

Paper 1, Part I: Extended task mark scheme

Assessment Focus	AF5 Vary sentences for clarity, purpose and effect.	AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	AF4 Construct paragraphs and use cohesion within and between paragraphs.	AF2 Produce texts which are appropriate to the task, reader and purpose.	AF7 Select appropriate and effective vocabulary.
Strand	Sentence structure and punctuation					Appropriacy and vocabulary
Level 6	<ul style="list-style-type: none"> ● Usually controlled use of a variety of simple and complex sentences. ● There is a range of grammatical structures to vary the focus of sentences. ● Subtlety of meaning with a secure control of phrases and clauses in complex sentences. ● Deliberate control of verb, modals (<i>would, should, could</i>) and complex verb phrases. ● Use of impersonal and personal voice to gain effect; appropriate and consistent use of formal tone. ● Use of adverbials for emphasis. ● An appropriate range of punctuation is used effectively and precisely to support clarity, such as commas for phrases, colons, semicolons, apostrophes, brackets. 					<ul style="list-style-type: none"> ● The text is adapted for a letter. It addresses a general audience and is focused on purpose, containing features of the chosen form. It engages the reader's interest. ● Content is well-shaped, demonstrating a balance of description and explanation, concrete and/or emotive details or is convincingly well argued and well developed with reasons and evidence given. ● Vocabulary choices are ambitious, yet precise, appropriate and purposeful and achieve sufficient formality of tone. Use of persuasive or descriptive language and/or rhetorical questions, as appropriate for the task.
Marks	Text structure and organisation <ul style="list-style-type: none"> ● Controlled text structure, showing links between paragraphs in a variety of ways, such as causal or thematic links, deliberate repetition, linking pronouns, adverbials or text connectives. ● Paragraphs are varied and used in ways that support the structure of the whole text. For example, use of the single sentence paragraph to secure an argument or movement of focus from the general to the specific. ● Openings and endings are generally effective in framing the response. ● Within paragraphs, there is evidence of devices to link and support structure such as contrast and repetition. 					3 marks: uses at least 50% confidently 4 marks: uses most of above confidently
Marks	Sentence structure and punctuation <ul style="list-style-type: none"> 4 marks: uses at least 50% of above 5 marks: uses at least 60% of above 6 marks: uses most of above confidently 					3 marks: uses at least 50% confidently 4 marks: uses most of above confidently