

# "WRITING" GCSE COURSEWORK

## EN3 Revised Coursework Mark Schemes for 2004

Coursework Writing to **analyse, review, comment: Media Assignment**

A03 (i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes

A03 (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features

MARK	AOS	Skills Descriptors	Comment Descriptors
0 marks		<ul style="list-style-type: none"> <li>some written</li> </ul>	
Notional U (1-2 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>some writing</li> <li>employs basic sentence structures</li> <li>employs basic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>uses some language appropriate to giving opinion, but with little structure, for example, in a film review candidate shows some awareness of the film's basic plot</li> </ul>
Notional G (3-4 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>shows some signs of organisation and clarity</li> <li>some application to task</li> </ul>	<ul style="list-style-type: none"> <li>uses language appropriate to giving opinion with some suggestion of structure, for example, in a film review candidate gives some comment on such things as plot/character</li> </ul>
Notional F (5-6 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>communicates clearly</li> <li>some organization</li> <li>main features of form used appropriately</li> <li>employs some simple and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>focuses on the text and task and expresses some ideas that involves analysis/review/comment. Gives some sense of form to the whole response and attempts to structure ideas logically when writing, for example, a film review comparing two versions of a Shakespeare play possibly with preference given</li> </ul>
Notional E (7-8 marks)	A)3(i) A)3(ii)	<ul style="list-style-type: none"> <li>attempts to match style and form to purpose</li> <li>attempts to match style and form to audience</li> <li>develops ideas</li> <li>employs appropriate sentence structures</li> <li>shows some grasp of organising sentences into paragraphs</li> <li>makes sense out of complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>focuses on the text(s) and task and develops ideas that involve analysis/review/comment. The purpose of the writing is indicated by an appropriate form. There is some structure to the ideas and some variety of vocabulary when writing, for example, a comparison of two film versions of a Shakespeare play, possibly with preference given and reasons for preference</li> </ul>
Notional D (9-10 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>usually matches style and form to purpose</li> <li>usually matches style and form to audience</li> <li>begins to use some variety of sentence structure to achieve effects</li> <li>uses clear paragraphs</li> <li>begins to use some variety of vocabulary to achieve effects</li> <li>engages interest of reader</li> </ul>	<ul style="list-style-type: none"> <li>shows clear focus on the text(s) and task with ideas and comments communicated helpfully to the reader. The purpose of the writing is indicated by an appropriate form and approach with some use of specialist terminology suitable for the typical audience. Main points are organised into paragraphs with range of suitable vocabulary when writing, for example, a film review for a broadsheet newspaper</li> </ul>
Notional C (11-12 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>adapts style and form to purpose and audience</li> <li>use s range of sentence structures to create effects</li> <li>uses varied vocabulary to create effects</li> <li>engages and sustains reader's interest</li> <li>paragraphs make meanings clear</li> </ul>	<ul style="list-style-type: none"> <li>shows good focus on the text(s) and task with a range of ideas presented and explored. There may be a clear personal response presented in an appropriate form and with appropriate specialist terminology. Ideas are organised into paragraphs and a cohesive structure with an interesting and suitable range of vocabulary when writing, for example, a film review for a tabloid newspaper</li> </ul>
Notional B (13-14 marks)		<ul style="list-style-type: none"> <li>writing is coherent and controlled</li> <li>demonstrates assured match of style and form to purpose and audience</li> <li>follows syntactical conventions</li> <li>uses paragraph to aid meanings</li> </ul>	<ul style="list-style-type: none"> <li>shows analytical ideas that are supported by reference to the text(s), with technical analysis and awareness of a range of possible contexts of production and reception. A personal response will be explicit or implicit depending on the form used. Writing will be organised around the ideas, with a variety of internal structures and vocabulary when writing, for example, notes to accompany an art house film screening, showing detailed understanding of the text(s) and their purposes</li> </ul>
Notional A (15-16 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>Writing is shaped</li> <li>demonstrates assured control of style</li> <li>uses range of grammatical constructions accurately</li> <li>uses well-constructed paragraphs</li> <li>paragraphs linked to clarify organisation of writing as a whole</li> </ul>	<ul style="list-style-type: none"> <li>shows analytical ideas that are supported by reference to the text(s), with technical analysis and awareness of a range of possible contexts of production and reception. A personal response will be explicit or implicit depending on the form used. Writing will be organised around the ideas, with a variety of internal structures and vocabulary when writing, for example, notes to accompany an art house film screening, showing detailed understanding of the text(s) and their purpose</li> </ul>

MARK	AOS	Skills Descriptors	Comment Descriptors
Notional A* (17-18 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>▪ writing is elaborate or concise, vigorous or restrained, according to purpose and audience</li> <li>▪ employs wide vocabulary</li> <li>▪ uses precise, fluent style</li> <li>▪ uses highly convincing paragraph structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ shows focus on text(s) and sophisticated response to task, their purposes, their genres and the requirements of the form in which the response is being written. Technical language will be used with sophisticated awareness of its suitability when writing, for example, an arts review page feature on a director</li> </ul>

**NB:** The content descriptors above take the broad area of film study and then give some examples within that area. It must be stressed, though, that the study of film texts is only one of a number of possible approaches to the study of Media texts. Additionally, the specific activities are in no particular hierarchy with regard to achievement-grade A\* could be achieved by a candidate writing a film review for a specific type of text/audience and less able candidates could tackle a task which involved writing for a film guide.

### Writing to analyse, review, comment: Media Assignment

A03(iii): use a range of sentence structures effectively with accurate punctuation and spelling

MARK	AOS	Skills Descriptors	Comment Descriptors
0 marks	A03(ii)	<ul style="list-style-type: none"> <li>▪ nothing written</li> </ul>	
Notional U/G/F (1-3 marks)	A03(iii)	<ul style="list-style-type: none"> <li>▪ some writing in sentences</li> <li>▪ some accuracy in spelling of simple words</li> <li>▪ some evidence of conscious attempts at punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ will most likely use simple and compound sentences</li> <li>▪ most/more common/simple words spelt correctly</li> <li>▪ some more complex film vocabulary spelt properly</li> <li>▪ use of comparative structures if comparing films</li> <li>▪ occasional discourse markers may be used in film review to show different aspect of plot i.e. 'and then'</li> <li>▪ full stops usually applied correctly</li> </ul>
Notional E/D/C (4-6 marks)	A03(iii)	<ul style="list-style-type: none"> <li>▪ uses a range of securely controlled sentence structures for effect</li> <li>▪ some accurate spelling of more complex words</li> <li>▪ uses a range of punctuation which helps to clarify meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>▪ attempts to vary syntax for purposes of audience and form, e.g. when expressing preference for one film version over another or when reviewing film for newspaper</li> <li>▪ though not always grammatically secure, uses some complex sentences with appropriate discourse markers for expressing a point of view in analysis and review</li> <li>▪ commonly used words are spelt correctly</li> <li>▪ specialist film terminology spelt accurately most of the time</li> <li>▪ punctuation of sentences is generally accurate with secure use of comma, question marks, etc.</li> </ul>
B/A/A* (7-9 marks)	A03(iii)	<ul style="list-style-type: none"> <li>▪ uses a full range of appropriate sentence structures</li> <li>▪ achieves a high level of technical accuracy in spelling</li> <li>▪ achieves a high level of technical accuracy in use of a wide range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ clear, controlled manipulation of sentence structure for effect, i.e. generic sentence patterns found in film guides, or tabloid conventions in newspaper review</li> <li>▪ is likely to use a wide range of discourse markers. May use repetition, parallel phrasing, e.g. in arts review features</li> <li>▪ may employ a range of complex sentences in analytical writing or non-standard sentences in particular kinds of review writing, i.e. abbreviated forms in notes for art house screening</li> <li>▪ spelling, including the spelling of irregular words, is secure</li> <li>▪ accurate spelling of specialist film terminology</li> <li>▪ uses a range of punctuation for sophisticated effects. May use colons and semi-colons when appropriate</li> </ul>

Cousework: Writing to **imagine, explore, entertain: Original Writing**

A03 (i) : communicate clearly and imaginatively, using and adapting forms for different readers and purposes

A03 (ii) : organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features

MARK	AOS	Skills Descriptors	Comment Descriptors
0 marks		<ul style="list-style-type: none"> <li>nothing written</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Notional U (1-2 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>some writing</li> <li>employs basic sentence structures</li> <li>employs basic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>writing will be very brief and disjointed, with little sense of narrative cohesion in, for example, a piece of autobiography</li> </ul>
Notional G (3-4 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>shows some signs of organisation and clarity</li> <li>some application to task</li> </ul>	<ul style="list-style-type: none"> <li>to include some speech</li> <li>there will be some detail such as place, character, in, for example, a piece of autobiography</li> </ul>
Notional F (5-6 marks)	A03(ii)	<ul style="list-style-type: none"> <li>communicates clearly</li> <li>some organization</li> <li>main features of form used appropriately</li> <li>employs some simple and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>narratives will contain more than plot: there may be some dialogue and setting</li> <li>there will be the beginnings of some considered narrative structure such as dialogue followed by reflection on its significance or setting followed by action in, for example, a short story</li> </ul>
Notional E (7-8 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>attempts to match style and form to purpose</li> <li>attempts to match style and form to audience</li> <li>develops ideas</li> <li>employs appropriate sentence structures</li> <li>shows some grasp of organising sentences into paragraphs</li> <li>makes sense out of complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>in narrative there will be some development of settings and characterisation though plot may still dominate</li> <li>there will be some evidence of an understanding about the importance of form, for example, foregrounding of certain events in a short story</li> </ul>
Notional D (9-10 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>usually matches style and form to purpose</li> <li>usually matches style and form to audience</li> <li>begins to use some variety of sentence structure to achieve effects</li> <li>uses clear paragraphs</li> <li>begins to use some variety of vocabulary to achieve effects</li> <li>engages interest of reader</li> </ul>	<ul style="list-style-type: none"> <li>narrative writing will be well plotted with detailed ideas and descriptions</li> <li>the writing will be clearly controlled and structured, albeit in a fairly straightforward way such as simple chronology in a short story</li> </ul>
Notional C (11-12 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>adapts style and form to purpose and audience</li> <li>uses range of sentence structures to create effects</li> <li>uses varied vocabulary to create effects</li> <li></li> <li>engages and sustains reader's interest</li> <li>paragraphs make meanings clear</li> </ul>	<ul style="list-style-type: none"> <li>narratives will be coherent and interesting with developed characters and settings</li> <li>structure(s) will be consistent with the ideas being expressed such as a more complex chronology in, for example, an account of a school trip</li> </ul>
Notional B (13-14 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>writing is coherent and controlled</li> <li>demonstrates assured match of style and form to purpose and audience</li> <li>follows syntactical conventions</li> <li>uses paragraph to aid meanings</li> </ul>	<ul style="list-style-type: none"> <li>narratives will show powerful accounts of real or imagined experience</li> <li>meanings and effects will be enhanced by use of interesting and appropriate structural devices such as separate sections, graphology in, for example, a piece of promotional travel writing</li> </ul>
Notional A (15-16 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>writing is shaped</li> <li>demonstrates assured control of style</li> <li>uses range of grammatical constructions accurately</li> <li>uses well-constructed paragraphs</li> <li>paragraphs linked to clarify organisation of writing as a whole</li> </ul>	<ul style="list-style-type: none"> <li>narratives will engage readers through the presentation of subtle ideas and depictions</li> <li>ideas and depictions will be enhanced by a subtle use of structures such as interviews to explore different points of view, irony to entertain in, for example, an exploration of lifestyle of a youth cult for a magazine article</li> </ul>
Notional A* (17-18 marks)	A03(i) A03(ii)	<ul style="list-style-type: none"> <li>writing is elaborate or concise, vigorous or restrained, according to purpose and audience</li> <li>employs wide vocabulary</li> <li>uses precise, fluent style</li> <li>uses highly convincing paragraph structures</li> </ul>	<ul style="list-style-type: none"> <li>narratives will engage readers through the presentation of subtle and sophisticated ideas and depictions - they will be a pleasure to read</li> <li>ideas and depictions will be enhanced by a subtle and sophisticated use of structures such as rhyme, blank verse, verse forms, free verse in, for example, personal feelings expressed in poetic forms</li> </ul>

**NB:** The content descriptors above take the broad area of narrative writing and then give some examples within that area. It must be stressed, though, that the study of narrative writing is only one of a number of possible approaches to Original Writing. Additionally, the specific activities are in no particular hierarchy with regard to achievement- grade A\* could be achieved by a candidate writing a well-crafted short story and less able candidates could tackle a task which involved travel writing for example.

**Writing to imagine, explore, entertain: Original Writing**

A03(iii) uses a range of sentence structures effectively with accurate punctuation and spelling

MARK	AOS	Skills Descriptors	Comment Descriptors
0 marks	A03(iii)	<ul style="list-style-type: none"> <li>▪ nothing written</li> </ul>	
Notional U/G/F (1-3 marks)	A03(iii)	<ul style="list-style-type: none"> <li>▪ some writing in sentences</li> <li>▪ some accuracy in spelling of simple words</li> <li>▪ some evidence of conscious attempts at punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ in e.g. autobiography will most likely use simple and compound sentences with a limited range of conjunction</li> <li>▪ most / more common / simple words spelt correctly</li> <li>▪ occasional discourse markers may be used in e.g. autobiography to show different aspects of account, i.e. 'and then'</li> <li>▪ full stops usually applied correctly</li> </ul>
Notional E/D/C (4-6 marks)	A03(iii)	<ul style="list-style-type: none"> <li>▪ uses a range of securely controlled sentence structures for effect</li> <li>▪ some accurate spelling of more complex words</li> <li>▪ uses a range of punctuation which helps to clarify meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>▪ attempts to vary syntax for purposes of audience and form, e.g. different sentence types in short story, simple sentences used to highlight conclusions in account of school trip</li> <li>▪ commonly used words are spelt correctly</li> <li>▪ more complex vocabulary used for effect in short story is spelt accurately most of the time</li> <li>▪ punctuation of sentences is generally accurate with secure use of commas, question marks, etc.</li> </ul>
Notional B/A/A* (7-9 marks)	A03(iii)	<ul style="list-style-type: none"> <li>▪ uses a full range of appropriate sentence structures</li> <li>▪ achieves a high level of technical accuracy in spelling</li> <li>▪ achieves a high level of technical accuracy in use of a wide range of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ clear, controlled manipulation of sentence structures for effect, e.g. persuasive features of travel writing, ellipsis in poetic forms</li> <li>▪ is likely to use a wide range of discourse markers, e.g. to support ironic effects in magazine article</li> <li>▪ may employ a range of complex sentences in narrative writing or non-standard sentences in poetry</li> <li>▪ spelling, including the spelling of irregular words, is secure</li> <li>▪ accurate spelling of any specialist terminology used</li> <li>▪ uses a range of punctuation for sophisticated effects. May use colons and semi-colons when appropriate</li> </ul>