

Question Number	Indicative content
*9	<p>Purpose: to write a letter to the Headteacher or Principal to inform and/or persuade.</p> <p>Audience: Headteacher or Principal. The focus is on communicating ideas about the suggested inspirational public figure to attend the school or college. This can involve a range of approaches.</p> <p>Form: the response should be set out as a letter using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • give views on what is considered inspirational, for example academic, business, sporting or financial achievements, good deeds or support of others, overcoming difficulties • identify and explain the public figure and what they do. This could be a celebrity, businessperson, sportsperson, public speaker, politician, international traveller, or local community champion or hero • identify and explain the qualities that make them inspirational such as specific actions, speeches, events. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p>

Writing assessment grids for Question 8 and Question 9

AO5: <ul style="list-style-type: none"> • 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 		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> • provides no rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • offers a basic response, with audience and/or purpose not fully established • expresses information and ideas, with limited use of structural and grammatical features
Level 2	5-9	<ul style="list-style-type: none"> • shows an awareness of audience and purpose, with straightforward use of tone, style and register • expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features
Level 3	10-14	<ul style="list-style-type: none"> • selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register • develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear
Level 4	15-19	<ul style="list-style-type: none"> • organises material for particular effect, with effective use of tone, style and register • manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text
Level 5	20-24	<ul style="list-style-type: none"> • shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register • manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> provides no rewardable material
Level 1	1-3	<ul style="list-style-type: none"> uses basic vocabulary, often misspelled uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4-6	<ul style="list-style-type: none"> writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7-9	<ul style="list-style-type: none"> uses a varied vocabulary and spells words containing irregular patterns correctly uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10-12	<ul style="list-style-type: none"> uses a wide, selective vocabulary with only occasional spelling errors positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13-16	<ul style="list-style-type: none"> uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

					<i>support their arguments.</i>
5/6		<p>SKILLS: AO5: <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i> AO5: <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 6 (21–24 marks)</p> <ul style="list-style-type: none"> • The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5) • Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5) • There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects. (AO5) <p>Level 5 (17–20 marks)</p> <ul style="list-style-type: none"> • The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5). • There is a sustained use of tone, style and register to fulfil the 	<p>24 (AO5) 16 (AO6) 40 (total)</p>	<p>5: Write the words of a talk to your class to persuade them to spend more time outdoors.</p> <p>In your talk you should:</p> <ul style="list-style-type: none"> • explain the advantages of spending time outdoors • describe some of the things that can be done outdoors • persuade your classmates to spend more time outdoors. <p>OR</p> <p>6: Write a news article for your school magazine about what happened on a school trip. In your article you should:</p>	

	<p>purpose of the task. (AO5)</p> <ul style="list-style-type: none"> • There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5) <p>Level 4 (13–16 marks)</p> <ul style="list-style-type: none"> • The form is adapted to show a clear understanding of purpose and audience. (AO5) • Tone, style and register are chosen to match the task. (AO5) • There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5) <p>Level 3 (9–12 marks)</p> <ul style="list-style-type: none"> • The form is sustained and shows clear awareness of purpose and audience. (AO5) • Tone, style and register is appropriate for the task, with some inconsistencies. (AO5) • There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. (AO5) <p>Level 2 (5–8 marks)</p> <ul style="list-style-type: none"> • The form, which is mostly appropriate for purpose and audience, is generally maintained. (AO5) • There is an attempt to use a tone, style and register appropriate to the task. (AO5) <p>There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5)</p> <p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • There is some attempt to use a form appropriate for purpose and audience. (AO5) • There is a limited attempt to use a tone, style and register appropriate for the task. (AO5) • There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. (AO5) 	<ul style="list-style-type: none"> • explain where the school trip went and the reasons for the trip • describe what happened during the school trip. • interview some of the people who went on the school trip. <p>TICK for effective expression UNDERLINE errors and poor and inaccurate expression VERTICAL UNDERLINE for uncontrolled expressions</p>
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		<p>0 marks No response or no response worthy of credit.</p> <p>SKILLS: AO6: <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i> Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 4 (13–16 marks)</p> <ul style="list-style-type: none"> • An ambitious range of sentence structures is used to shape meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects. (AO6) • Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6) <p>Level 3 (9–12 marks)</p> <ul style="list-style-type: none"> • A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity. (AO6) • Vocabulary is sometimes ambitious and used convincingly for purpose and effect. Spelling, including complex regular words, is accurate; there may be occasional errors with irregular and ambitious words. (AO6) <p>Level 2 (5–8 marks)</p> <ul style="list-style-type: none"> • A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors. (AO6) • Vocabulary is appropriate and shows some evidence of being selected for deliberate effect. Spelling is generally accurate with occasional errors with common and more complex words. (AO6) <p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • Simple sentences are used with some attempt to use more complex structures. Some punctuation is used but there is a lack of control and consistency. (AO6) • Vocabulary is straightforward and relevant with mostly accurate 		
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			spelling of simple words. (AO6) 0 marks No response or no response worthy of credit.		
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