

## Writing assessment grids for Questions 6 and 7

Questions 6 and 7		
Level	Mark	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
0	No rewardable material.	
<b>Level 1</b>	1–5	Communication is at a basic level, and limited in clarity. Little awareness is shown of the purpose of the writing and the intended reader. Little awareness of form, tone and register.
<b>Level 2</b>	6–11	Communicates in a broadly appropriate way. Shows some grasp of the purpose and of the expectations/requirements of the intended reader. Straightforward use of form, tone and register.
<b>Level 3</b>	12–17	Communicates clearly. Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader. Appropriate use of form, tone and register.
<b>Level 4</b>	18–22	Communicates successfully. A secure realisation of purpose and the expectations/requirements of the intended reader. Effective use of form, tone and register.
<b>Level 5</b>	23–27	Communication is perceptive and subtle. Task is sharply focused on purpose and the expectations/requirements of the intended reader. Sophisticated use of form, tone and register.

Questions 6 and 7		
Level	Mark	A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
0	No rewardable material.	
<b>Level 1</b>	1–3	Expresses information and ideas, with limited use of structural and grammatical features. Uses basic vocabulary, often misspelt. Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
<b>Level 2</b>	4–7	Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
<b>Level 3</b>	8–11	Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear. Uses a varied vocabulary and spells words containing irregular patterns correctly. Uses accurate and varied punctuation, adapting sentence structures as appropriate.
<b>Level 4</b>	12–15	Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. Uses a wide, selective vocabulary with only occasional spelling errors. Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
<b>Level 5</b>	16–18	Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.