

**AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Band 1 <b>Simple, Limited</b>	Lower 1 ↕ 3	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Occasional sense of audience</li> <li>Occasional sense of purpose</li> <li>Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Limited or no evidence of structural features</li> <li>One or two unlinked ideas</li> <li>No paragraphs</li> </ul>	<div style="border: 1px solid black; padding: 5px; text-align: center;">             Must write in <b>paragraphs</b> to cross this line           </div>
	Upper 4 ↕ 6	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Simple awareness of register/audience</li> <li>Simple awareness of purpose</li> <li>Simple vocabulary; simple use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Evidence of simple structural features</li> <li>One or two relevant ideas, simply linked</li> <li>Random paragraph structure</li> </ul>	
Band 2 <b>Some success</b>	Lower 7 ↕ 9	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Attempts to match register to audience</li> <li>Attempts to match purpose</li> <li>Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Attempts to use structural features</li> <li>Some linked and relevant ideas</li> <li>Attempt to write in paragraphs with some discourse markers, not always appropriate</li> </ul>	<div style="border: 1px solid black; padding: 5px; text-align: center;">             Writing must be <b>engaging</b> and include details chosen <b>for effect</b> to cross this line           </div>
	Upper 10 ↕ 12	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Some sustained attempt to match register to audience</li> <li>Some sustained attempt to match purpose</li> <li>Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Some use of structural features</li> <li>Increasing variety of linked and relevant ideas</li> <li>Some use of paragraphs and some use of discourse markers</li> </ul>	
Band 3 <b>Consistent &amp; Clear</b>	Lower 13 ↕ 15	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Register is generally matched to audience</li> <li>Generally matched to purpose</li> <li>Vocabulary clearly chosen for effect and appropriate use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Usually effective use of structural features</li> <li>Writing is engaging, with a range of connected ideas</li> <li>Usually coherent paragraphs with range of discourse markers.</li> </ul>	<div style="border: 1px solid black; padding: 5px; text-align: center;">             Writing is <b>convincingly crafted</b> to cross this line           </div>
	Upper 16 ↕ 18	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Register is consistently matched to audience</li> <li>Consistently matched to purpose</li> <li>Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of <b>successful linguistic devices</b></li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Effective use of structural features</li> <li>Writing is engaging, using a range of clear connected ideas</li> <li>Coherent paragraphs with integrated discourse markers</li> </ul>	
Band 4 <b>Compelling, Convincing</b>	Lower 19 ↕ 21	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Register is convincingly matched to audience</li> <li>Convincingly matched to purpose</li> <li>Extensive vocabulary with conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Varied and effective structural features</li> <li>Writing is highly engaging with a range of developed complex ideas</li> <li>Consistently coherent use of paragraphs with integrated discourse markers.</li> </ul>	
	22 ↕ 24	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Register is convincing and compelling for audience</li> <li>Assuredly matched to purpose</li> <li>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Varied and inventive use of structural features</li> <li>Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	

## AO6 Technical Accuracy

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

<p>Band 1 1</p>  <p>4</p>	<p><b>Simple, basic, occasionally accurate</b></p> <ul style="list-style-type: none"> <li>• <b>Occasional</b> use of sentence demarcation (capital letters and full stops)</li> <li>• Some evidence of conscious punctuation</li> <li>• <b>Simple</b> range of sentence forms (mostly starting with The or pronouns)</li> <li>• Occasional use of Standard English with limited control of agreement (We was going)</li> <li>• Accurate basic spelling (of 1-2 syllable common words)</li> <li>• <b>Simple</b> use of vocabulary (spoken, tier 1 language)</li> </ul>
<p>Band 2 5</p>  <p>8</p>	<p><b>Some control</b></p> <ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and <b>sometimes</b> accurate</li> <li>• Some control of a range of punctuation (question marks and full stops in correct places)</li> <li>• Attempts a variety of sentence forms (starting with 'as' or with a verb)</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul>
<p>Band 3 9</p>  <p>12</p>	<p><b>Secure and mostly controlled</b></p> <ul style="list-style-type: none"> <li>• Sentence demarcation is <b>mostly</b> secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>
<p>Band 4 13</p>  <p>16</p>	<p><b>Ambitious, crafted, accurate</b></p> <ul style="list-style-type: none"> <li>• Sentence demarcation is <b>consistently</b> secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>

Key	
<b>register</b>	Adapting the tone and style of the writing to suit the audience and purpose
<b>Discourse markers</b>	Connective words and phrases that link ideas, sentences and paragraphs ( <b>In other words... although... perhaps... and therefore... more precisely... for example etc</b> )
<b>Linguistic techniques</b>	Words and sentences chosen for effect – for example similes, metaphors, repetition, alliteration, personification, short sentences etc.
<b>Sentence demarcation</b>	Accurately separating and structuring ideas into sentences using the correct punctuation.
<b>Standard English</b>	Formal language ( <u>not</u> using slang and casual language)