

Updates

- For up-to-date information and support on the changes for summer 2022, visit the 2021/2022 [exam changes area](#) at aqa.org.uk
- To reflect that we're recovering from a pandemic, Ofqual has said that summer 2022 will be a transition year for grade boundaries. This means they will be set 'based on a profile that reflects a midpoint between 2021 and pre-pandemic grading'.
- Grade boundaries are never set until exams have been sat but, overall, we expect results to be higher than they were in 2019, but not as high as in 2020.
- This will help to mitigate the impact of the pandemic on students sitting exams this summer. [Visit Ofqual's blog](#) to learn more about how they plan to grade exams in summer 2022.

Avoiding Malpractice

In line with [JCQ malpractice guidelines](#), please remind students that they must not:

- share assessment material on social media, regardless of whether that material is genuine or fake
- have a mobile phone in the exam, even if it is switched off
- have any notes in their possession, whether relevant to the exam or not
- have a watch of any kind on them in the exam. The [JCQ Instructions for conducting examinations](#) require that a clock must be visible to each candidate in the examination room.

If you're an invigilator in an exam, please ensure that you are up to date with the requirements. Remember that you can't invigilate an exam in the subject that you teach.

If you have any questions, please contact irregularities@aca.org.uk

Session aims

- To consider the typical features of writing for English Language Paper 1 and Paper 2.
- To provide a framework for diagnosing writing skills.
- To consider how a 'typical features' framework can help support student progress and curriculum planning.

Why writing?

- Connects to the autumn materials on threshold concepts and structure
- Consolidates materials presented in the spring materials on *Supporting student exam preparation*

Writing mark schemes

Assessment Objectives for writing

AO5: Content and Organisation

- 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.

AO6: Technical Accuracy

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

Question 5: Communication

The key skill in Q5 is **communication** and it is the overall quality of written communication which will determine the level.

After reading the response for the first time, ask yourself:

- Is the communication **simple** and **limited**? (Level 1)
- Is there **some** successful communication? (Level 2)
- Is the communication **clear** and **consistent**? (Level 3)
- Is the communication **convincing** and **compelling**? (Level 4)

Once you have decided on the level, read the response again to fine tune within that level according to the specific skills demonstrated.

Awarding a mark for Q5 involves finding a balance between the overall quality of communication and the level of individual skills demonstrated.

Activity one

What are the strengths and challenges of a generic writing mark scheme?

Please see pages 4–7 of your *Resource booklet* for the November 2020 mark schemes.

A generic writing mark scheme

- It provides a generic form of assessment.
- Average marks across both papers are very similar, so a common mark scheme provides a framework for accurate marking.

What does the mark scheme mean by...?

- convincing and compelling
- assuredly matched
- inventive
- sustained
- clear
- effective
- engaging

Key questions for the session

- Does the Writing mark scheme help us discriminate between different genres of writing?
- How can we use the writing mark scheme for diagnosing student performance at a granular level?
- How does the writing mark scheme help in providing support for students to develop their narrative, descriptive and argumentative/rhetorical writing?

AO5: Narrative and descriptive writing

Activity two

Look at the typical features grid for Paper 1 in your *Resource booklet* on pages 8–9.

How might the grid help with:

- diagnosing students' writing skills
- curriculum development?

Q5, Paper 1, June 2019

Your school or college is asking students to contribute some creative writing for its website.

Either

Describe a market place as suggested by this picture:

Or

Write a story with the title 'Abandoned'.



Gianni Muratore/Alamy Stock Photo

Activity three: Narrative writing

Now look at the response from Student A in your *Resource booklet* on page 11.

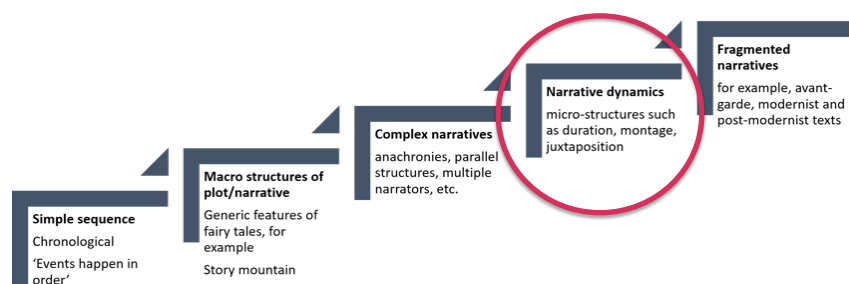
- Where would you place this on the typical features grid?
- Using descriptors from the grid, what advice would you give to this student to improve their work?

Activity four: Descriptive writing

Look at responses from Student B and C in your *Resource booklet* on pages 13–14.

- Look again at the 'typical features' table.
- Rank order responses B and C using the descriptors in the table.

Progression ladder



Activity five: Descriptive writing

Using pace

Now look at the response from Student D in your *Resource booklet* on pages 15–16.

- Consider how this response uses pace to create atmosphere.
- Refer to the 'typical features' grid and comment on the effectiveness of the response using the relevant descriptors.

AO5: Writing an argument

Q5, Paper 2, November 2020

0 5

'People have become obsessed with travelling ever further and faster. However, travel is expensive, dangerous, damaging and a foolish waste of time!'

Write an article for a news website in which you argue your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Activity six

Look at the typical features grid for Paper 2 in your *Resource booklet* on pages 17–18.

How might the grid help with:

- diagnosing students' writing skills
- curriculum development?

Activity seven

Look at student responses E and F in your *Resource booklet* on pages 19–20.

- Look again at the 'typical features' table.
- Rank order responses E and F using the descriptors in the table.

Plenary

- What are the key learning points from this session?
- How will you use these resources in your schools?

Any questions?



Resources

Take advantage of our extra resources in the 'Plan', 'Teach' and 'Assess' sections of our website.

🏠 / Subjects / English / GCSE / English Language (8700)

GCSE English Language

8700

📄 Because of the impact of Coronavirus (COVID-19) there are some changes to how GCSE English Language will be assessed in 2022. [Find out more.](#)

Find all the information, support and resources you need to deliver our specification.

Teaching from: September 2015
Exams from: June 2017
QAN code: 601/4292/3

[Specification](#) [Planning resources](#) [Teaching resources](#) [Assessment resources](#) [Key dates](#)



Event materials

The electronic materials from this event will be available to download shortly. If you aren't able to download them at this time, they will be made available to you in the customer portal of our online booking system.

Once we receive notification that you have attended the course, you will be sent a certificate of attendance email. When you receive the email, please log in to your account and the materials will be available on the 'my resources' tab on the welcome screen.

Get in touch

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

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Thank you
