

| AO5 Content and Organisation | | |
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| <p>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.</p> | | |
| Level | | Skills descriptors |
| <p>Level 4 19-24 marks Compelling, Convincing Communication</p> | <p>Upper Level 4 22-24 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Communication is convincing and compelling • Tone, style and register are assuredly matched to purpose and audience • Extensive and ambitious vocabulary with sustained crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers |
| | <p>Lower Level 4 19-21 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Communication is convincing • Tone, style and register are convincingly matched to purpose and audience • Extensive vocabulary with conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers |
| <p>Level 3 13-18 marks Consistent, Clear Communication</p> | <p>Upper Level 3 16-18 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Communication is consistently clear • Tone, style and register are clearly and consistently matched to purpose and audience • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers |

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| | <p>Lower Level 3</p> <p>13-15 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Communication is generally clear • Tone, style and register are generally matched to purpose and audience • Vocabulary clearly chosen for effect and appropriate use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers |
| <p>Level 2</p> <p>7-12 marks</p> <p>Some successful Communication</p> | <p>Upper Level 2</p> <p>10-12 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Communicates with some sustained success • Some sustained attempt to match tone, style and register to purpose and audience • Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers |
| | <p>Lower Level 2</p> <p>7-9 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Communicates with some success • Attempts to match tone, style and register to purpose and audience • Begins to vary vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate |

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| <p>Level 1 1-6 marks Simple, Limited Communication</p> | <p>Upper Level 1 4-6 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Communicates simply • Simple awareness of matching tone, style and register to purpose and audience • Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure |
| | <p>Lower Level 1 1-3 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Limited communication • Occasional sense of matching tone, style and register to purpose and audience • Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs |
| <p>Level 0 No marks</p> | <p>Students will not have offered any meaningful writing to assess. Nothing to reward</p> | |

| AO6 Technical Accuracy | |
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| Students must 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.) | |
| Level | Skills descriptors |
| Level 4 13-16 marks | <ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary |
| Level 3 9-12 marks | <ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary |
| Level 2 5-8 marks | <ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary |
| Level 1 1-4 marks | <ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary |
| Level 0 No marks | Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning. |