

Question	Answer	Marks
1	<p>Your school has organised a visit to an area of great natural beauty. To appreciate the experience more fully, the headteacher has decided that students will only be allowed access to their mobile phones in an emergency, not to take pictures.</p> <p><u>Write a letter</u> to the headteacher giving your views on this decision.</p> <p>In your letter, you should:</p> <ul style="list-style-type: none"> • evaluate the ideas, attitudes and opinions given in the texts • consider whether the experience will be more rewarding with or without the ability to take pictures. <p>Base your letter on what you have read in <u>both</u> texts, but be careful to use your own words. Address both of the bullet points.</p> <p>Write about 250 to 350 words.</p> <p><u>Up to 15 marks are available for the content of your answer and up to 25 marks for the quality of your writing.</u></p> <p>Notes on task:</p> <p>Responses <i>might</i> use the following ideas:</p> <p>Text A</p> <ul style="list-style-type: none"> • cameras can be like diaries/preserve moments special to each person • time passes quickly / unique moments can be captured • unique moments can be kept for the future • taking photos is a way to express yourself • images can take you back in time and place <p>Text B</p> <ul style="list-style-type: none"> • we have become obsessed with photos to present an image of ourselves • we should remember significant moments without photographing them/personal moments are better not photographed • photographs now define what is beautiful • taking photographs has become addictive 	40

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1	<p>Possible evaluation of ideas:</p> <ul style="list-style-type: none">• cameras teach us to see beauty in the everyday/appreciate the world• stops memories from fading / learn from past images• photography is a form of art / could become a career• taking pictures can foster creativity/images can inspire others• memories are unreliable but photographs are not• a photo takes seconds / does not detract from the real moment• screen images do not / do have the same value as printed images• photographs can help cement shared memories with other people• digital image-making is just as valuable as print photos• photographs should not be used to curate our image or compete with others/nothing wrong with aspiration as captured in pictures• reality always seen through a camera lens is inauthentic / enhances life rather than distorts it <p>memories kept in images are just as valid / not as valid as remembering mentally</p>	

Marking criteria for Section A Question 1**Table A, Writing**

Use the following table to give a mark out of 25 for writing.

Level	Marks	Description
6	22–25	<ul style="list-style-type: none"> • Highly effective style capable of conveying subtle meaning. (W1) • Carefully structured for benefit of the reader. (W2) • Wide range of sophisticated vocabulary, precisely used. (W3) • Highly effective register for audience and purpose. (W4) • Spelling, punctuation and grammar almost always accurate. (W5)
5	18–21	<ul style="list-style-type: none"> • Effective style. (W1) • Secure overall structure, organised to help the reader. (W2) • Wide range of vocabulary, used with some precision. (W3) • Effective register for audience and purpose. (W4) • Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	14–17	<ul style="list-style-type: none"> • Sometimes effective style. (W1) • Ideas generally well sequenced. (W2) • Range of vocabulary is adequate and sometimes effective. (W3) • Sometimes effective register for audience and purpose. (W4) • Spelling, punctuation and grammar generally accurate though with some errors. (W5)
3	10–13	<ul style="list-style-type: none"> • Inconsistent style, expression sometimes awkward but meaning clear. (W1) • Relies on the sequence of the original text. (W2) • Vocabulary is simple, limited in range or reliant on the original text. (W3) • Some awareness of an appropriate register for audience and purpose. (W4) • Frequent errors of spelling, punctuation and grammar, sometimes serious. (W5)
2	6–9	<ul style="list-style-type: none"> • Limited style. (W1) • Response is not well sequenced. (W2) • Limited vocabulary or words/phrases copied from the original text. (W3) • Limited awareness of appropriate register for audience and purpose. (W4) • Persistent errors of spelling, punctuation and grammar. (W5)
1	1–5	<ul style="list-style-type: none"> • Expression unclear. (W1) • Poor sequencing of ideas. (W2) • Very limited vocabulary or copying from the original text. (W3) • Very limited awareness of appropriate register for audience and purpose. (W4) • Persistent errors in spelling, punctuation and grammar impede communication. (W5)
0	0	<ul style="list-style-type: none"> • No creditable content.

Table B, Reading

Use the following table to give a mark out of 15 for reading.

Level	Marks	Description
6	13–15	<ul style="list-style-type: none"> Successfully evaluates ideas and opinions, both explicit and implicit. (R1, R2, R3) Assimilates ideas from the text to give a developed, sophisticated response. (R3, R5)
5	10–12	<ul style="list-style-type: none"> Some successful evaluation of ideas and opinions, both explicit and implicit. (R1, R2, R3) A thorough response, supported by a detailed selection of relevant ideas from the text. (R3, R5)
4	7–9	<ul style="list-style-type: none"> Begins to evaluate mainly explicit ideas and opinions. (R1, R2, R3) An appropriate response that includes relevant ideas from the text. (R3, R5)
3	5–6	<ul style="list-style-type: none"> Selects and comments on explicit ideas and opinions. (R1, R2, R3) Makes a general response including a few relevant ideas from the text. (R3, R5)
2	3–4	<ul style="list-style-type: none"> Identifies explicit ideas and opinions. (R1, R2, R3) Makes a limited response with little evidence from the text. (R3, R5)
1	1–2	<ul style="list-style-type: none"> Very limited response with minimal relation to the text. (R1, R2, R3, R5)
0	0	<ul style="list-style-type: none"> No creditable content.

Section B: Composition**Questions 2, 3, 4, 5**

The question tests the following writing objectives (40 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
2	EITHER Describe an uncomfortable ride on public transport. Use Table A to give a mark out of 16 for content and structure and Table B to give a mark out of 24 for style and accuracy.	40

Question	Answer	Marks
3	OR Describe someone working outdoors. Use Table A to give a mark out of 16 for content and structure and Table B to give a mark out of 24 for style and accuracy.	40

Question	Answer	Marks
4	OR Write a story which involves making a new friendship. Use Table A to give a mark out of 16 for content and structure and Table B to give a mark out of 24 for style and accuracy.	40

Question	Answer	Marks
5	OR Write a story with the title, 'The last one'. Use Table A to give a mark out of 16 for content and structure and Table B to give a mark out of 24 for style and accuracy.	40

Marking criteria for Section B

Table A, Composition: Content and structure

Level	Marks	General and specific marking criteria	
6	14–16	General <ul style="list-style-type: none"> Content is complex, engaging and effective. (W1) Structure is secure, well balanced and carefully managed for deliberate effect. (W2) 	
		Specific – descriptive <i>Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.</i>	Specific – narrative <i>The plot is well-defined and strongly developed with features of fiction writing such as description, characterisation and effective climax, and convincing details.</i>
5	11–13	General <ul style="list-style-type: none"> Content is developed, engaging and effective. (W1) Structure is well managed, with some choices made for deliberate effect. (W2) 	
		Specific – descriptive <i>Frequent, well-chosen images and details give a mostly convincing picture.</i>	Specific – narrative <i>The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</i>
4	8–10	General <ul style="list-style-type: none"> Content is relevant with some development. (W1) Structure is competently managed. (W2) 	
		Specific – descriptive <i>A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.</i>	Specific – narrative <i>The plot is relevant and cohesive, with some features such as characterisation and setting of scene.</i>
3	5–7	General <ul style="list-style-type: none"> Content is straightforward and briefly developed. (W1) Structure is mostly organised but may not always be effective. (W2) 	
		Specific – descriptive <i>The task is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.</i>	Specific – narrative <i>The plot is straightforward, with limited use of the features of narrative writing.</i>

Level	Marks	General and specific marking criteria	
2	3–4	General <ul style="list-style-type: none"> Content is simple, and ideas and events may be limited. (W1) Structure is partially organised but limited in its effect. (W2) 	
		Specific – descriptive The recording of some relevant events with limited detail.	Specific – narrative The plot is a simple narrative that may consist of events that are only partially linked and/or which are presented with partial clarity.
1	1–2	<ul style="list-style-type: none"> General Content is occasionally relevant or clear. (W1) Structure is limited and ineffective. (W2) 	
		Specific – descriptive <i>The description is unclear and lacks detail.</i>	Specific – narrative <i>The plot and/or narrative lacks coherence.</i>
0	0	<ul style="list-style-type: none"> No creditable content. 	

Table B, Composition: Style and accuracy

Level	Marks	Description
6	21–24	<ul style="list-style-type: none"> Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (W3) Consistent well-chosen register suitable for the context. (W4) Spelling, punctuation and grammar almost always accurate. (W5)
5	17–20	<ul style="list-style-type: none"> Mostly precise vocabulary and a range of sentence structures mostly used for effect. (W3) Mostly consistent appropriate register suitable for the context. (W4) Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	13–16	<ul style="list-style-type: none"> Some precise vocabulary and a range of sentence structures sometimes used for effect. (W3) Some appropriate register for the context. (W4) Spelling, punctuation and grammar generally accurate, but with some errors. (W5)
3	9–12	<ul style="list-style-type: none"> Simple vocabulary and a range of straightforward sentence structures. (W3) Simple register with a general awareness of the context. (W4) Frequent errors of spelling, punctuation and grammar, occasionally serious. (W5)
2	5–8	<ul style="list-style-type: none"> Limited and/or imprecise vocabulary and sentence structures. (W3) Limited and/or imprecise register for the context. (W4) Persistent errors of spelling, punctuation and grammar. (W5)
1	1–4	<ul style="list-style-type: none"> Frequently imprecise vocabulary and sentence structures. (W3) Register demonstrates little or no sense of the context. (W4) Persistent errors of spelling, punctuation and grammar impair communication. (W5)
0	0	<ul style="list-style-type: none"> No creditable content.