



GCSE MARKING SCHEME

AUTUMN 2020

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

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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 2020 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.

Read the newspaper article 'Trekking with the Gorillas of Rwanda' in the separate Resource Material.

- | | |
|---|---|
| 1 | 1 |
|---|---|
- (a) How many gorillas are now living in Rwanda's National Park? [1]
- (b) How long can visitors spend with the gorillas? [1]
- (c) Name another animal that is found in Rwanda's National Park. [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) 480 (1)
- (b) One hour (1)
- (c) Antelope (1) **or** buffalo (1)

1

2

How does the writer try to make his trip to see gorillas sound like a very tiring but memorable experience?

You should comment on:

- **what he says**
- **his use of language, tone and structure**
- **other ways the writer tries to show that the visit was very tiring but memorable**

[10]

(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 show the writer's trip was very tiring but memorable. Responses in this band are likely to be brief and limited.

Give 3-4 marks to those who identify some of the textual details that show the writer's trip was very tiring but memorable. 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 the writer uses in the text to show the trip was very tiring but memorable, 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.

Give 7-8 marks to those who make accurate comments about how a good range of different examples from the account show how the writer's trip was both very tiring but memorable, and begin to analyse how aspects such as language, tone and structure are used to influence the reader. Relevant subject terminology is used to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from the text that show how the writer's trip was both very tiring but memorable. 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.

Details that candidates may explore or respond to:

- he begins by saying it's a trip where you will never be closer to a potentially dangerous wild animal
- he tells us he is exhausted by the journey to the gorillas and struggling through thickets of bamboo, going up steep slopes, toehold to toehold
- but when they see the gorillas the trekkers 'gasp'
- the gorillas can be just 30 feet away
- trekkers are keen to photograph what they see / capture the experience
- it's memorable because there are so few mountain gorillas left in the world
- the trekkers were able to see the mother lovingly cradling her infant – mother and child
- they can see, close up, the antics of the gorilla family – infants wrestling
- restricted access/exclusivity makes the visit special / more memorable
- to see the gorillas, the trekkers have an early start, an intense hike of 3 hours or more
- even the fittest find the journey gruelling – all 'huffing and puffing'
- the terrain is challenging – 'everyone stumbled down a hill at some point'
- they were able to see the silverback looking 'like a king' and playing with his infants
- he calls it 'an enduring wonder' at being so close to the gorillas
- he describes watching them as 'magical moments'

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 extract from 'Travels in West Africa' on the opposite page.

- | | |
|---|---|
| 1 | 3 |
|---|---|
- (a) How far away was Mary Kingsley from the gorillas? [1]
- (b) Name one *other* animal that Mary Kingsley came across in Africa. [1]
- (c) What disturbed the gorillas when Mary Kingsley was watching them? [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) thirty yards away (1)
- (b) Elephant (1) **or** leopard (1) **or** python (1)
- (c) Joseph made a peculiar small sound (1) explosive sneeze (1)

1

4

‘Mary Kingsley’s account captures her mixed feelings about the gorillas she sees on this trip.’

How far 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 give a personal opinion supported by some straightforward textual details. These responses will show some interaction with Kingsley’s account, 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, Kingsley’s account, 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 Kingsley’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 Kingsley’s account.

Details that candidates may evaluate or comment on:

- she gets into a position where she sees the gorillas 'with great caution', suggesting she is anxious about the situation she is in
- she describes in detail watching the gorillas feeding, noting how the big male behaved and how the other gorillas were 'noisily at the bananas'
- she notices the awkward, 'inelegant' way the gorillas moved across open ground
- she worries the gorillas might attack but prevents her guide from shooting them
- she compares them unfavourably with other wild animals – elephants, leopards, pythons
- she thinks the gorillas look 'horrible'/their appearance is hideous
- she watches the gorillas 'with great interest' before her guide made a sound that caused the gorillas to run back into the forest
- when the old male gorilla turns and makes for the forest, she calls the speed of his disappearance 'amazing'
- she marvels at the way he moves gracefully through the forest -
- she calls the gorilla's performance a 'superbly perfect hand-trapeze'

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	<p>Using information from both texts, explain briefly how the guides helped to keep the writers safe when they came across the gorillas. [4]</p>
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(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 a relevant detail from each of the texts.

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

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

Details that candidates may select, explore or respond to:

Trekking with the Gorillas of Rwanda

- they offered basic rules / stay at least 22 feet away from the gorillas
- if a gorilla moves towards you, move calmly out of the way / don't be startled
- the guides carried a gun

Mary Kingsley

- they kept a safe distance from the gorillas / kept out of sight
- the guide had a gun
- the guide made noises to alarm/frighten the gorilla

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 the experience the writers had when seeing gorillas in the wild.

Compare:

- **what impressions the two writers give of the gorillas they see**
- **how they create these impressions.** **[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 impressions of the gorillas given by each writer. Marks in this band may only deal with one text, or only deal with relevant details from 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 impressions of the gorillas given by each writer and/or make a simple attempt to explore how these impressions are created.

Give 5-6 marks to those who identify similarities and differences in the impressions of the gorillas given by each writer and/or make some attempt to comment on how these impressions are created.

Give 7-8 marks to those who make detailed comparisons about the impressions of the gorillas given by each writer and offer some valid comments about how these impressions are created.

Give 9-10 marks to those who make comparisons that are sustained and detailed about the impressions of the gorillas given by each writer and go on to show a clear understanding of the different ways in which these impressions are created.

Details that candidates may explore or respond to:

The impressions the two writers give of the gorillas they see

Trekking with the Gorillas of Rwanda:

- harmless / not threatening / friendly etc.
- the female is like a loving human mother as she 'lovingly' cradles her infant
- the female is playful with her two babies
- the guides say the gorillas sometimes like to show off
- they can be communicated with – the guides use oral prompts
- the silverback behaves like a king surveying his domain
- he grooms one of his babies like a father looking after his child
- the juveniles are playful

Mary Kingsley:

- they are dangerous animals – Kingsley and her guide approach ‘with great caution’
- they are noisy and tear at the food they find
- they make ‘shrill’ noises
- they move ‘awkwardly’ and with an ‘inelegant style’ on open ground
- she thinks their appearance is hideous
- they move swiftly and gracefully through the forest in a ‘perfect hand-trapeze performance’

Overview: ‘Trekking’ - positive impression / Kingsley – negative impression

How they create these impressions**Trekking with the Gorillas of Rwanda:**

- the descriptions of the gorillas’ behaviour are similar to those of parents with young children
- the description of ‘one-on-one time’ sounds like human behaviour
- guides say no visitor has ever been harmed
- the young gorillas are described positively – they ‘tumble’ out of the brush / ‘tussled’ at the feet of the silverback / ‘scampered’ past the trekker’s leg – the verbs suggest unthreatening, even childish behaviour
- the silverback is compared to ‘a king’

Mary Kingsley:

- ‘tearing to pieces’ the food they find sounds aggressive and unpleasant
- the description of how they move on open ground is negative – ‘they moved awkwardly’ and ‘inelegantly’ and they are ‘dragging their knuckles’ as they move
- she has ‘no hesitation’ in describing them as ‘the most horrible wild animal’
- she uses comparison to explain how disgusting she finds them – more disgusting than other dangerous animals
- she compares the gorillas with humans, saying how well adapted they are for moving swiftly through the forest
- but describes their movement through the forest as ‘amazing’ and uses adjectives such as ‘graceful’ and ‘powerful’ to show how impressed she was

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.

2	1	+	2	2
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Transactional / Persuasive Writing

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 5	<p>11-12 marks</p> <ul style="list-style-type: none"> 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 	<p>8 marks</p> <ul style="list-style-type: none"> 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	<p>8-10 marks</p> <ul style="list-style-type: none"> 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 	<p>6-7 marks</p> <ul style="list-style-type: none"> 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	<p>5-7 marks</p> <ul style="list-style-type: none"> 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 	<p>4-5 marks</p> <ul style="list-style-type: none"> 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	<p>3-4 marks</p> <ul style="list-style-type: none"> 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 	<p>2-3 marks</p> <ul style="list-style-type: none"> 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	<p>1-2 marks</p> <ul style="list-style-type: none"> 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 	<p>1 mark</p> <ul style="list-style-type: none"> 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

Write a lively guide to surviving the teenage years for a school/college magazine.

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

Communication and Organisation (AO5)

- there is a sustained sense of register and purpose which meets the requirement for a guide written for a student audience (for example, a lively, opinionated or witty approach)
- there is a clear sense of engagement with the intended audience through positioning and establishing an effective reader/writer relationship – this may be through devices such as direct address, personal anecdotes, examples and so on that give a distinctive approach to the guide
- there is a range of appropriate and well-selected details, information and explanation to illustrate and give substance to ideas and opinions
- the response has a clear and coherent approach/viewpoint (perhaps looking in detail at some aspects of the topic or ranging more widely)
- paragraphs are used effectively to give direction and structure to the guide
- within paragraphs, suggestions or tactics for surviving the teenage years are developed effectively and clearly
- there is an evident sense of cohesion with material linked effectively (use of connectives/subordination)
- the response shows the ability to move from the general to the particular or vice-versa (specific examples used within a coherent approach to the topic)
- expression is clear and controlled (the best answers will show ambition and sophistication as well as accuracy)
- the guide 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 a guide
- limited awareness of, or focus on, the intended audience
- content is thin or generalised, with only a limited sense of developing the suggestions or ideas raised
- limited development of ideas/suggestions/opinions and a tendency to simple assertion
- a weak or limited structure to the guide 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

Additional task-specific guidance

2

2

You have been asked to give a **talk** to your class about your hobby or special interest to try to encourage others to get involved.

Write what you would say in your talk.

Successful responses may include some of the following features:

Communication and Organisation (A05)

- there is a sustained sense of register and purpose, which meets the requirement of a talk to an audience the speaker knows well
- 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 talk
- there is a clear and coherent approach and viewpoint that explain the attractions of the hobby or special interest and why others in the class might want to get involved too; these points are presented and developed persuasively
- the response has a logical structure within which information about the hobby or special interest and the speaker's enthusiasm are presented clearly and convincingly
- paragraphs are used to effectively structure the response and give direction to the overall presentation
- 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 talk is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (A06)

- 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 (A05)

- 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 talk
- 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 information, with perhaps a tendency to simple assertion
- a weak or limited structure to the talk that lacks a clear sense of direction and development

Vocabulary, sentence structure, spelling and punctuation (A06)

- 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

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>	1 – Identify and interpret explicit and implicit information and ideas	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>	2 – Select and synthesise evidence from different texts	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	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences 2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
	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	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	N/A	<i>The AO is a single element</i>