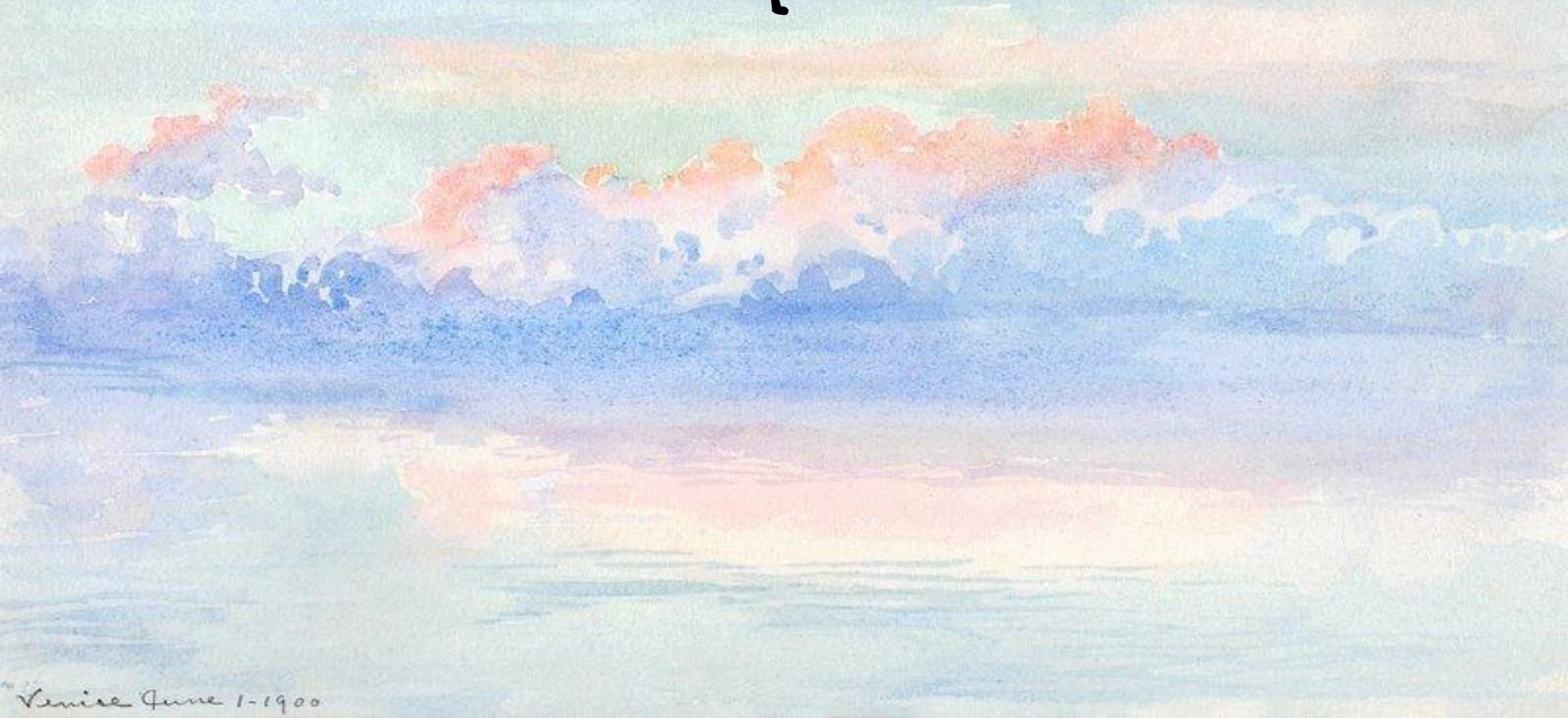


WELCOME TO

Language paper 2

REVISION

COMPLETE QUESTION 1



Venice June 1-1900

QUESTION 1 ANSWERS

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

This assesses the first bullet point identify and interpret explicit and implicit information and ideas.

- A Base camp is a cosy and happy place. (F)
- B The temperature at base camp drops when the sun goes down. (T)
- C Salkeld was so cold that she needed to put on more clothes. (T)
- D The storm had hit Everest from the north. (F)
- E Salkeld was excited at the sight of the storm. (F)
- F Salkeld had often seen storms like this on Everest. (F)
- G They watched as the storm got closer to them. (T)
- H The approaching storm looked like something from the end of the world. (T)

BCGH

QUESTION 2: INITIAL IDEAS

0

2

You need to refer to **Source A** and **Source B** for this question.

The effects of the weather on people in both sources are very different.

Use details from **both** sources to write a summary of the different ways people are affected by the weather.

[8 marks]

DIFFERENCE - QUOTATION - SUGGESTION

QUESTION 2 MARK SCHEME

<p>Level 4 Perceptive, summary</p> <p>7-8 marks</p>	<p>Shows perceptive synthesis and interpretation of both texts:</p> <ul style="list-style-type: none">• Makes perceptive inferences from both texts• Makes judicious references/use of textual detail relevant to the focus of the question• Statements show perceptive differences between texts
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<p>Level 3 Clear, relevant summary</p> <p>5-6 marks</p>	<p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none">• Makes clear inferences from both texts• Selects clear references/textual detail relevant to the focus of the question• Statements show clear differences between texts
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<p>Level 2 Some, attempts at summary</p> <p>3-4 marks</p>	<p>Shows some interpretation from one/both texts:</p> <ul style="list-style-type: none">• Attempts some inference(s) from one/both texts• Selects some appropriate references/textual detail from one/both texts• Statements show some differences between texts
<p>Level 1 Simple, limited summary</p> <p>1-2 marks</p>	<p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none">• Offers paraphrase rather than inference• Makes simple reference/textual details from one/both texts• Statements show simple differences between texts

T&T: WHAT MARK MIGHT THIS BE?

In source A people ~~feel~~ feel cold
and feel as if it's the worst
storm that they have ever seen

And in source B there was less

people out not many people
would come out because ~~they~~

there was no transport and
people who walked there was
less of them out and about

Q2 EXAMPLE 1: MARKS EXPLAINED

Simple textual detail

In source A people ~~feel~~ feel cold and feel as in it's the worst storm that they have ever seen

And in source B there was less

Simple difference

people out not many people would come out because ~~they~~

Simple awareness

there was no transport and people who walked there was less of them out and about

Level 1: 2 marks

Statement to show simple difference between texts, with simple references.

Q2 MARK SCHEME

Level	Skill Descriptors
Level 4 <i>Perceptive, detailed</i> 7-8 marks	<ul style="list-style-type: none">· Shows a detailed understanding of differences between the texts· Offers perceptive interpretation of both texts· Synthesises evidence between texts· Selects a range of judicious quotations from both texts
Level 3 <i>Clear, relevant</i> 5-6 marks	<ul style="list-style-type: none">· Shows a clear understanding of differences between the texts· Begins to interpret both texts· Demonstrates clear connections between texts· Selects relevant quotations/references from both texts to support response
Level 2 <i>Some, attempts</i> 3-4 marks	<ul style="list-style-type: none">· Identifies some differences between the texts· Attempts some inference from one/both texts· Attempts to link evidence between texts· Selects some quotations/references; not always supporting (from one/both texts)
Level 1 <i>Simple, limited</i> 1-2 marks	<ul style="list-style-type: none">· Shows simple awareness of difference(s)· Offers paraphrase rather than inference· Makes simple or no links between texts· Simple reference or textual details from one/both texts
Level 0 No marks	Candidates in this band will not have offered any differences Nothing to reward

T&T: WHY IS THIS BETTER?

[8 marks]

Attempts inference

Some appropriate
textual detail

Attempts inference

Firstly, in Source A the ^{weather} storm is described as life-threatening and dangerous. This is because of the quote "the apocalyptic vision crept silently and swiftly towards them". The adjective 'apocalyptic' ~~press~~ has connotations of things like the end of the world. This shows that ^{the} weather would have a very bad effect on people as it has been described like this.

T&T: WHY IS THIS BETTER?

Some appropriate
textual detail

Also, in source A there is the quote "The total of eight fatalities made this the greatest loss of life in any twenty-four hour period" The part "greatest loss of life" shows how people have been affected by the storm as many people have died because of it, which is negative

Attempts inference

T&T: WHY IS THIS BETTER?

Statement to show
difference between texts

On the other hand, in source B
the ~~effects~~ of the weather ~~is~~ on
people is shown as more positive,
and not a danger to life ^{to someone}. This is because
of the quote "nothing could ever be
more beautiful". This shows that
the weather is harmless as it is
'beautiful'. Overall this

Q2 EXAMPLE 2: MARKS EXPLAINED

Level 2: 4 marks

One statement to show a difference in the ways people are affected by the weather in both texts; attempts some inference with some appropriate references from both texts.

This response could have been improved by identifying more than one difference in the ways the people in the each text are affected by the weather. The approach is correct and there are several attempts at inference with some appropriate references, but the focus of the question, statements to show differences between the texts, is the weakest aspect.

YOUR TURN - YOU MUST WRITE A RESPONSE THAT IS BETTER!

Level	Skill Descriptors
Level 4 <i>Perceptive, detailed</i> 7-8 marks	<ul style="list-style-type: none">· Shows a detailed understanding of differences between the texts· Offers perceptive interpretation of both texts· Synthesises evidence between texts· Selects a range of judicious quotations from both texts
Level 3 <i>Clear, relevant</i> 5-6 marks	<ul style="list-style-type: none">· Shows a clear understanding of differences between the texts· Begins to interpret both texts· Demonstrates clear connections between texts· Selects relevant quotations/references from both texts to support response
Level 2 <i>Some, attempts</i> 3-4 marks	<ul style="list-style-type: none">· Identifies some differences between the texts· Attempts some inference from one/both texts· Attempts to link evidence between texts· Selects some quotations/references; not always supporting (from one/both texts)
Level 1 <i>Simple, limited</i> 1-2 marks	<ul style="list-style-type: none">· Shows simple awareness of difference(s)· Offers paraphrase rather than inference· Makes simple or no links between texts· Simple reference or textual details from one/both texts
Level 0 No marks	Candidates in this band will not have offered any differences Nothing to reward

QUESTION 3: INITIAL IDEAS

0 3

You now need to refer **only** to **Source A** from **lines 13 to 23**.

How does the writer use language to describe the storm?

[12 marks]

WHAT - HOW - HOW

QUESTION 3 MARK SCHEME

Level 4 Detailed, perceptive analysis 10-12 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none">Analyses the effects of the writer's choices of languageSelects a judicious range of textual detailMakes sophisticated and accurate use of subject terminology
---	---

Level 3 Clear, relevant explanation 7-9 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none">Explains clearly the effects of the writer's choices of languageSelects a range of relevant textual detailMakes clear and accurate use of subject terminology
---	--

Level 2 Some, understanding and comment 4-6 marks	Shows some understanding of <i>language</i> : <ul style="list-style-type: none">Attempts to comment on the effect of languageSelects some appropriate textual detailMakes some use of subject terminology, mainly appropriately
Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none">Offers simple comment on the effects of languageSelects simple references or textual details

T&T: WHAT MARK MIGHT THIS BE?

Subject terminology but
not used correctly

The writer uses ^{adverb}~~adjective~~ [12 marks]
when he says "cloudy
fog" this suggest the
writer is sayin that
there was clouds
which were full of fog
and by sayin this it
gives the efect on the reader
on what hapeing.

T&T: WHAT MARK MIGHT THIS BE?

Subject terminology but not used correctly

Simple textual detail but quotation is incomplete

Simple comment on the effect of language

The writer also uses
adjective when he says they
"were paralyzed in moment"
when the writer says
it was paralyzed this
gives the effect on the reader
that something has
stopped working this
links to a human if
he was paralysed he
wouldn't be able to
move his legs.

Subject terminology but not used correctly

Simple textual detail but quotation is incomplete

Simple comment on the effect of language

The writer also uses
~~adjective~~ when he says they
"were paralyzed in moment"
when the writer says
it was paralyzed this
gives the effect on the reader
that something has
stopped working this
links to a human if
he was paralysed he
wouldn't be able to
move his legs.

Level 1: 2 marks

Simple awareness of language in second paragraph; simple comment on the effect of language; simple textual details but subject terminology used incorrectly throughout.

QUESTION 3 MARK SCHEME

Level 4 Detailed, perceptive analysis 10-12 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none">Analyses the effects of the writer's choices of languageSelects a judicious range of textual detailMakes sophisticated and accurate use of subject terminology
---	---

Level 3 Clear, relevant explanation 7-9 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none">Explains clearly the effects of the writer's choices of languageSelects a range of relevant textual detailMakes clear and accurate use of subject terminology
---	--

Level 2 Some, understanding and comment 4-6 marks	Shows some understanding of <i>language</i> : <ul style="list-style-type: none">Attempts to comment on the effect of languageSelects some appropriate textual detailMakes some use of subject terminology, mainly appropriately
Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none">Offers simple comment on the effects of languageSelects simple references or textual details

T&T: WHY IS THIS BETTER?

[12 marks]

Some appropriate
textual detail

Attempts to comment on
the effects of language

The writer uses ~~adjectives~~ ^{adjectives and verbs like} 'ripping, ~~blinding~~ like 'ripping, ~~blind~~ blinding, and engulfing' to show ~~the~~ how devastating the weather is. The quote 'the tents in a blinding fury of driving snow'. The noun "fury" ~~and~~ suggests that something ~~is~~ serious is happening like a snow storm. The writer has chosen this word to show an emotion from the weather.

T&T: WHY IS THIS BETTER?

Some use of subject terminology

Attempts to comment on the effects of language

~~The~~ Another quote to show how it describe the storm is 'the storm took control'. The noun control suggests that something has been taken over and ~~it's~~ ~~has~~ it's like it can control anything it likes. The writer has chosen this word to show that the storm has taken over and ~~to~~ to give the feeling, as if you don't know what it will do next.

T&T: WHY IS THIS BETTER?

Level 2: 5 marks

Some understanding of language; attempts to comment on the effects of language; some use of appropriate textual detail; some use of subject terminology.

In the first sentence, the student selects "ripping, blinding and engulfing" and says that this shows "how devastating the weather is". This is an attempt to comment on the effects of language (level 2). These three words are not, in fact, one quotation but come from three separate places in the text. Rather than considering their effect collectively, the response could be improved by analysing the effect of each word individually, so that the explanation of effect can be precise and contextualised.

YOUR TURN - WRITE A BETTER RESPONSE

Level 4 Detailed, perceptive analysis 10-12 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none">• Analyses the effects of the writer's choices of language• Selects a judicious range of textual detail• Makes sophisticated and accurate use of subject terminology
---	---

Level 3 Clear, relevant explanation 7-9 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none">• Explains clearly the effects of the writer's choices of language• Selects a range of relevant textual detail• Makes clear and accurate use of subject terminology
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Level 2 Some, understanding and comment 4-6 marks	Shows some understanding of <i>language</i> : <ul style="list-style-type: none">• Attempts to comment on the effect of language• Selects some appropriate textual detail• Makes some use of subject terminology, mainly appropriately
Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none">• Offers simple comment on the effects of language• Selects simple references or textual details

QUESTION 4: INITIAL IDEAS

0 4

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different perspectives on the extreme weather conditions.

In your answer, you could:

- compare their different perspectives on the extreme weather conditions
- compare the methods the writers use to convey their different perspectives
- support your response with references to both texts.

[16 marks]

DIFFERENCE - VIEWPOINT - QUOTATION - ANALYSIS

QUESTION 4 MARK SCHEME

<p>Level 4 Perceptive, detailed</p> <p>13-16 marks</p>	<ul style="list-style-type: none">• Compares ideas and perspectives in a perceptive way• Analyses how writers' methods are used• Selects a range of judicious supporting detail from both texts• Shows a detailed understanding of the different ideas and perspectives in both texts	<p>Level 2 Some, attempts</p> <p>5-8 marks</p>	<ul style="list-style-type: none">• Attempts to compare ideas and perspectives• Makes some comment on how writers' methods are used• Selects some appropriate textual detail/references, not always supporting from one or both texts• Identifies some different ideas and perspectives
<p>Level 3 Clear, relevant</p> <p>9-12 marks</p>	<ul style="list-style-type: none">• Compares ideas and perspectives in a clear and relevant way• Explains clearly how writers' methods are used• Selects relevant detail to support from both texts• Shows a clear understanding of the different ideas and perspectives in both texts	<p>Level 1 Simple, limited</p> <p>1-4 marks</p>	<ul style="list-style-type: none">• Makes simple cross reference of ideas and perspectives• Makes simple identification of writers' methods• Makes simple references/ textual details from one or both texts• Shows simple awareness of ideas and/or perspectives

T&T: WHAT MARK MIGHT THIS BE?

Simple cross reference

In Comparison both sources are fairly similar as they both talk about snow and the impacts that it has on us people.

Simple awareness of idea

In Source A it shows us that people can die through snow storms. "it says "three million

Simple textual details

climbers on the north side and five of the climbers on the ^{south} ~~side~~ were dead". In Source B it says "A headache came on". This shows the impacts

Simple cross reference

of snow, as it could be as minor as a headache or major as a your line going. So therefore in my opinion both pieces of writing will show the positive impacts of the snow.

T&T: WHAT MARK MIGHT THIS BE?

Simple cross reference

In Comparison both sources are fairly similar as they both talk about snow and the impacts that it has on us.

Level 1: 3 marks

Simple awareness of ideas, but nothing on perspectives; simple perspectives; simple cross-references and textual detail; nothing on writers' methods.

Simple cross reference

...in source B it says it headaches care on. This shows the impacts of snow, as it could be as much as a headache of major as your line going. So therefore in my opinion both pieces of writing will show the positive impacts of the snow.

Q4 MARK SCHEME

Level	Skill Descriptors
Level 4 <i>Detailed, perceptive</i> 13-16 marks	<ul style="list-style-type: none"> · Shows a detailed understanding of the differences between the ideas and perspectives · Compares ideas and perspectives in a perceptive way · Analyses how methods are used to convey ideas and perspectives · Selects range of judicious quotations from both texts
Level 3 <i>Clear, relevant</i> 9-12 marks	<ul style="list-style-type: none"> · Shows a clear understanding of differences between the ideas and perspectives · Compares ideas and perspectives in a clear and relevant way · Explains clearly how methods are used to convey ideas and perspectives · Selects relevant quotations to support from both texts
Level 2 <i>Some, attempts</i> 5-8 marks	<ul style="list-style-type: none"> · Identifies some differences between the ideas and perspectives · Attempts to compare ideas and perspectives · Some comment on how methods are used to convey ideas and perspectives · Selects some quotations/references, not always supporting (from one or both texts)
Level 1 <i>Simple, limited</i> 1-4 marks	<ul style="list-style-type: none"> · Simple awareness of different ideas and/or perspectives · Simple cross reference of ideas and/or perspectives · Simple identification of how differences are conveyed · Simple references or textual details from one or both texts
Level 0 No marks	No ideas offered about differences Nothing to reward

T&T: WHY IS THIS BETTER?

Some understanding of ideas

Within source A ~~why~~ we are given this overall idea that the snow and storm is a destructive, cold and harsh weather conditions. Which makes feel as if it's purpose is to destroy.

Attempts to compare ideas

Whereas within source B we are given this overall impression that the snow is pleasant and peaceful and only causes minor issues, which contrast with the impression we are given by source A. Referring to the text with are shown this clear contrast on the weather conditions as in source A the line

Some appropriate textual detail

'thirty climbers were fighting for their lives'

Attempt to compare ideas – "minor issues" and "lives can be destroyed"

Shows us that in this extract there is the point that lives can be destroyed and taken away due to these weather conditions, which shows us the destructive impact that the storm is having on the expedition.

T&T: WHY IS THIS BETTER?

Attempts to compare writers' ideas

Some understanding of ideas

Attempt to comment on writers' methods

Attempt to compare writer's perspectives

This is contrasted in source B as referring to the text the line 'Nothing could be more

beautiful' ^{us away} takes from the idea in source

A of 'destruction' and gives us a new

impression of the snow being calm

and peacefully. A method the writers

uses to further extent this idea of a contrast is Language. Due to within

the source A the snow is portrayed

as 'apocalyptic' which relates to the end

of the world showing how bad the snow storm is, whereas in source B the

specific word 'beautiful' is used which

gives us the idea of something being

nice to look at. This is a complete

contrast between the two words as one is seeing the snow as terrible and the

other is seeing it as something which

is nice to view.

MARK EXPLAINED

Level 2: 8 marks

Some understanding of writers' ideas and perspectives; attempts to compare with some appropriate textual details; attempts to comment on writers' methods – although source A more successful than source B.

This response does everything in Level 2 and is therefore awarded a mark of 8. It could have been improved by examining a wider range of writers' methods, and selecting more textual details from each source to demonstrate clear understanding of writers' ideas and perspectives.

YOUR TURN... WRITE A BETTER RESPONSE

Level	Skill Descriptors
Level 4 <i>Detailed, perceptive</i> 13-16 marks	<ul style="list-style-type: none"> · Shows a detailed understanding of the differences between the ideas and perspectives · Compares ideas and perspectives in a perceptive way · Analyses how methods are used to convey ideas and perspectives · Selects range of judicious quotations from both texts
Level 3 <i>Clear, relevant</i> 9-12 marks	<ul style="list-style-type: none"> · Shows a clear understanding of differences between the ideas and perspectives · Compares ideas and perspectives in a clear and relevant way · Explains clearly how methods are used to convey ideas and perspectives · Selects relevant quotations to support from both texts
Level 2 <i>Some, attempts</i> 5-8 marks	<ul style="list-style-type: none"> · Identifies some differences between the ideas and perspectives · Attempts to compare ideas and perspectives · Some comment on how methods are used to convey ideas and perspectives · Selects some quotations/references, not always supporting (from one or both texts)
Level 1 <i>Simple, limited</i> 1-4 marks	<ul style="list-style-type: none"> · Simple awareness of different ideas and/or perspectives · Simple cross reference of ideas and/or perspectives · Simple identification of how differences are conveyed · Simple references or textual details from one or both texts
Level 0 No marks	No ideas offered about differences Nothing to reward

QUESTION 5: INITIAL IDEAS

Section B: Writing

You are advised to spend about 45 minutes on this section.

You are reminded of the need to plan your answer.

You should write in full sentences.

You should leave enough time to check your work at the end.

0	5
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'Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.'

Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

ANECDOTE - RESEARCH - COUNTER - LINK

QUESTION 5: MARK SCHEME

Level 2; 7-12 marks; some	<p>Content 10-12 marks</p> <ul style="list-style-type: none"> → Some sustained attempt to match register to audience → Some sustained attempt to match purpose → Conscious use of vocabulary with some use of linguistic devices <p>Organisation 10-12 marks</p> <ul style="list-style-type: none"> → Some use of structural features → Increasing variety of linked and relevant ideas → Some use of paragraphs and some use of discourse markers 	<p>Technical Accuracy 5-8 marks</p> <ul style="list-style-type: none"> → Sentence demarcation is mostly secure and sometimes accurate → Some control of a range of punctuation → Attempts a variety of sentence forms → Some use of Standard English with some control of agreement → Some accurate spelling of more complex words → Varied use of vocabulary
Level 1; 1-6 marks; Simple	<p>Content 4-6 marks</p> <ul style="list-style-type: none"> → Simple awareness of register/audience → Simple awareness of purpose → Simple vocabulary; simple linguistic devices → Evidence of simple structural features → One or two relevant ideas, simply linked → Random paragraph structure <p>Content 1-3 marks</p> <ul style="list-style-type: none"> → Occasional sense of audience → Occasional sense of purpose → Simple vocabulary → Limited or no evidence of structural features → One or two unlinked ideas → No paragraphs 	<p>Technical Accuracy 1-4 marks</p> <ul style="list-style-type: none"> → Occasional use of sentence demarcation → Some evidence of conscious punctuation → Simple range of sentence forms → Occasional use of Standard English with limited control of agreement → Accurate basic spelling → Simple use of vocabulary

Venice June 1

QUESTION 5: MARK SCHEME

Level 4; 19-24 marks; convincing	<p>Content 22-24 marks</p> <ul style="list-style-type: none"> → Register is convincing and compelling for audience → Assuredly matched to purpose → Extensive and ambitious vocabulary with sustained crafting of linguistic devices → Varied and inventive use of structural features → Writing is compelling, incorporating a range of convincing and complex ideas → Fluently linked paragraphs with seamlessly integrated discourse markers <p>Content 19-21 marks</p> <ul style="list-style-type: none"> → Register is convincingly matched to audience → Convincingly matched to purpose → Extensive vocabulary with conscious crafting of linguistic devices → Varied and effective structural features → Writing is highly engaging with a range of developed complex ideas → Consistently coherent use of paragraphs with integrated discourse markers 	<p>Technical Accuracy 13-16 marks</p> <ul style="list-style-type: none"> → Sentence demarcation is consistently secure and consistently accurate → Wide range of punctuation is used with a high level of accuracy → Uses a full range of appropriate sentence forms for effect → Uses Standard English consistently and appropriately with secure control of complex grammatical structures → High level of accuracy in spelling, including ambitious vocabulary → Extensive and ambitious use of vocabulary
Level 3; 13-18 marks; clear	<p>Content 16-18 marks</p> <ul style="list-style-type: none"> → Register is consistently matched to audience → Consistently matched to purpose → Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices → Effective use of structural features → Writing is engaging, using a range of, clear connected ideas → Coherent paragraphs with integrated discourse markers <p>Content 13-15 marks</p> <ul style="list-style-type: none"> → Register is generally matched to audience → Generally matched to purpose → Vocabulary clearly chosen for effect and appropriate use of linguistic devices → Usually effective use of structural features → Writing is engaging, with a range of connected ideas → Usually coherent paragraphs with range of discourse markers 	<p>Technical Accuracy 9-12 marks</p> <ul style="list-style-type: none"> → Sentence demarcation is mostly secure and mostly accurate → Range of punctuation is used, mostly with success → Uses a variety of sentence forms for effect → Mostly uses Standard English appropriately with mostly controlled grammatical structures → Generally accurate spelling, including complex and irregular words → Increasingly sophisticated use of vocabulary

T&T: HOW WOULD YOU IMPROVE THIS?

Simple awareness of purpose

Dear Editor of the Newspaper

I am ~~the~~ writing to you to tell you that snow is very bad.

Some evidence of conscious punctuation

This is because when people are going to work there can might get stuck and they won't be able to move again or. It they do not have a car there train, bus, taxi, or plane, might get canceled. So that's why it is bad.

Simple vocabulary

T&T: HOW WOULD YOU IMPROVE THIS?

Accurate basic spelling

Children love playing in the snow
because the ~~he~~ like throwing it
at each other and making ~~snowmen~~
Snowmen and Snow angels.
That's why kids like it but not
adults.

Content and Organisation – Upper level 1: 6 marks

Simple awareness of register/audience/purpose; simple vocabulary.

Accuracy – Level 1: 4 marks

Occasional use of sentence demarcation with some evidence of conscious punctuation; accurate basic spelling.

QUESTION 5: MARK SCHEME

Level 2; 7-12 marks; some	<p>Content 10-12 marks</p> <ul style="list-style-type: none"> → Some sustained attempt to match register to audience → Some sustained attempt to match purpose → Conscious use of vocabulary with some use of linguistic devices <p>Organisation 10-12 marks</p> <ul style="list-style-type: none"> → Some use of structural features → Increasing variety of linked and relevant ideas → Some use of paragraphs and some use of discourse markers 	<p>Technical Accuracy 5-8 marks</p> <ul style="list-style-type: none"> → Sentence demarcation is mostly secure and sometimes accurate → Some control of a range of punctuation → Attempts a variety of sentence forms → Some use of Standard English with some control of agreement → Some accurate spelling of more complex words → Varied use of vocabulary
Level 1; 1-6 marks; Simple	<p>Content 4-6 marks</p> <ul style="list-style-type: none"> → Simple awareness of register/audience → Simple awareness of purpose → Simple vocabulary; simple linguistic devices → Evidence of simple structural features → One or two relevant ideas, simply linked → Random paragraph structure <p>Content 1-3 marks</p> <ul style="list-style-type: none"> → Occasional sense of audience → Occasional sense of purpose → Simple vocabulary → Limited or no evidence of structural features → One or two unlinked ideas → No paragraphs 	<p>Technical Accuracy 1-4 marks</p> <ul style="list-style-type: none"> → Occasional use of sentence demarcation → Some evidence of conscious punctuation → Simple range of sentence forms → Occasional use of Standard English with limited control of agreement → Accurate basic spelling → Simple use of vocabulary

T&T: WHY IS THIS BETTER?

Is Snow really that lovely?
Many people believe snow is ~~and~~ just a bit of fun that it will go away ~~later~~ within a few days but it's the trouble it leaves along the way that people get worried about. The car accidents increase by 10% as ~~the~~ drivers cannot control their car and this results in more ~~a~~ injuries and lives that are being put at risk. It becomes a great inconvenience when the gritters don't come out as then roads become slipper and drivers have to shovel out their cars in the morning.

Which wastes more time.
The "picturesque, exciting and fun" snow just happens to ruin and disrupt the local economy, as many high businesses cannot open as they are not able to go into work and customers don't bother because they will probably get stuck along the journey. Buses stop when it snows which ruins a lot of people's plans and pickup services.

Slippery snow gives people many reasons not to get from one place to another. It also traps people so that they get stuck in one place. Would you want to get stuck on the road?

T&T: WHY IS THIS BETTER?



Sustained attempt to match purpose

Conscious use of vocabulary

Although children may find snow amusing it is a big nuisance that makes everything come to a stop. Work, school everything shuts down and it put on lock mode till the weather picks up.

~~And~~ Young drivers have to take a break when the snow comes trickling down from the white sky. ~~Many cars~~ And it creates a very lonely atmosphere.

Overall I feel that snow is a dangerous ~~and~~ cold weather that is made to look pretty and sparkly however it is just ~~more~~ an illusion.

Content and Organisation – Upper level 2: 11 marks

Some successful communication; sustained attempt to match purpose; increasing variety of linked and relevant ideas, although not sufficiently developed nor organised for Level 3.

Accuracy – Level 2: 6 marks

Attempts a variety of sentence forms but not always accurately demarcated; some accurate spelling.



YOUR TURN: WRITE A BETTER OPENING

Level 4; 19-24 marks; convincing	<p>Content 22-24 marks</p> <ul style="list-style-type: none"> → Register is convincing and compelling for audience → Assuredly matched to purpose → Extensive and ambitious vocabulary with sustained crafting of linguistic devices → Varied and inventive use of structural features → Writing is compelling, incorporating a range of convincing and complex ideas → Fluently linked paragraphs with seamlessly integrated discourse markers <p>Content 19-21 marks</p> <ul style="list-style-type: none"> → Register is convincingly matched to audience → Convincingly matched to purpose → Extensive vocabulary with conscious crafting of linguistic devices → Varied and effective structural features → Writing is highly engaging with a range of developed complex ideas → Consistently coherent use of paragraphs with integrated discourse markers 	<p>Technical Accuracy 13-16 marks</p> <ul style="list-style-type: none"> → Sentence demarcation is consistently secure and consistently accurate → Wide range of punctuation is used with a high level of accuracy → Uses a full range of appropriate sentence forms for effect → Uses Standard English consistently and appropriately with secure control of complex grammatical structures → High level of accuracy in spelling, including ambitious vocabulary → Extensive and ambitious use of vocabulary
Level 3; 13-18 marks; clear	<p>Content 16-18 marks</p> <ul style="list-style-type: none"> → Register is consistently matched to audience → Consistently matched to purpose → Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices → Effective use of structural features → Writing is engaging, using a range of, clear connected ideas → Coherent paragraphs with integrated discourse markers <p>Content 13-15 marks</p> <ul style="list-style-type: none"> → Register is generally matched to audience → Generally matched to purpose → Vocabulary clearly chosen for effect and appropriate use of linguistic devices → Usually effective use of structural features → Writing is engaging, with a range of connected ideas → Usually coherent paragraphs with range of discourse markers 	<p>Technical Accuracy 9-12 marks</p> <ul style="list-style-type: none"> → Sentence demarcation is mostly secure and mostly accurate → Range of punctuation is used, mostly with success → Uses a variety of sentence forms for effect → Mostly uses Standard English appropriately with mostly controlled grammatical structures → Generally accurate spelling, including complex and irregular words → Increasingly sophisticated use of vocabulary