

# AQA GCSE English Language Paper 1 Q5: student-friendly mark scheme

## A05 Content and organisation

|              | Level 4: Compelling/convincing                                               |                                                                    | Level 3: Consistent/clear                                    |                                                               | Level 2: Some success                                    |                                                                            | Level 1: Single/limited                   |                                               |
|--------------|------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------|
|              | Upper 4 (23-24)                                                              | Lower 4 (19-21)                                                    | Upper 3 (16-18)                                              | Lower 3 (13-15)                                               | Upper 2 (10-12)                                          | Lower 2 (7-9)                                                              | Upper 1 (4-6)                             | Lower 1 (1-3)                                 |
| Register     | Convincing and compelling for audience                                       | Convincingly matched to audience                                   | Consistently matched to audience                             | Generally matched to audience                                 | Some sustained attempt to match register to audience     | Attempts to match register to audience                                     | Single awareness of register and audience | Occasional sense of audience                  |
| Purpose      | Assuredly matched to purpose                                                 | Convincingly matched to purpose                                    | Consistently matched to purpose                              | Generally matched to purpose                                  | Some sustained attempt to match purpose                  | Attempts to match purpose                                                  | Single awareness of purpose               | Occasional sense of purpose                   |
| Vocabulary   | Extensive and ambitious vocabulary                                           | Extensive vocabulary                                               | Increasingly sophisticated vocabulary chosen for effect      | Vocabulary clearly chosen for effect                          | Conscious use of vocabulary                              | Begins to vary vocabulary                                                  | Simple vocabulary                         | Simple vocabulary                             |
| Linguistics  | Sustained crafting of devices                                                | Evidence of conscious crafting of devices                          | A range of successful linguistic devices                     | Appropriate use of linguistic devices                         | Some use of linguistic devices                           | Some use of linguistic devices                                             | Single linguistic devices                 | None                                          |
| Structure    | Varied and inventive use of structural features                              | Varied and effective use of structural features                    | Effective use of structural features                         | Usually effective use of structural features                  | Some use of structural features                          | Attempts to use structural features                                        | Evidence of simple structural features    | Limited or no evidence of structural features |
| Ideas        | Writing is compelling, incorporating a range of convincing and complex ideas | Writing is highly engaging with a range of developed complex ideas | Writing is engaging, using a range of clear, connected ideas | Writing is engaging, with a range of connected ideas          | Increasing variety of linked and relevant ideas          | Some linked and relevant ideas                                             | One or two relevant ideas, simply linked  | One or two unlinked ideas                     |
| Paragraphing | Fluently linked paragraphs with seamlessly integrated discourse markers      | Consistently coherent paragraphs with integrated discourse markers | Coherent paragraphs with integrated discourse markers        | Usually coherent paragraphs with a range of discourse markers | Some use of paragraphs and some use of discourse markers | Attempt to use paragraphs, some use of discourse markers, some appropriate | Random paragraph structure                | No paragraphs                                 |

# P1 Aqa June 13 2013 Mark Scheme

**Marcel A. Müller**



**P1 Aqa June 13 2013 Mark Scheme:**

## Decoding **P1 Aqa June 13 2013 Mark Scheme**: Revealing the Captivating Potential of Verbal Expression

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