

# Planning answers

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Planning is usually essential if students are to maximise their performance. However, in the exam there are no marks set aside specifically for planning. That being the case, the marks and grades awarded in this section should be seen as guides only.

### 1

Marks	Grade	Possible content
1	G	<ul style="list-style-type: none"> <li>• some attempt to set out points related to exams and coursework</li> </ul>
2	F	<ul style="list-style-type: none"> <li>• three or four ideas</li> <li>• possibly concentrated on one side or the other</li> </ul>
3	E/D	<ul style="list-style-type: none"> <li>• some appropriate ideas</li> <li>• possibly three or more, both for and against</li> </ul>
4	C/B	<ul style="list-style-type: none"> <li>• a range of appropriate ideas</li> <li>• possibly four or five, both for and against</li> </ul>
5	A/A*	<ul style="list-style-type: none"> <li>• a range of perceptive and relevant ideas</li> <li>• possibly five or more, both for and against</li> </ul>

### 2

Marks	Grade	Possible content
1–2	G	<ul style="list-style-type: none"> <li>• little logic in the organisation</li> </ul>
3–4	F	<ul style="list-style-type: none"> <li>• plan likely to be little more than sub headings</li> </ul>
5–6	E/D	<ul style="list-style-type: none"> <li>• plan should be developed beyond just sub-headings</li> <li>• some additional detail</li> </ul>
7–8	C/B	<ul style="list-style-type: none"> <li>• plan should be clear and detailed</li> <li>• with enough detail to allow the response to flow logically.</li> </ul>
9–10	A/A*	<ul style="list-style-type: none"> <li>• plan should be logical and clearly divided into appropriate sections, with a clear indication of what will be covered in each section (paragraph)</li> <li>• sub-headings will be followed by specific points, quotations, devices etc.</li> </ul>

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**3**

<b>Marks</b>	<b>Grade</b>	<b>Possible content</b>
1	G	<ul style="list-style-type: none"> <li>• some attempt to focus on the task</li> </ul>
2	F	<ul style="list-style-type: none"> <li>• likely to focus on just two or three general ideas</li> </ul>
3	E/D	<ul style="list-style-type: none"> <li>• some variety of appropriate ideas</li> </ul>
4	C/B	<ul style="list-style-type: none"> <li>• a range of appropriate ideas, showing some imagination</li> </ul>
5	A/A*	<ul style="list-style-type: none"> <li>• a wide range of imaginative and relevant ideas</li> </ul>

**4**

<b>Marks</b>	<b>Grade</b>	<b>Possible content</b>
1–2	G	<ul style="list-style-type: none"> <li>• little logic in the organisation</li> </ul>
3–4	F	<ul style="list-style-type: none"> <li>• plan likely to be little more than sub-headings</li> </ul>
5–6	E/D	<ul style="list-style-type: none"> <li>• plan should be developed beyond just sub-headings</li> <li>• some additional detail</li> </ul>
7–8	C/B	<ul style="list-style-type: none"> <li>• plan should be clear and detailed</li> <li>• with enough detail to allow the response to flow logically</li> </ul>
9–10	A/A*	<ul style="list-style-type: none"> <li>• plan should be logical and clearly divided into appropriate sections, with a clear indication of what will be covered in each section (paragraph)</li> <li>• sub-headings will be followed by specific points, similes, metaphors etc.</li> </ul>

# High quality features answers

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### 1 Rhetorical questions

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• might use a question to begin</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• likely to offer one rhetorical question to begin</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• one or more rhetorical questions to begin</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• rhetorical questions to begin</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective rhetorical questions to begin</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective rhetorical questions to begin</li> </ul>

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## 2 Quotations

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• might use a quotation</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts appropriate use of quotation</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses quotation</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses a quotation appropriately</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of quotation</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of quotation</li> </ul>

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## 3 Examples, facts and figures and anecdotes

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• might use an example</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• likely to use an example</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses one or more examples</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• appropriate use of example</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of examples</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of examples</li> </ul>

## Extract from a Grade A\* response

Our school is unlike any other. There are the most mind-boggling rules you will ever have come across: we are not allowed to remove our jumpers or blazers, even when the temperature tops ninety degrees; we have to walk on the left-hand side of corridors, even if someone is lying there having a cardiac arrest and we have to climb over the defibrillator; and we are expecting the Head's next decree to demand that we wear ties even when swimming ...

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Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• might use a fact and/or figure</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• likely to use a fact and/or figure</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses facts and figures</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses facts and figures appropriately</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of facts and figures</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of facts and figures</li> </ul>

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5

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use an appropriate anecdote</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• likely to attempt the use of an anecdote</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses an anecdote</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses an anecdote appropriately</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of anecdote</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of anecdote</li> </ul>

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## 6 Similes and metaphor

1 mark for each simile/metaphor

Marks	Grade	Possible content
1	G/F	one or two attempts
2	E/D/C	interesting answers, though they might not be original
3	B/A/A*	original answers – that no one has said before!

## 7

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• struggles to include a simile/metaphor</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• likely to offer one or two similes/metaphors</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• two or three similes or metaphors</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses three or four similes/metaphors</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of three or four similes/metaphors</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of three or four similes/metaphors</li> </ul>



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## 8 Emotive language

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use appropriately emotive language</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of emotive language</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses emotive language</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate emotive language</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of emotive language</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of emotive language</li> </ul>

**Extract from a Grade C response**

Since you have so much money now, it would be a good idea to give some to good causes. You have watched your television and seen small babies starving to death and now you have the chance to help them. There are also children with real problems in this country (maybe they are orphans with no family at all), and there too your support would be much appreciated ...

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## 9 Humour

1 mark for each use of sarcasm. 4 marks in total.

Marks	Grade	Possible content
1	G/F	attempts at humour
2	E/D	interesting answers with some use of sarcasm
3	C/B	original, sarcastic answers
4	A/A*	original, biting and humorous remarks

## 10

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use appropriate humour</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of humour</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses humour</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate humour</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of humour</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of humour</li> </ul>

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## 11 The unfinished sentence

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use appropriate ellipsis</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of ellipsis</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses ellipsis</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate ellipsis</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of ellipsis</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of ellipsis</li> </ul>

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## 12 Paragraphing

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

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## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1-3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2-3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4-5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6-7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8-9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>

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## 13 Punctuation

Marks	Grade	Possible content
1	G	1 or 2 examples of punctuation included
2	F	3 different examples of punctuation included
3	E/D	4 different examples of punctuation included
4	C/B	5 different examples of punctuation included
5	A/A*	6 different examples of punctuation included

There are many different ways this passage could be punctuated. One is offered below:

### Extract from a Grade A\* response

The desert is cold at night, since all the animals and insects seem to come to life. Overhead, the moon beams down – anyone lost and wandering feels like crying. “What can I do? Where can I go?” Such are their cries. Yet the desert is merciless and does not give any sign of hope or rescue: there is piercing cold; there is howling wind and shifting sand; there is just hopelessness ...

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**14** Note that since you are not completing a full response for this question, and might have produced just one or two paragraphs, it might be necessary to ignore the comments on paragraphing in this grid.

### Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

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14

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1-3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2-3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4-5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6-7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8-9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>



# Opening and concluding paragraphs answers

## Page 78

1

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use high quality features</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of high quality features: not particularly successful, in context</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses high quality features: probably one, possibly two</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate high quality features: possibly two</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of high quality features: possibly two, used well</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of high quality features: possibly two, used to particular effect</li> </ul>

## Page 78

2

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to link the paragraphs</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to link the paragraphs – does not really 'work'</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses linkage</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate linkage</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of linkage</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of linkage</li> </ul>

## Page 79

3

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use the variety requested and struggles to write an effective conclusion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of seriousness/humour/conclusion</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses seriousness/humour/conclusion</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate seriousness/humour/conclusion</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of seriousness/humour/conclusion</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of seriousness/humour/conclusion</li> </ul>

## Page 79

4

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use the variety requested and struggles to write an effective conclusion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of seriousness/humour/conclusion</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses seriousness/humour/conclusion</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate seriousness/humour/conclusion</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of seriousness/humour/conclusion</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of seriousness/humour/conclusion</li> </ul>

## Page 79

5

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use the variety requested and struggles to write an effective conclusion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of seriousness/humour/conclusion</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses seriousness/humour/conclusion</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate seriousness/humour/conclusion</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of seriousness/humour/conclusion</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of seriousness/humour/conclusion</li> </ul>

# Writing to argue answers

## Page 80

1 Points in themselves will only be useful in the exam if they are appropriate and developed. However, in this practice exercise, all ideas will be considered of equal value.

Marks	Grade	Possible content
1	G/F	fewer than five points
2	E	five points
3	D	six/seven points
4	C	eight points
5	B	nine points
6	A/A*	ten points

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2 There are many different ways this passage could be re-written. One is offered below:

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use a high quality feature</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of a high quality feature</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses a high quality feature</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses an appropriate high quality feature</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of a high quality features</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of at least one high quality feature</li> </ul>

### Extract from a Grade A/A\* response

We need to be tougher on criminals, because they make life miserable for everyone. For example, my family has had trouble with petty criminals for years. They even stole our dog. So I believe that anyone who breaks the law deserves to be punished, severely if necessary. Longer sentences and unwelcoming prisons are the best way to deal with offenders; it is no good being 'nice' to them and hoping they will not do it again. Persistent offenders will always cause trouble – like the man from Southampton who re-offended whenever he was released from jail and was sent straight back. Who would welcome someone like that as a next door neighbour?

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3

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• offers opinions</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to balance opinions and might support one</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• balances opinions and supports one</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• appropriately balanced opinions with one supported</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective balance of opinions, with one logically supported</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective balance of opinions and one logically supported</li> </ul>



## Page 81

4

Marks	Grade	Possible content
1	F/G	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use the appropriate features but might offer an opinion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of features related to an opinion</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses features and an opinion</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate features and offers some support for an opinion</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of features to support an opinion</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of features to support an opinion</li> </ul>

## Page 81

5

Marks	Grade	Possible content
1	F/G	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to link or offer real conclusion; might give some viewpoint</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of link, viewpoint and conclusion</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses link, viewpoint and conclusion</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate link, viewpoint and conclusion</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of link, viewpoint and conclusion</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective link, viewpoint and conclusion</li> </ul>

## Page 81

## Practice essay title

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

## Page 81

## Practice essay title

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>

# Writing to persuade answers

## Page 82

1 Listing ideas will not gain marks in the exam, but sensible and appropriate ideas are the foundation for a good response. The marks awarded here can only be an indication of how valuable the ideas might prove.

Marks	Grade	Possible content
1	G/F	fewer than four ideas
2	E	four ideas
3	D	four ideas, possibly with detail
4	C/B	five or more appropriate ideas, with some detail
5	A/A*	five or more sensible ideas, with detail

## Page 82

2

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use an anecdote</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of anecdote</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses anecdote</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate anecdote</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of anecdote</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of anecdote</li> </ul>

## Page 82

3

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use emotive language</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of emotive language</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses emotive language</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate emotive language</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of emotive language</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of emotive language</li> </ul>

## Page 83

4

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use humour/exaggeration</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of humour/exaggeration</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses humour/exaggeration</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate humour/exaggeration</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of humour/exaggeration</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of humour/exaggeration</li> </ul>

**Extract from a Grade A\* response**

Not only that, but we also require massive investment so that we do not have to suffer the indignity of using our current toilets. They are disgraceful. It is rumoured that the majority of the men in dark suits in the last OFSTED team to visit the school were unable to work for several weeks after inspecting our sanitary arrangements. If that were to be true, it would come as no surprise to us ...



## Page 83

5

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• some attempt at conclusion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to offer suitable conclusion</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• concludes the response</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• appropriate conclusion</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective conclusion</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective conclusion</li> </ul>

## Page 83

## Practice essay title

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

## Page 83

## Practice essay title

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>

# Writing to advise answers

## Page 84

1 Listing ideas will not gain marks in the exam, but sensible and appropriate ideas are the foundation for a good response. The marks awarded here can only be an indication of how valuable the ideas might prove.

Marks	Grade	Possible content
1	G/F	fewer than three ideas and unconvincing advice
2	E	three ideas, with advice
3	D	four ideas, with advice
4	C/B	five or more appropriate ideas, with sound advice
5	A/A*	five or more sensible ideas, with convincing advice

## Page 84

2

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use an anecdote but begins to deal with the problem</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts explanation, remedy and use of anecdote</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• offers explanation, remedy and anecdote</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• appropriate explanation, remedy and use of anecdote</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective explanation, remedy and use of anecdote</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective explanation, remedy and use of anecdote</li> </ul>

## Page 85

3

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• might offer some evidence; unlikely to use emotive language</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of evidence and emotive language</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses evidence and emotive language</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate evidence and emotive language</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of evidence and emotive language</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of evidence and emotive language</li> </ul>

## Page 85

4

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use humour that affects the reader</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of humour</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses humour</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate humour</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of humour</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of humour</li> </ul>

## Page 85

5

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• some attempt at conclusion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to offer suitable conclusion</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• concludes the response</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate conclusion</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of conclusion</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective conclusion</li> </ul>

**Extract from a Grade A response**

It seems, therefore, that you will have to change your approach to your daughter if you want her to stop being such a trouble to you. If you can give her a bit more freedom and try not to challenge everything she does, I am sure you will see a massive improvement in her behaviour. Also, you will start to feel much better too ...



## Page 85

## Practice essay title

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

## Page 85

## Practice essay title

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>

# Combining skills on Paper 1 Section B answers

## Page 86

1 In the exam, there are no marks specifically for planning, but there can be no doubt that most responses are better if they have been effectively planned.

The marks awarded for this question can only be used as a general guide.

Marks	Grade	Possible content
1	G/F	likely to be just a basic spider diagram with some ideas about charity fundraising
2	E	a plan with a number of ideas and possibly notes which might help you persuade, argue and advise
3	D	a plan which has eight or ten ideas and notes which might help you persuade, argue and advise
4	C	a detailed plan with, perhaps, eight ideas and notes dealing with persuasion, argument and advice
5	B	a detailed plan with, perhaps ten ideas and notes dealing with persuasion, argument and advice
6	A/A*	an extremely detailed plan with, perhaps, a dozen ideas and notes dealing with persuasion, argument and advice

## Page 86

2

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• possibly uses a quotation or some statistics</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to use a quotation and statistics effectively</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses a quotation and statistics</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate quotation and statistics</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of quotation and statistics</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of quotation and statistics</li> </ul>

## Page 87

3

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• some attempt at linking and including what is required</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to include the features and techniques</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• includes the features and techniques</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate features and techniques</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective features and techniques</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective features and techniques</li> </ul>

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4

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• some attempt at conclusion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to offer suitable conclusion</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• concludes the response</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate conclusion</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of conclusion</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective conclusion</li> </ul>

## Page 87

## Practice essay title

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

## Page 87

## Practice essay title

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>



# Writing to inform answers

## Page 88

**1** In the exam, there are no marks specifically for planning, but there can be no doubt that most responses are better if they have been effectively planned.

The marks awarded for this question can only be used as a general guide.

Marks	Grade	Possible content
1	G/F	two or three features or areas of interest, possibly with a narrow range of ideas
2	E/D/C	fewer than six features or areas of interest, covering a range of ideas
3	B/A/A*	six or more features or areas of interest, covering a wide range of ideas

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2

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to be very interesting</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to interest the reader</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• begins to interest the reader</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses language and ideas to interest the reader</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of language and ideas to interest the reader</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of language and ideas to interest the reader</li> </ul>

## Page 88

3

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use a single fact, statistic or quotation</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of facts and/or statistics and/or a quotation</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses facts and/or statistics and a quotation</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate facts/statistics/quotation</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of facts/statistics/quotation</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of facts/statistics/quotation</li> </ul>

**Extract from a Grade A\* response**

And then there is Britain's rolling countryside! What a pleasure that can prove. As a poet once said: 'It is the garden of the soul and a treasure-house of delight'. Perhaps that is why over ten million Britons visit the countryside each year; it has so much to offer. Indeed, a recent poll of visitors from abroad found that Wales, the Yorkshire Dales and the Cotswolds were the most impressive sights they had come across on their travels ...

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4

Marks	Grade	Possible content
1–2	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use humour</li> </ul>
3–4	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts the use of humour</li> </ul>
5–6	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses humour</li> </ul>
7–8	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate humour</li> </ul>
9–10	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of humour</li> </ul>
11–12	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of humour</li> </ul>

## Page 89

## Practice essay title

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

## Page 89

## Practice essay title

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>

# Writing to explain answers

## Page 90

**1** In the exam, there are no marks specifically for planning, but there can be no doubt that most responses are better if they have been effectively planned.

The marks awarded for this question can only be used as a general guide.

The six marks are related to how the ideas are developed in the grid which is completed in the second part of the task.

Marks	Grade	Possible content
1	G/F	likely to be just a basic spider diagram, then some ideas and sketchy notes for an explanation
2	E	a plan with a number of ideas and possibly notes which might turn into explanations
3	D	a plan which has, perhaps, four or five ideas and brief explanations
4	C	a detailed plan with, perhaps, four or five ideas with some explanations
5	B	a detailed plan with, perhaps, five or six ideas and explanations
6	A/A*	an extremely detailed set of ideas: six ideas and sensible explanations

## Page 91

2

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> </ul>



## Page 91

3

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• unlikely to use facts/figures and emotive language at all convincingly</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to interest through facts/figures and emotive language</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses some facts/figures and emotive language</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses facts/figures and emotive language appropriately</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of facts/figures and emotive language</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective use of facts/figures and emotive language</li> </ul>

**Extract from a Grade C response**

Running is important because it not only helps get rid of extra weight, it also works the heart and lungs. After running regularly for a month, 81% of people said they felt slimmer and their breathing had improved. Wouldn't you like to be able to run and be fit again? Just think how pleased your children would be. They would think you were the best mum in the village ...

## Page 91

4

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• some attempt at conclusion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to offer suitable conclusion and summary</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• concludes the response, summarising</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate conclusion, summarising</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of conclusion, summarising</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective conclusion, summarising</li> </ul>

## Page 91

## Practice essay title

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

## Page 91

## Practice essay title

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>

# Writing to describe answers

## Page 92

1

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• simple description</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts effective description</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• describes</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• describes appropriately</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective description</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective description</li> </ul>

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2

Marks	Grade	Possible content
1	G/F	likely to offer one or two similes and metaphors, which are likely to be clichés, having been used many times in the past
2	E	similes and metaphors, some of which are appropriate
3	D	similes and metaphors which describe effectively
4	C	interesting similes and metaphors, about half of which are original
5	B	interesting similes and metaphors, at least four of which have not been written before
6	A/A*	interesting similes and metaphors that have not been written before

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3

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–2	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
3–4	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
5–6	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
7–8	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
9–10	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
11–12	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
13–14	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
15	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

## Extract from a Grade A\* response

Each time he came into the room for breakfast, he seemed more and more weird. He was like a spider, we thought at first. No, said Tejinder, he's like a lobster. He's a starfish ... He's a jellyfish ... The ideas kept tumbling and we screeched with laughter. Of course, he wasn't any of those things; but the redness in his face and the whiteness in his hair were remarkable. Then, the way he moved and the way he waved his arms around, slowly, deliberately, spooked us all. It is fair to say that my parents were not amused by our behaviour. Yet, they too avoided his gaze, did not want to speak to him, and didn't want to linger in his presence ....

## Page 92

3

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>



## Page 93

4

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• some attempt at conclusion</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to offer suitable conclusion and summary</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• concludes the response, summarising</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate conclusion, summarising</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of conclusion, summarising</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective conclusion, summarising</li> </ul>

## Page 93

## Practice essay title

## Writing Skills Grid

To see how well you did on accuracy, see the Accuracy Marking Grid

Marks	Grade	Writing skills
1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
17–18	A*	<ul style="list-style-type: none"> <li>• form, content and style perfect</li> <li>• thoroughly effective writing throughout</li> <li>• controlled and impressive writing</li> <li>• delightful word choices</li> </ul>

## Page 93

## Practice essay title

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>

# Combining skills on Paper 2 Section B answers

## Page 94

1 In the exam, there are no marks specifically for planning, but there can be no doubt that most responses are better if they have been effectively planned.

The marks awarded for this question can only be used as a general guide.

Marks	Grade	Possible content
1	G/F	likely to offer only limited detail
2	E	a number of ideas, with at least three in each section
3	D	a set of ideas with four or five in each section
4	C	a sensible set of ideas with four or five in each section
5	B	a detailed set of ideas: five in each section
6	A/A*	an extremely detailed set of ideas: five in each section

## 2

Marks	Grade	Possible content
1	G/F	a paragraph which sets out to introduce the topic
2	E/D	a paragraph which sets out to welcome the visitors in a suitable manner
3	C/B	a paragraph which welcomes the visitors and possibly indicates that the handout will be trying to help them have a happy time in this country
4	A/A*	a paragraph which welcomes the visitors in a suitable manner and possibly indicates that the handout will be trying to help them have a happy time in this country

## Page 95

3

Marks	Grade	Possible content
1–2	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> <li>• some attempt at information and explanation</li> </ul>
3–4	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> <li>• attempts to use effective information and explanation</li> </ul>
5–6	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> <li>• uses information and explanation</li> </ul>
7–8	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> <li>• uses appropriate information and explanation</li> </ul>
9–10	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> <li>• effective use of information and explanation</li> </ul>
11–12	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> <li>• original and effective information and explanation</li> </ul>

## Page 95

4

Marks	Grade	Possible content
1	G/F	<ul style="list-style-type: none"> <li>• a paragraph which has some link with the topic</li> <li>• unlikely to be suitable for purpose and audience</li> <li>• fails to interest</li> <li>• some accurate spelling of simple words and likely to be little accurate punctuation</li> </ul>
2	E	<ul style="list-style-type: none"> <li>• a paragraph which attempts to introduce the topic</li> <li>• attempts suitability for the purpose and audience</li> <li>• attempts to interest</li> <li>• some accurate spelling and punctuation</li> </ul>
3	D	<ul style="list-style-type: none"> <li>• a paragraph which introduces the topic</li> <li>• some suitability for the purpose and audience</li> <li>• some interest for the reader</li> <li>• generally accurate spelling and punctuation</li> </ul>
4	C	<ul style="list-style-type: none"> <li>• an appropriate paragraph</li> <li>• acceptable for the intended purpose and audience</li> <li>• interests the reader</li> <li>• mostly accurate spelling and punctuation</li> </ul>
5	B	<ul style="list-style-type: none"> <li>• an effective paragraph</li> <li>• appropriate for the intended purpose and audience</li> <li>• likely to hold the reader's interest</li> <li>• mostly accurate spelling of a suitable vocabulary</li> <li>• a range of generally accurate punctuation</li> </ul>
6	A/A*	<ul style="list-style-type: none"> <li>• a totally convincing paragraph</li> <li>• totally suitable for the intended purpose and audience</li> <li>• likely to grab and hold the reader's interest</li> <li>• accurate spelling of an advanced but appropriate vocabulary</li> <li>• a range of accurate punctuation</li> </ul>

## Page 95

## Practice essay title

## Writing Skills Grid

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1–3	G	<ul style="list-style-type: none"> <li>• some meaning</li> <li>• some sense of what should be produced</li> <li>• ideas in some sort of order but not necessarily appropriate</li> </ul>
4–5	F	<ul style="list-style-type: none"> <li>• clear ideas</li> <li>• more sense of purpose and audience</li> <li>• some organisation e.g. use of connectives</li> <li>• occasional words selected beyond just the ordinary</li> </ul>
6–7	E	<ul style="list-style-type: none"> <li>• aware of audience and purpose throughout</li> <li>• some paragraphing</li> <li>• some touches of vocabulary to create an effect e.g. simile, humour, emotive language</li> </ul>
8–10	D	<ul style="list-style-type: none"> <li>• tries to write appropriately for purpose and audience</li> <li>• begins to interest the reader</li> <li>• regular paragraphs that divide sections of the essay, but not necessarily linked; and they may be of same length</li> <li>• obviously tries to use vocabulary to create effects</li> </ul>
11–12	C	<ul style="list-style-type: none"> <li>• purpose and audience clearly understood</li> <li>• reader interested through most of response</li> <li>• structured, with linked paragraphs</li> <li>• vocabulary used for effect</li> </ul>
13–14	B	<ul style="list-style-type: none"> <li>• form, content and style all appropriate for task</li> <li>• well structured with paragraphs of appropriate lengths, some creating effects e.g. short paragraph to make significant point</li> <li>• increasing range and suitability in language used</li> </ul>
15–16	A	<ul style="list-style-type: none"> <li>• form, content and style correct throughout</li> <li>• effectively structured</li> <li>• fluently linked sentences and paragraphs</li> <li>• the right words in exactly the right order to create the intended effect</li> </ul>
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## Page 95

## Practice essay title

## Accuracy Marking Grid

Marks	Grade	Accuracy skills
1–3	U	<ul style="list-style-type: none"> <li>• some words that read as sentences</li> <li>• some accuracy in spelling simple words</li> <li>• random punctuation</li> </ul>
2–3	G/F	<ul style="list-style-type: none"> <li>• most, when read aloud, is in sentences</li> <li>• generally accurate basic spelling e.g. short words</li> <li>• some conscious punctuation e.g. a full stop at the end</li> </ul>
4–5	E/D	<ul style="list-style-type: none"> <li>• a range of sentences with full-stops</li> <li>• some accurate spelling of more complex words</li> <li>• uses more than just capitals, full-stops and commas</li> </ul>
6–7	C/B	<ul style="list-style-type: none"> <li>• uses sentences for effect e.g. short sentence to surprise</li> <li>• generally accurate spelling</li> <li>• generally accurate punctuation</li> </ul>
8–9	A/A*	<ul style="list-style-type: none"> <li>• a wide range of sentence structures</li> <li>• very accurate spelling, though not necessarily perfect</li> <li>• very accurate punctuation, though not necessarily perfect</li> </ul>