

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	Sentence structure and punctuation	Text structure and organisation	Text structure and organisation	Appropriacy and vocabulary	Appropriacy and vocabulary
Below Level 6	<ul style="list-style-type: none"> A variety of sentence structures is used, mostly with control. Connectives are used precisely. Constructions support purpose, for example, by using fronted or embedded clauses (<i>not only this, but research shows...</i>). Generally accurate management of verbs. For example, use of complex verb phrases and secure transitions between tenses. Phrases and clauses build up relevant detail and information. Most sentences are controlled, with an appropriate range of punctuation, including generally accurate use of commas within sentences. 	<ul style="list-style-type: none"> The sequencing of ideas is supported by paragraphs or sections which enable clear development and control of content across the text. For example, purposeful links are made between paragraphs or sections (<i>Another reason why..., In addition to my last point..., Firstly and most importantly...</i>). Opening and closing are generally appropriate. Within paragraphs or sections, main ideas are developed, such as illustration by relevant detail, argument or example. Connections between ideas are supported through accurate use of connectives. 	<ul style="list-style-type: none"> The letter is usually adapted for a suitable audience, demonstrated by selection and development of appropriate topics, mixture of description and explanation and/or some persuasive language. Clear and consistent viewpoint. Clear communication of main ideas with supporting details appropriate to the writer's purpose. Some vocabulary choices may be ambitious and are mainly appropriate to the context. Standard English used confidently and consistently in formal writing 	<ul style="list-style-type: none"> The letter is usually adapted for a suitable audience, demonstrated by selection and development of appropriate topics, mixture of description and explanation and/or some persuasive language. Clear and consistent viewpoint. Clear communication of main ideas with supporting details appropriate to the writer's purpose. Some vocabulary choices may be ambitious and are mainly appropriate to the context. Standard English used confidently and consistently in formal writing 	<ul style="list-style-type: none"> The letter is usually adapted for a suitable audience, demonstrated by selection and development of appropriate topics, mixture of description and explanation and/or some persuasive language. Clear and consistent viewpoint. Clear communication of main ideas with supporting details appropriate to the writer's purpose. Some vocabulary choices may be ambitious and are mainly appropriate to the context. Standard English used confidently and consistently in formal writing 	<ul style="list-style-type: none"> The letter is usually adapted for a suitable audience, demonstrated by selection and development of appropriate topics, mixture of description and explanation and/or some persuasive language. Clear and consistent viewpoint. Clear communication of main ideas with supporting details appropriate to the writer's purpose. Some vocabulary choices may be ambitious and are mainly appropriate to the context. Standard English used confidently and consistently in formal writing
Marks	<p>1 mark: uses at least 40% of above</p> <p>2 marks: uses at least 60% of above</p> <p>3 marks: uses most of above confidently</p>	<p>1 mark: uses at least 50% confidently</p> <p>2 marks: uses most of above confidently</p>	<p>1 mark: uses at least 50% confidently</p> <p>2 marks: uses most of above confidently</p>	<p>1 mark: uses at least 50% confidently</p> <p>2 marks: uses most of above confidently</p>	<p>1 mark: uses at least 50% confidently</p> <p>2 marks: uses most of above confidently</p>	<p>1 mark: uses at least 50% confidently</p> <p>2 marks: uses most of above confidently</p>
Notes	<p>A response which does not meet Below Level 6 should be awarded 0 marks. Spelling should not be considered when awarding marks for the extended task.</p>					