 20-hour ski-days
- challenges to her health - she suffered from exhaustion / had a persistent cough
- challenging / dangerous weather – very low temperatures / very high winds
- having to drag her sledge across huge ice ridges

The challenges faced by Fridtjof Nansen

- the lack of progress made – one day ‘just seven miles’, another ‘hardly made four miles’
- the journey is physically hard – lifting of the sledges over the ice
- the continuous ice-ridges and rubble make for desperately slow progress
- falling through the ice into freezing water / having to wear wet, icy clothes
- falling through the loose snow ‘up to one’s middle’

How the writers make these challenges clear to readers

Preet Chandi text (by Rachel Triesman)

- the writer uses the **adverb** ‘incredibly challenging’ to describe the expedition
- she gives **specific facts** about the intense conditions
- the **intensity of the cold** is described as ‘bone-numbing’
- use of **verbs** and **comparisons** to emphasise the difficulties encountered - ‘battled for hours’ to make progress across ‘huge wave-like ridges’

Fridtjof Nansen

- uses **exaggeration** to emphasise the extreme difficulties - ‘is calculated to break one’s back’ / it is ‘desperate work’ / thawing out ‘takes for ever’
- he uses **comparisons**
 - the ice ridges are ‘like driving over a tract of rocks’
 - wet clothes become ‘a chain mail of ice’
- he **repeats** the word ‘despair’ to show his frustration
- he clearly **articulates his feelings** - ‘We surely cannot go on’

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

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

Additional task-specific guidance

2	1
---	---

Your local council is keen to improve local areas that are run-d unattractive. They have invited the public to write in with suggestions about areas that need improvement. Write a letter to the council suggesting one or two places that need improvement, giving your views about what should be done and how the changes would benefit the area.

Write your letter.

[20]

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 formal letter to the council
- the content is assured and convincing
- a clear and coherent approach and viewpoint where suggestions and views 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 suggestions and views are presented clearly and convincingly
- paragraphs are used to effectively 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
- suggestions raised in the letter may be limited, unconvincing or lacking in development
- specific examples given in support of an argument may be limited or unconvincing
- views and opinions 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

Additional task-specific guidance

2 2 Write a review for a school/college magazine about one of the following:

- music
- a computer game
- a film
- a podcast
- a TV series
- a book

Write your review

Communication and Organisation (AO5)

Good answers may include some of the following features:

- there is a clear understanding of the purpose of the task – to give information and opinion
- there is a clear sense of engagement with the intended audience – this may be through devices such as asides, statements, questions, direct address that give a distinctive voice to the review and establish an effective reader-writer relationship
- the review has a clear and coherent approach and viewpoint, for example, perhaps looking in detail at particular aspects of a computer game, film, or TV series
- there are a range of appropriate and well-selected details to illustrate and give substance to opinions; this could include, for example, reference to the impact of key events, characters and plot development.
- there is a logical structure and direction to the review, within which opinions and relevant details are pursued effectively and clearly to give substance to the writing
- the review has a clarity of opinion and gives some detailed reasons why the podcast, book or music may have appeal to other teenagers
- the review is a sufficiently detailed and developed response of the length indicated in the exam paper

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)

Communication and Organisation (AO5)

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

- the content is thin and/or brief
- the content lacks substance and range
- there is limited or uncertain sense of purpose, for example ignoring or misunderstanding the requirement for a review
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the points raised
- limited development or clarity of opinions, with perhaps a tendency to simple assertion
- a weak or limited structure to the review 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
- 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>	<i>N/A</i>	<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>	<i>1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</i>	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>	<i>2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</i>	2a – Organise information and ideas
			2b – Use structural and grammatical features
			2c – [Write] to support coherence and cohesion of texts

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