



# **GCSE MARKING SCHEME**

**AUTUMN 2024**

**GCSE  
ENGLISH LANGUAGE - COMPONENT 1  
C700U10-1**

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## 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.

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## GCSE ENGLISH LANGUAGE COMPONENT 1

### AUTUMN 2024 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 most closely 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 omissions. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to look for and 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 in an answer, or set out as 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'.

**Narrative/Creative writing:** When writing about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work.

## SECTION A: 40 marks

**0 1** Read lines 1–6.

List five things you learn about Tom Ramsay in these lines.

**[5]**

(AO1 1a and b)

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

Award **one mark** for each point and/or inference identified by the candidate, **to a maximum of five**:

- he had been 'a problem' to his family for twenty years.
- he had started life 'decently'/respectably.
- he went into business.
- he had a wife.
- he had two children.
- he seemed destined for a useful and successful life.
- he suddenly gave up work.
- he left his wife.
- he didn't like work.
- he didn't like marriage.
- he wanted to enjoy himself.
- he spent two happy years travelling in Europe.
- he was from a respectable family (his family were respectable).

No mark should be awarded for unabridged quotation of whole sentences.

**0 2 Read lines 7-17.**

**How does the writer show that George is unhappy in these lines? [5]**

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

(AO2 1a, c, and d)

*This question tests the ability to explain, comment on and analyse how writers use language to achieve effects, using relevant subject terminology where appropriate.*

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

Give 1 mark to those who make a very limited response.

Give 2 marks to those who identify some evidence of how the writer shows his unhappiness. Subject terminology may be used.

Give 3 marks to those who select a range of evidence of how the writer shows his unhappiness. These answers may identify some subject terminology, where appropriate.

Give 4 marks to those who select a thorough range of evidence of how the writer shows his unhappiness. These answers may use relevant subject terminology, where appropriate.

Give 5 marks to those who select a well-chosen, thorough range of evidence of how the writer shows his unhappiness, using subject terminology accurately, where appropriate.

Details candidates may explore or comment on could be:

- he is eating alone (action).
- his expression is one of 'deep gloom' (description).
- he was staring into space (action).
- he looks as though he has the whole world on his shoulders (description).
- he admits he is 'not in great spirits' (dialogue).
- he sighs (action).
- the writer uses the adverb 'miserably' to describe his tone.

**The writer uses action, description, dialogue and tone.**

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

**0 3** Read lines 18-32.

**What impressions does the writer create of Tom Ramsay in these lines? How does the writer create these impressions?** [10]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

(AO2 1a, c, and d)

*This question tests the ability to explain, comment on and analyse how writers use language to achieve effects, using relevant subject terminology where appropriate.*

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

Give 1-2 marks to those who identify and begin to comment on some, limited aspects of Tom Ramsay's character.

Give 3-4 marks to those who identify and give straightforward comments on the character of Tom Ramsay. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who have a good grasp of the character of Tom Ramsay and begin to show some understanding of how aspects such as language are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about the character of Tom Ramsay and begin to analyse how language is used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about the character of Tom Ramsay and also provide detailed analysis of how language is used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- his activities 'profoundly' shock his respectable family.
  - he has 'a very good time'.
  - he borrows when he runs out of money.
  - he is charming (the narrator admits it is very difficult to refuse him a loan).
  - he thinks money spent on necessities is 'boring'.
  - he enjoys spending on luxuries (finds it 'amusing').
  - he targets his brother.
  - he knows the charm won't work on him.
  - he makes false promises to mend his ways.
  - he uses the money to buy expensive luxuries such as cars and jewellery.
  - he has no conscience (he blackmails George).
  - he exploits George's sensitivity to the family reputation.
- 
- he is a playboy/spendthrift.
  - he is a charmer/likeable.
  - he is a liar (plausible).
  - he is irresponsible.
  - he is self-indulgent/extravagant.
  - he is totally unscrupulous/immoral.
  - he is selfish.
  - he is manipulative/no fool.
  - a lovable rogue (is he likeable?).
  - he is lazy.
- 
- the writer uses the narrator to give a version of events.
  - contrast with George.
  - specific examples/anecdotes.

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

**0 4 Read lines 33-58.**

**What are the differences between Tom and George Ramsey in these lines?  
How does the writer show these differences? [10]**

You must refer to the language and structure used in the text to support your answer, 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 and structure to achieve effects, using relevant subject terminology where appropriate.*

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

Give 1-2 marks to those who identify and begin to comment on some, limited aspects of the differences between Tom and George.

Give 3-4 marks to those who identify and give straightforward comments on some features of the differences between Tom and George. These answers may simply identify some relevant subject terminology.

Give 5-6 marks to those who explore the differences between Tom and George in some detail and begin to show some understanding of how aspects such as language and the organisation of events are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who explore the differences between Tom and George with some detail and insight and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader. Relevant subject terminology is used accurately to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about the differences between Tom and George and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of relevant subject terminology supports comments effectively, where appropriate.



The writer reveals the differences by using a series of **specific and general contrasts** in lifestyle, behaviour and attitudes to life. The voice of the narrator is also important here.

For example:

Tom:

- he is 'selfish, thoughtless and wild'.
- he is cunning/unscrupulous (tricks/exploits George into paying money which he then enjoys with his partner in crime).
- he is self-indulgent/extravagant (gambling/ expensive restaurants/pretty girls/clothes).
- he is handsome/glamorous/looks younger than his age (like a movie star).
- he is 'worthless' but 'amusing'/good company/charming/irresistible.
- he is popular/well-known.
- a lovable rogue and an incorrigible wastrel (you could not help liking him).

George:

- he is respectable ('terribly upset' by the thought of Tom going to prison)/conventional.
- he cares about the family name, and perhaps about his brother (he pays to avoid scandal).
- he is capable of anger (when he discovers how he has been tricked).
- he looks older than his years.
- he works hard and is honest (he only takes a fortnight's holiday, and he works from early until late).
- he is a good family man (a faithful husband and a good father to his daughters).
- he is thrifty/careful (he has saved and planned his retirement).
- he is boring (garden and golf).
- he is jealous/vindictive (he wants Tom to get his just desserts).

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

**0 5** To answer this question you must read lines 59-75 and consider the passage as a whole.

**“The writer presents George as a decent man and a victim, and yet we do not feel much sympathy for him.”**

**To what extent do you agree with this view?** [10]

**You should write about:**

- **your own thoughts and feelings about how George is presented in lines 59-75 and in the passage as a whole**
- **how the writer has created these thoughts and feelings**

**You must refer to the text to support your answer.**

*(AO4)*

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

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

Give 1-2 marks to those who express a simple personal opinion with basic textual reference.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with the text as a whole and/or how the writer has created thoughts and feelings.

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text as a whole and how the writer has created thoughts and feelings.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. These responses will show critical awareness and clear engagement with the text. They will also explore how the writer has created thoughts and feelings.

Give 9-10 marks to those who give a persuasive 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 accurate and perceptive comments on the text as a whole. They will also explore how the writer has created thoughts and feelings with insight.

Areas for possible evaluation:

- the early part of the passage reveals that George has many virtues (almost too many to list).
- he is conventional, respectable and perhaps dull.
- he is exploited and cheated by his brother (it is done shamelessly and without compunction).
- he resents his brother.
- he wants a form of revenge/the satisfaction of living comfortably while his brother suffers in old age.
- at the end the narrator sympathises with him (he is clearly upset and can hardly speak).
- he mentions 'justice' when comparing himself with Tom (hard to disagree with him).
- the narrator agrees with everything he says about himself and Tom.
- he is clearly very angry (he grows red in the face).
- he then reveals that Tom has inherited a fortune from a wife 'old enough to be his mother'.
- he beats his fist on the table and rails against the unfairness of life.
- the narrator is almost hysterical with laughter.
- George is unforgiving but the narrator dines with Tom.
- the narrator is key to the reader's response.
- the reader is invited to see Tom as a sort of 'hero' (or perhaps anti-hero?).
- it makes us question our moral stance.

The key to a successful answer is to sustain a coherent stance.

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

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 Section B (/40) will be given by awarding two marks:

- communication and organisation (24 marks);
- vocabulary, sentence structure, spelling, punctuation (16 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.

|               | <b>AO5 Communication and organisation</b><br><i>24 marks</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>AO6 Vocabulary, sentence structure, spelling and punctuation</b><br><i>16 marks</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 5</b> | <b>20-24 marks</b> <ul style="list-style-type: none"> <li>the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination)</li> <li>the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest)</li> <li>structure and grammatical features are used ambitiously to give the writing cohesion and coherence</li> <li>communication is ambitious and consistently conveys precise meaning</li> </ul> | <b>14-16 marks</b> <ul style="list-style-type: none"> <li>there is appropriate and effective variation of sentence structures</li> <li>virtually all sentence construction is controlled and accurate</li> <li>a range of punctuation is used confidently and accurately</li> <li>virtually all spelling, including that of complex irregular words, is correct</li> <li>control of tense and agreement is totally secure</li> <li>a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning</li> </ul> |
| <b>Band 4</b> | <b>15-19 marks</b> <ul style="list-style-type: none"> <li>the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination)</li> <li>the writing is clearly organised (narrative is purposefully shaped and developed)</li> <li>structure and grammatical features are used accurately to support cohesion and coherence</li> <li>communication shows some ambition and conveys precise meaning</li> </ul>                                                | <b>11-13 marks</b> <ul style="list-style-type: none"> <li>sentence structure is varied to achieve particular effects</li> <li>control of sentence construction is secure</li> <li>a range of punctuation is used accurately</li> <li>spelling, including that of irregular words, is secure</li> <li>control of tense and agreement is secure</li> <li>vocabulary is ambitious and used with precision</li> </ul>                                                                                                                                  |
| <b>Band 3</b> | <b>10-14 marks</b> <ul style="list-style-type: none"> <li>the writing is mostly controlled and coherent (plot and characterisation show some detail and development)</li> <li>the writing is organised (narrative has shape and direction)</li> <li>structure and grammatical features are used with some accuracy to convey meaning</li> <li>communication is clear but limited in ambition</li> </ul>                                                                                                                        | <b>7-10 marks</b> <ul style="list-style-type: none"> <li>there is variety in sentence structure</li> <li>control of sentence construction is mostly secure</li> <li>a range of punctuation is used, mostly accurately</li> <li>most spelling, including that of irregular words, is correct</li> <li>control of tense and agreement is mostly secure</li> <li>vocabulary is beginning to develop and is used with some precision</li> </ul>                                                                                                        |
| <b>Band 2</b> | <b>5-9 marks</b> <ul style="list-style-type: none"> <li>there is some control and coherence (some control of plot and characterisation)</li> <li>there is some organisation (narrative is beginning to have some shape and development)</li> <li>structure and grammatical features are used to convey meaning</li> <li>communication is limited but clear</li> </ul>                                                                                                                                                          | <b>4-6 marks</b> <ul style="list-style-type: none"> <li>some variety of sentence structure</li> <li>there is some control of sentence construction</li> <li>some control of a range of punctuation</li> <li>the spelling is usually accurate</li> <li>control of tense and agreement is generally secure</li> <li>there is some range of vocabulary</li> </ul>                                                                                                                                                                                     |
| <b>Band 1</b> | <b>1-4 marks</b> <ul style="list-style-type: none"> <li>there is basic control and coherence (a basic sense of plot and characterisation)</li> <li>there is basic organisation (paragraphs may be used to show obvious divisions)</li> <li>there is some use of structure and grammatical features to convey meaning</li> <li>communication is limited but some meaning is conveyed</li> </ul>                                                                                                                                 | <b>1-3 marks</b> <ul style="list-style-type: none"> <li>limited range of sentence structure</li> <li>control of sentence construction is limited</li> <li>there is some attempt to use punctuation</li> <li>some spelling is accurate</li> <li>control of tense and agreement is limited</li> <li>limited range of vocabulary</li> </ul>                                                                                                                                                                                                           |
|               | <b>0 marks:</b> nothing worthy of credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>0 marks:</b> nothing worthy of credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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

**Communication and Organisation (AO5)**

- a clear and coherent perspective (first or third person).
- content is relevant.
- content is sustained and coherent and possibly imaginative.
- a clear sense of direction and structure.
- an evident sense of cohesion with material linked effectively.
- appropriate and well-selected details give substance to the narrative.
- details are observed closely and precisely.
- close observation of the behaviour and emotions of characters.
- convincing use of dialogue to develop plot and characterisation.
- some development of reflections on what is experienced or observed by the narrator.
- consistent awareness of the reader.
- establishing a relationship with the reader/engaging the reader via devices such as asides, statements, questions, humour, a distinctive voice etc...

**Vocabulary, sentence structure, spelling and punctuation (AO6)**

- expression is clear, fluent and controlled (the best answers 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 answers **may** be characterised by some of the following features:

**Communication and Organisation (AO5)**

- content is thin and/or brief (lacking substance and scope).
- content is unconvincing and implausible in development.
- content has little or no relevance to title (any link is forced or tenuous).
- uncertain sense of perspective (moves from first to third person or vice-versa).
- insecure sense of structure/direction and uncertain or even random sequencing (for example, an uneasy sense of chronology).
- a tendency for details to be handled in isolation with limited sense of substance or cohesion.
- physical details described in a generalised, formulaic manner with little development.
- general rather than specific description of characters and a tendency to use unconvincing stereotypes.
- limited or inappropriate use of dialogue.
- limited development of what is observed.
- very limited awareness of the reader.

**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 are inconsistent.
- vocabulary is limited or used inappropriately.
- meaning is not always clear or precise.

## COMPONENT 1

### ASSESSMENT OBJECTIVE WEIGHTINGS

|                    | AO1% | AO2% | AO3% | AO4% | AO5% | AO6% | Total % |
|--------------------|------|------|------|------|------|------|---------|
| <b>Component 1</b> | 2.5  | 12.5 | 0    | 5    | 12   | 8    | 40      |

| Assessment Objective |                                                                                                                             | Strands                                                                       | Elements                                      |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------|
| AO1                  | <ul style="list-style-type: none"> <li><i>Identify and interpret explicit and implicit information and ideas</i></li> </ul> | <b>1 – Identify and interpret explicit and implicit information and ideas</b> | 1a – Identify explicit information            |
|                      |                                                                                                                             |                                                                               | 1b – Identify explicit ideas                  |
|                      |                                                                                                                             |                                                                               | 1c – Interpret implicit information           |
|                      |                                                                                                                             |                                                                               | 1d – Interpret implicit ideas                 |
|                      | <ul style="list-style-type: none"> <li><i>Select and synthesise evidence from different texts</i></li> </ul>                | <b>2 – Select and synthesise evidence from different texts</b>                | 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                          |
|----------------------|---------------------------------------------------------------------------------------|---------|-----------------------------------|
| AO4                  | <i>Evaluate texts critically and support this with appropriate textual references</i> | N/A     | <i>The AO is a single element</i> |

| <b>Assessment Objective</b> |                                                                                                                                                                                                          | <b>Strands</b>                                                                                                                                             | <b>Elements</b>                                          |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>AO5</b>                  | <ul style="list-style-type: none"> <li><b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b></li> </ul> | <b>1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b> | 1a – [Write] for different forms, purposes and audiences |
|                             |                                                                                                                                                                                                          |                                                                                                                                                            | 1b – Communicate clearly, effectively and imaginatively  |
|                             |                                                                                                                                                                                                          |                                                                                                                                                            | 1c – Select and adapt tone, style and register           |
|                             | <ul style="list-style-type: none"> <li><b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b></li> </ul>                            | <b>2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b>                            | 2a – Organise information and ideas                      |
|                             |                                                                                                                                                                                                          |                                                                                                                                                            | 2b – Use structural and grammatical features             |
|                             |                                                                                                                                                                                                          |                                                                                                                                                            | 2c – [Write] to support coherence and cohesion of texts  |

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