



GCSE MARKING SCHEME

SUMMER 2024

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

About this marking scheme

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

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

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

GCSE ENGLISH LANGUAGE – COMPONENT 2

SUMMER 2024 MARK SCHEME

Prior to on-screen marking

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

Further guidance on the training process is issued separately.

Online marking

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

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

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

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

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

Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of best fit. Fine tuning of the mark within a band will also be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should select one of the band descriptors that mostly describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omission. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content or a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

Use of Pronouns

Textual analysis: When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

SECTION A: 40 MARKS

Read the newspaper article in the separate Resource Material

- | | | | |
|---|---|--|-----|
| 1 | 1 | a) How long did Sally Minty-Gravett's eighth Channel swim take her? | [1] |
| | | b) Who told Sally that she should attempt to swim the Channel? | [1] |
| | | c) Name one activity that Sally thinks she might like to learn to do after retiring from swimming? | [1] |

(AO1 1a)

This question tests the ability to identify explicit information.

Award **one mark** for each correct response in a), b) and c).

- a) 15 hours 30 minutes (1)
- b) her swimming coach (1)
- c) surfing or sailing (1)

1 2

How does the writer try to show that Sally Minty-Gravett loves sea and Channel swimming?

You should comment on:

- **What readers are told about Sally's Minty-Gravett's sea and Channel swimming**
- **The use of language, tone and structure** [10]

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

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using subject terminology to support their views.

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

Give 1-2 marks to those who identify one or two textual details the writer gives to show that Sally loves sea and Channel swimming. These responses will give one or two examples from the text but may struggle to engage with the text and/or the question. Responses are likely to be brief and limited and may lack clarity/precision.

Give 3-4 marks to those who identify some textual details the writer gives to show that Sally loves sea and Channel swimming. These responses give straightforward comments/explanation with some relevant selection of detail, although coverage across the whole text may be limited and there may be some imprecision / lack of clarity. These responses may simply identify subject terminology.

Give 5-6 marks to those who explain how a range of examples used in the text show that Sally loves sea and Channel swimming and begin to comment on how aspects such as language, tone and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about how a good range of different examples and comments given by the writer show to show that Sally loves sea and Channel swimming. These responses will begin to analyse how aspects such as language, tone and structure are used to emphasise the impact the sea and Channel swimming has had on Sally's life. Relevant subject terminology is used to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples and comments given by the writer from across the text show that Sally loves sea and Channel swimming. These responses provide detailed analysis of how aspects such as language, tone and structure emphasise the impact the sea and Channel swimming has had on Sally's life. Well-considered accurate use of subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- the subtitle tells readers that for Sally, 'the sea really is in her heart and soul'
- the writer uses facts and statistics to show Sally's achievements - she has swum the Channel eight times over six decades – so must love doing it
- Sally says the sea has 'always been a huge part' of her life
- she calls it her 'passion' / more than just a hobby
- she 'was always in the sea' when she was growing up / she always preferred the open sea to a swimming pool
- Sally's language emphasises her love for sea swimming, even in winter - 'invigorating' / 'exhilarating' / 'the tingle you get...is lovely' / 'I live for it.'
- she even loves to swim in winter
- she had learnt to swim in the sea at 4 years old / competitive / determined swimmer by age 10 / longer swims by 14
- she says 'I absolutely fell in love with being in the sea...it was just the natural place to be'
- after swimming Lake Windermere, she was told she should attempt to swim the Channel / she had 'self-belief' in her ability / she 'trained hard' for her first channel swim at 18
- her first Channel swim gave her 'a huge sense of achievement' / 'like no other feeling' - the tone is triumphant
- the writer emphasises her achievements – lists her swims in every decade / mentions MBE / uses the adjective 'amazing'
- she says she doesn't find the Channel swims tough – because she 'swims all the time' and 'being in the water is where I'm happiest'
- she says her latest Channel swim was 'just the perfect day'
- she concludes by saying she may do another Channel swim and if she misses the swimming too much, she 'can always dive right back in'

Overview of 'how' / writer's technique:

- structurally, the article charts Sally's involvement with the sea from her childhood through to her current age of 65
- the photograph shows Sally smiling, enjoying her time in the water
- much of the article is deliberately in Sally's own words
- a number of paragraphs conclude with Sally giving an emphatic comment that shows her love for the sea – reward examples and comments

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

To answer the following questions, read the account on the opposite page of Captain Matthew Webb's attempt to swim the English Channel.

- | | |
|---|---|
| 1 | 3 |
|---|---|
- a) What is Captain Webb compared to when he begins his swim? [1]
- b) How long did Captain Webb think his Channel swim would take? [1]
- c) What could be heard as Captain Webb came close to completing his swim? [1]

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

(AO1 1a, b, c, d)

Award one mark for a correct response.

- a) a large seal or huge fish (1)
- b) about fourteen hours (1)
- c) cheering or some men singing `Rule Britannia` (1)

“We are never sure that Captain Webb’s attempt to swim the English Channel will be successful, until the very end of Arthur Payne’s account.”

To what extent do you agree with this view?

You should comment on:

- **What the writer says**
- **How the writer says it**

[10]

You must refer to the text to support your comments.

(AO4)

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

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

Give 1-2 marks to those who select some basic textual details and/or express a simple personal opinion. Responses in this band may be brief and limited and /or struggle to engage with the text and/or the question.

Give 3-4 marks to those who give some simple views about the statement supported by straightforward textual references. These responses may show some exploration of, and response to, some of the details in the passage although coverage may be limited.

Give 5-6 marks to those who give a view about the statement supported by appropriate textual references. These responses will show some critical exploration of, and response to, a range of relevant details.

Give 7-8 marks to those who give a detailed, critical evaluation of the statement, supported by well-selected textual references. They will show critical awareness and clear engagement with the text, using a good range of relevant details.

Give 9-10 marks to those who give a detailed and persuasive evaluation of the statement, supported by a wide range of convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement with the text/question and take an overview to make perceptive comments on the text.

Details that candidates may evaluate or give a personal response to could be:

- the swim begins with every chance of success – Webb was ‘swimming strongly with a stroke of twenty-two to the minute’
- he is compared to a large seal or huge fish – suggesting he is at home in the water
- by sunset he is still swimming strongly – he seemed ‘determined to do or die’ to complete the swim successfully
- his swimming was interrupted when he cried out, ‘I am stung’ and those in the support boat think he might give up his attempt – however, he carries on
- by the time he approached the French coast he was showing ‘evident symptoms of fatigue’ / he ‘appeared very anxious about the tide turning him away from the coast and causing his attempt to fail
- his swimming stroke had slowed to only sixteen strokes to the minute – and he was struggling – ‘appeared to labour very much’
- he had been in the water much longer than he had anticipated – 18 hours rather than the 14 hours he had planned for
- the tide turned carrying him away from the coast – ‘He began to lose all hope’ / those on the support boat believed ‘that he had no chance’
- he ‘toiled on bravely’ but was ‘fearfully exhausted’ and was barely swimming he was so weak
- although he had drifted directly off Calais Pier, he was struggling badly and even though he was only 200 yards from the shore, he was ‘barely keeping afloat’
- he had been in the water for more than twenty-one hours and was down to twelve strokes a minute
- the writer says “it was now or never”
- as he got within a 100 yards, those on the shore cheered him in and sang ‘Rule Britannia’
- finally he made it, touching the ground in three feet of water

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

To answer the following questions you must use **both** texts.

1 5

Using information from both texts, explain briefly the weather conditions faced by Captain Webb and Sally Minty-Gravett on their Channel swims. [4]

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

(AO1 2a and b)

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

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

Give 1 mark to those who struggle to offer a relevant detail from each of the texts or offer relevant detail from just one text.

Give 2 marks to those who select at least one relevant detail from each of the texts.

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

Give 4 marks to those who synthesise and provide a good range of relevant detail about the weather the two swimmers encountered from both texts.

Details that candidates may select, respond to and explain:

Captain Webb text

- he began in sunshine - `gleaming in the sunshine`
- there was `early morning mist` as he neared the French coast
- rain clouds had begun to form

Newspaper article

- in her first crossing there was thick fog
- in 2013 she completed the swim `in a storm`
- in her `retirement swim` there was `just a `light breeze`

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

Both of these texts are about swimmers who have successfully swum the English Channel.

Compare:

- What makes Sally Minty-Gravett and Captain Webb successful Channel swimmers
- How the writers show what makes them successful Channel swimmers.

[10]

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

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

(AO3)

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

Give 1-2 marks to those who make some attempt to correctly identify what makes each of the swimmers successful Channel swimmers and/or make a very limited attempt at how the writers show what makes them successful. Marks in this band may only deal with one text or not make it clear to which text is being referred.

Give 3-4 marks to those who identify what makes each of the swimmers successful Channel swimmers and/or make a simple attempt to explore how the writers show what makes them successful.

Give 5-6 marks to those who identify similarities and differences in what the writers say about what makes each of the swimmers successful Channel swimmers and/or make some appropriate comments on how the writers show what makes them successful.

Give 7-8 marks to those who make detailed comparisons about what makes each of the swimmers successful Channel swimmers and make valid comments on how the writers show what makes them successful.

Give 9-10 marks to those who make sustained and detailed comparisons about what makes each of the swimmers successful Channel swimmers, showing clear understanding about how the writers show what makes them successful.

Details that candidates may explore or comment on:

What makes Sally Minty-Gravett and Captain Webb successful Channel swimmers?

Captain Webb

- he is brave
- determined / committed to swim the Channel
- he swims strongly
- he has great endurance / resilience / won't give up - continues even when exhausted

Sally Minty-Gravett

- she has years of experience
- she is determined
- she 'always had the self-belief' / positive she could swim the Channel
- her love of the sea

How the writers show what makes them successful Channel swimmers

Captain Webb

- readers are told he was focused – 'rarely spoke' / 'evidently determined to do or die'
- his swimming is compared to that of a 'large seal or huge fish' - a strong swimmer
- he pushes through the problems he faces – jellyfish sting / tide turning / increasing fatigue / loss of hope / time spent in the water / reaching the shore is described as 'a triumph of his endurance'

Sally Minty-Gravett

- a sea swimmer from age 4 / competed at 10 / first Channel success at 18 / multiple successful swims / MBE award
- she is described as 'fiercely competitive' / 'determined to be a winner' / 'trained hard to build up her endurance'
- includes positive statements - 'mental and physical strength' / 'it's not hard' / 'I don't find it tough'
- 'It was my passion' / she 'swims all the time' / 'I was always in the sea' / 'I live for it' / 'Being in the water is where I'm happiest' etc.

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

Section B (40 marks)

An understanding of purpose, audience and format is particularly important in this type of writing.

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for each task (/20) will be given by awarding two marks:

- Communication and organisation (12 marks)
- Vocabulary, sentence structure, spelling, punctuation (8 marks)

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

	<p>Communication and organisation <i>12 marks</i></p>	<p>Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i></p>
<p>Band 5</p>	<p>11-12 marks</p> <ul style="list-style-type: none"> shows sophisticated understanding of the purpose and format of the task shows sustained awareness of the reader / intended audience appropriate register is confidently adapted to purpose / audience content is ambitious, pertinent and sophisticated ideas are convincingly developed and supported by a range of relevant details there is sophistication in the shape and structure of the writing communication has ambition and sophistication 	<p>8 marks</p> <ul style="list-style-type: none"> there is appropriate and effective variation of sentence structures virtually all sentence construction is controlled and accurate a range of punctuation is used confidently and accurately virtually all spelling, including that of complex irregular words, is correct control of tense and agreement is totally secure a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
<p>Band 4</p>	<p>8-10 marks</p> <ul style="list-style-type: none"> shows consistent understanding of the purpose and format of the task shows secure awareness of the reader/intended audience register is appropriately and consistently adapted to purpose/audience content is well-judged and detailed ideas are organised and coherently developed with supporting detail there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) communication has clarity, fluency and some ambition 	<p>6-7 marks</p> <ul style="list-style-type: none"> sentence structure is varied to achieve particular effects control of sentence construction is secure a range of punctuation is used accurately spelling, including that of irregular words, is secure control of tense and agreement is secure vocabulary is ambitious and used with precision
<p>Band 3</p>	<p>5-7 marks</p> <ul style="list-style-type: none"> shows clear understanding of the purpose and format of the task shows clear awareness of the reader / intended audience register is appropriately adapted to purpose / audience content is developed and appropriate reasons are given in support of opinions / ideas ideas are organised into coherent arguments there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) communication has clarity and fluency 	<p>4-5 marks</p> <ul style="list-style-type: none"> there is variety in sentence structure control of sentence construction is mostly secure a range of punctuation is used, mostly accurately most spelling, including that of irregular words, is correct control of tense and agreement is mostly secure vocabulary is beginning to develop and is used with some precision

<p>Band 2</p>	<p>3-4 marks</p> <ul style="list-style-type: none"> • shows some awareness of the purpose and format of the task • shows awareness of the reader / intended audience • a clear attempt to adapt register to purpose / audience • some reasons are given in support of opinions and ideas • limited development of ideas • some sequencing of ideas into paragraphs (structure / direction may be uncertain) • communication has some clarity and fluency 	<p>2-3 marks</p> <ul style="list-style-type: none"> • some variety of sentence structure • there is some control of sentence construction • some control of a range of punctuation • the spelling is usually accurate • control of tense and agreement is generally secure • there is some range of vocabulary
<p>Band 1</p>	<p>1-2 marks</p> <ul style="list-style-type: none"> • basic awareness of the purpose and format of the task • some basic awareness of the reader / intended audience • some attempt to adapt register to purpose / audience (e.g. degree of formality) • some relevant content despite uneven coverage of the topic • content may be thin and brief • simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) • there is some basic clarity but communication of meaning is limited 	<p>1 mark</p> <ul style="list-style-type: none"> • limited range of sentence structure • control of sentence construction is limited • there is some attempt to use punctuation • some spelling is accurate • control of tense and agreement is limited • limited range of vocabulary
	<p>0 marks: nothing worthy of credit</p>	<p>0 marks: nothing worthy of credit</p>

Question 2.1 - Additional task-specific guidance

You are asked to give a lively talk to your class with the title:
'Toys / Games of my childhood'

Write what you would say in your talk.

Successful responses may include some of the following features:

Communication and Organisation (A05)

- there is a sustained sense of register and purpose, which meets the requirement of a talk to an audience the speaker knows well
- there is a clear sense of engagement with the intended audience – this may be through devices such as asides, statements, questions, direct address that give a distinctive voice to the talk
- there is a clear and coherent approach that explains the toys and/or games the candidate had in their childhood; these details are presented and developed in ways which interest and engage the audience
- the response has a logical structure within which information about toys and/or games are presented clearly and convincingly
- paragraphs are used to effectively structure the response and give direction to the overall presentation
- the response uses a range of appropriate and well-selected details to illustrate and give substance to the talk
- the talk is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (A06)

- expression is clear, fluent and controlled (the best responses will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- sentence control and range is good
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

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

Communication and Organisation (A05)

- the content is thin and/or brief
- the content lacks substance and range
- there is limited or uncertain sense of purpose, for example ignoring or misunderstanding the requirement for a talk
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the information
- a weak or limited structure to the talk that lacks a clear sense of direction and development

Vocabulary, sentence structure, spelling and punctuation (A06)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- sentence range, variety and control is limited
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

Question 2.2 - Additional task-specific guidance

Write a lively article for your school/college magazine with the heading:
'The Ultimate Teenagers' Guide to Keeping Fit and Healthy'

Successful responses may include some of the following features:

Communication and Organisation (A05)

- there is a sustained sense of register and purpose, which meets the requirement for an article (for example, a lively, opinionated or witty approach)
- the content is assured and engaging
- there is a clear sense of engagement with the intended readers – this may be through devices such as personal anecdotes, examples of fitness programmes, direct address that give a distinctive voice to the article and establishes an effective reader-writer relationship
- there is a clear and coherent approach (perhaps looking in detail at some aspects of the topic or ranging more widely)
- a range of appropriate and well-selected details to illustrate and give substance to ideas and opinions (skilful use of facts/figures/anecdotes for example)
- the response has a logical structure and direction to the article, within which guidance and information is presented clearly and convincingly
- the response uses a range of appropriate and well-selected details to illustrate and give substance to the article
- the article is of appropriate length and is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (A06)

- expression is clear, fluent and controlled (the best responses will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- sentence control and range is good
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

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

Communication and Organisation (A05)

- the content is thin and/or brief
- the content lacks substance and range
- there is limited or uncertain sense of purpose, for example ignoring or misunderstanding the requirement for what should be an informative and supportive article
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the information
- a weak or limited structure to the article that lacks a clear sense of direction and development

Vocabulary, sentence structure, spelling and punctuation (A06)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- sentence range, variety and control is limited
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

COMPONENT 2 ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 2	7.5	7.5	7.5	7.5	18	12	60

Assessment Objective		Strands	Elements
AO1	<i>Identify and interpret explicit and implicit information and ideas</i>	1 – Identify and interpret explicit and implicit information and ideas	1a – Identify explicit information
			1b – Identify explicit ideas
			1c – Interpret implicit information
			1d – Interpret implicit ideas
	<i>Select and synthesise evidence from different texts</i>	2 – Select and synthesise evidence from different texts	2a – Select evidence from different texts
			2b – Synthesise evidence from different texts

Assessment Objective		Strands	Elements
AO2	<i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</i>	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views
			1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views
			1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views
			1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views

Assessment Objective		Strands	Elements
AO3	<i>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</i>	N/A	1a – Compare writers' ideas across two or more texts
			1b – Compare writers' perspectives across two or more texts
			1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts
			1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts

Assessment Objective		Strands	Elements
AO4	Evaluate texts critically and support this with appropriate textual references	N/A	<i>The AO is a single element</i>

Assessment Objective		Strands	Elements
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1a – [Write] for different forms, purposes and audiences
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
	Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts		2a – Organise information and ideas
			2b – Use structural and grammatical features
			2c – [Write] to support coherence and cohesion of texts

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