**Transactional/ Persuasive Writing Assessment Grid *GCSE English Language***

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|  | **Communication and organisation**  *12 marks* | **Vocabulary, sentence structure,**  **spelling and punctuation**  *8 marks* |
| **Band**  **5** | **11-12 marks**  ∙ shows sophisticated understanding of the purpose and format of the task  ∙ shows sustained awareness of the reader / intended audience  ∙ appropriate register is confidently adapted to purpose /  audience  ∙ content is ambitious, pertinent and sophisticated  ∙ ideas are convincingly developed and supported by a range of relevant details  ∙ there is sophistication in the shape and structure of the writing  ∙ communication has ambition and sophistication | **8 marks**  ∙ there is appropriate and effective variation of sentence structures  ∙ virtually all sentence construction is controlled and accurate  ∙ a range of punctuation is used confidently and accurately  ∙ virtually all spelling, including that of complex irregular words, is correct  ∙ control of tense and agreement is totally secure  ∙ a wide range of appropriate, ambitious vocabulary is used to  create effect or convey precise  meaning |
| **Band**  **4** | **8-10 marks**  ∙ shows consistent understanding of the purpose and format of the task  ∙ shows secure awareness of the reader/intended audience  ∙ register is appropriately and consistently adapted to purpose/audience  ∙ content is well-judged and detailed  ∙ ideas are organised and coherently developed with supporting detail  ∙ there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation)  ∙ communication has clarity, fluency and some ambition | **6-7 marks**  ∙ sentence structure is varied to achieve particular effects  ∙ control of sentence construction is secure  ∙ a range of punctuation is used accurately  ∙ spelling, including that of irregular words, is secure  ∙ control of tense and agreement is secure  ∙ vocabulary is ambitious and used with precision |
| **Band**  **3** | **5-7 marks**  ∙ shows clear understanding of the purpose and format of the task  ∙ shows clear awareness of the reader / intended audience  ∙ register is appropriately adapted to purpose / audience  ∙ content is developed and appropriate reasons are given in support of opinions / ideas  ∙ ideas are organised into coherent arguments  ∙ there is some shape and structure in the writing (paragraphs are used to give sequence and organisation)  ∙ communication has clarity and fluency | **4-5 marks**  ∙ there is variety in sentence structure  ∙ control of sentence construction is mostly secure  ∙ a range of punctuation is used, mostly accurately  ∙ most spelling, including that of irregular words, is correct  ∙ control of tense and agreement is mostly secure  ∙ vocabulary is beginning to develop and is used with some precision |
| **Band**  **2** | **3-4 marks**  ∙ shows some awareness of the purpose and format of the task  ∙ shows awareness of the reader / intended audience  ∙ a clear attempt to adapt register to purpose / audience  ∙ some reasons are given in support of opinions and ideas  ∙ limited development of ideas  ∙ some sequencing of ideas into paragraphs (structure /  direction may be uncertain)  ∙ communication has some clarity and fluency | **2-3 marks**  ∙ some variety of sentence structure  ∙ there is some control of sentence construction  ∙ some control of a range of punctuation  ∙ the spelling is usually accurate  ∙ control of tense and agreement is generally secure  ∙ there is some range of vocabulary |
| **Band**  **1** | **1-2 marks**  ∙ basic awareness of the purpose and format of the task  ∙ some basic awareness of the reader / intended audience  ∙ some attempt to adapt register to purpose / audience (e.g. degree of formality)  ∙ some relevant content despite uneven coverage of the topic  ∙ content may be thin and brief  ∙ simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order)  ∙ there is some basic clarity but communication of meaning is limited | **1 mark**  ∙ limited range of sentence structure  ∙ control of sentence construction is limited  ∙ there is some attempt to use punctuation  ∙ some spelling is accurate  ∙ control of tense and agreement is limited  ∙ limited range of vocabulary |
|  | 0 marks: nothing worthy of credit | 0 marks: nothing worthy of credit |

* **1 hr exam (worth 30% of overall GCSE)**
* **Q TYPES**- Same six types of task (report and article on SAMS)