
GCSE

English Language

Paper 1 Explorations in creative reading and writing
Mark Scheme

8700

Version 1.0

Mark schemes are prepared by the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Marking methods

In fairness to students, all teachers must use the same marking methods. The following advice may seem obvious, but all teachers must follow it as closely as possible.

1. Refer constantly to the mark scheme throughout marking.
2. Always credit accurate, relevant and appropriate answers which are not given in the mark scheme.
3. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
4. The key to good and fair marking is consistency. Do not change your standard of marking.

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, teachers should take into account any instances where the student uses these terms effectively to aid the clarity and precision of the argument.

Level of response marking instructions

Level of response mark schemes are broken down into four levels. There are two, four, five or six marks in each level; dependent upon question.

Please note: The sample responses in each Indicative Standard column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

The Skills Descriptors column indicates the different skills that students need to demonstrate in their answer for that level. To achieve full marks in a level, students should meet all of the skills descriptors in that level. Students achieving marks at the bottom of a level will ideally have met all of the skills descriptors of the previous level and at least one of the skills descriptors in that level.

An answer which contains nothing of relevance to the question must be awarded no marks.

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none"> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	<ul style="list-style-type: none"> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	N/A
AO4	✓
	Section B
AO5	✓
AO6	✓

Section A: Reading**0 1**Read again the first part of the source from **lines 1 to 5**.List **four** things about the bird in Alex's nightmare from this part of the source.**[4 marks]**

Give 1 mark for each point about the bird:

- responses must be true, and drawn only from lines 1 to 5 of the text
- responses must relate to **the bird in Alex's nightmare**
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 5 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

Note: The indicative content must not be treated as exhaustive and reference must be made to the selected section of the text.

AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts.
This assesses bullet point 1 identify and interpret explicit and implicit information and ideas	
<p>Indicative content; students may include:</p> <ul style="list-style-type: none"> • It was black • It was enormous • It crashed against the window • It shattered the glass • It flew into the house • It carried off Alex's mother • It had yellow claws • It disappeared into the dark sky <p>Or any other valid responses that you are able to verify by checking the source.</p>	

0 2

Look in detail at this extract from **lines 6 to 11** of the source:

(Extract in paper)

How does the writer use language here to describe the effects of the storm?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

AO2			
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views			
This question assesses Language ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Detailed, perceptive analysis 7-8 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> • Analyses the effects of the writer's choices of <i>language</i> • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject 	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level. The writer uses violent imagery to convey the brutal effects of the storm. The wind is 'lashing' the trees, a verb implying it is so forceful it is ruthlessly thrashing them, as if nature is inflicting a cruel punishment on the landscape. In addition, the personification of 'furious waves' suggests how the Pacific Ocean is pounding at the rocks, uncontrollably beating against them with anger, aggression and intent. The writer also uses sound imagery to add to the impact of

	terminology	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	the visual description of the ocean ‘roaring’ by using an adjective to suggest the thunderous noise of the storm which sounds like a wild animal, full of rage as it attacks and devours its prey. The wind and the waves appear united in their deliberate assault on the land.
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none"> Explains clearly the effects of the writer’s choices of <i>language</i> Selects a range of relevant textual detail Makes clear and accurate use of subject terminology 	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	The writer uses violent verbs to describe the powerful effects of the storm. He says the wind is ‘lashing’ the trees, which suggests it is whipping them, as if trying to destroy the land. The phrase ‘furious waves’ reinforces this idea, with the adjective ‘furious’ implying the Pacific Ocean is wild, angry and aggressive as it crashes against the rocks. The ocean is also ‘roaring’; a deafening noise to suggest it is attacking the land like a wild animal.
Level 2 Some, understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <ul style="list-style-type: none"> Attempts to comment on the effect of <i>language</i> Selects some appropriate textual detail Makes some use of subject terminology, mainly appropriately 	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The writer says the wind is ‘lashing’ the trees, which makes it seem like it is hitting against them and shaking them about. The waves are described as ‘furious’, and this suggests that they are really angry. The writer also uses sound in ‘roaring Pacific Ocean’, where the adjective ‘roaring’ tells us the storm is very noisy.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"> Offers simple comment on the effect of <i>language</i> Selects simple references or textual details Makes simple use of subject 	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a	The writer says there is ‘wind lashing the trees’ and ‘lashing’ tells us the effects of the storm are bad. It is also really noisy because it mentions the Pacific Ocean is ‘roaring’.

	terminology, not always appropriately	student will have at least one of the skills descriptors.	
Level 0 No marks	No comments offered on the use of <i>language</i> . Nothing to reward		

AO2 content may include the effect of ideas such as:

- use of violent vocabulary to convey the power of the storm
- use of personification to attribute human characteristics such as anger to the storm
- use of both auditory and visual imagery.

0 3

You now need to think about the **whole** of the source.

This text is from the beginning of a novel.

How is the text structured to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

AO2			
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views			
This question assesses how the writer has structured a text. Structural features can be: at a whole text level eg. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / aspects of cohesion; and at a sentence level when judged to contribute to whole structure.			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed analysis 7-8 marks	Shows detailed and perceptive understanding of <i>structural</i> features: <ul style="list-style-type: none"> • Analyses the effects of the writer's choice of <i>structural</i> features 	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level. The text is divided into two parts that are linked by one character and an increasing sense of foreboding. At the beginning, the writer immediately establishes person, place and time by focusing our attention on Alexander Cold waking in his bedroom 'at dawn, startled by a nightmare', before narrowing to the specific details of the dream, where a huge

	<ul style="list-style-type: none"> • Selects a judicious range of examples • Makes sophisticated and accurate use of subject terminology 	<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>black bird ‘carried off his mother’. The use of the word ‘startled’ in the first sentence creates an urgent, abrupt opening with a sense of immediacy, and this, together with a focus on the nightmare which follows, generates an atmosphere of unease in the reader that is carried over into the second half of the text when Alex interacts with the rest of the family at breakfast. Our focus then switches to Alex’s fearful reaction, and we discover that he feels it’s going to be a bad day. The key sentence ‘There had been a lot of days like that since his mother got sick’ is structurally important because it is the first mention of his mother being ill. It takes us back to the nightmare at the beginning and we now understand the significance of his mother being carried off: the black bird is a symbol of death. In particular, the words ‘watched helplessly’ take on a new meaning for the reader at this point in the text: possibly the reason Alex feels so bad is that he can do nothing to protect his mother.</p>
<p>Level 3 Clear, relevant explanation 5-6 marks</p>	<p>Shows clear understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> • Explains clearly the effects of the writer’s choice of <i>structural</i> features • Selects a range of relevant examples • Makes clear and accurate use of subject terminology 	<p>At the top of the level, a student’s response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills</p>	<p>The text is divided into two parts: in the first half, the writer focuses our attention on a single character, Alexander Cold, before later showing how he interacts with the rest of his family. The very first line of the text explains that Alex is waking in his bed ‘at dawn, startled by a nightmare’, so person, place and time are immediately established. The focus then narrows to details of the dream, where a huge black bird ‘carried off his mother’. The use of the word ‘startled’ in the first sentence creates a sudden and abrupt opening, and this, together with the focus on the nightmare which follows, instils a sense of unease in the reader. After this we switch to Alex’s frightened reaction, and learn that he thinks it’s going to be a bad day. The sentence ‘There had been a lot of days like that since his mother got sick’ is important because it is the first mention of his mother being ill. It reminds us of the nightmare at the beginning, and at this point we understand the meaning of it and that Alex is scared</p>

		descriptors.	she might die.
<p>Level 2 Some understanding and comment 3-4 marks</p>	<p>Shows some understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of <i>structural</i> features Selects some appropriate examples Makes some use of subject terminology, mainly appropriately 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>The first half of the text focuses on a boy called Alexander Cold, so we know he's the main character in the story. At the beginning, he is waking 'at dawn, startled by a nightmare', so straight away we know the place, because he's in bed, and also the time things are happening. Then the focus narrows to details about his dream, where his mother was 'carried off' by a big black bird, and then switches again to Alex's reaction. It says there is 'pounding in his chest'.</p>
<p>Level 1 Simple, limited comment 1-2 marks</p>	<p>Shows simple awareness of <i>structural</i> features:</p> <ul style="list-style-type: none"> Offers simple comment on the effect of <i>structure</i> Selects simple references or examples Makes simple use of subject terminology, not always appropriately 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>The first half of the text is about a boy called Alexander Cold so we know he's the main character in the story. It begins with him in bed and he has just had a nightmare about his mother. Then it tells us all the details about how she was 'carried off' by a bird.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of <i>structure</i> Nothing to reward</p>		

AO2 content may include the effect of structural features such as:

- opening focus on the nightmare and Alex's reaction to it
- the significance of the key sentence 'There had been a lot of days like that since his mother got sick'
- the shifting interpretation of the nightmare once the mother's illness is revealed
- how the two parts of the text – Alex alone, and then Alex interacting with his family at breakfast – are linked.

0 4

Focus this part of your answer on the second half of the source from **line 16 to the end**.

A student said ‘This part of the story, set during breakfast time, shows that Alex is struggling to cope with his mother’s illness.’

To what extent do you agree?

In your response, you could:

- consider your own impressions of Alex
- evaluate how the writer shows that Alex is struggling to cope
- support your response with references to the text

[20 marks]

AO4			
Evaluate texts critically and support this with appropriate textual references			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: <ul style="list-style-type: none"> • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer’s methods • Selects a judicious range of textual detail • Develops a convincing and critical response to the focus of 	At the top of the level, a student’s response will meet all of the skills descriptors.	This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level. I agree that Alex is very angry with everyone, ‘his father, his sisters, life in general – even with his mother for getting sick’, which is a definite symptom of not coping with his mother’s illness. His behaviour is irrational, especially blaming his mother for becoming ill, but he is a young boy, caught up in circumstances over which he has no control, and he is full of frustration and desperate to find someone to blame. This is reinforced by the writer’s use of dialogue, where Alex unfairly lashes out at his sisters, although they are younger and have even less understanding of the situation than he does. The writer also shows Alex isn’t coping through a comparison of past and present versions of his mother: she was an artist

	the statement	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	whose paintings were once ‘explosions of colour’ but now ‘her oil paints dried in their tubes’. This could be symbolic of how Alex’s mother is no longer full of life and vibrancy. The metaphor ‘little more than a silent ghost’ supports this, because it suggests that what was once the central, driving force of the family has become a shadow, an almost invisible spirit, haunting Alex with the memory of her former self.
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: <ul style="list-style-type: none"> • Evaluates clearly the effect(s) on the reader • Shows clear understanding of writer’s methods • Selects a range of relevant textual references • Makes a clear and relevant response to the focus of the statement 	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	I agree that Alex is struggling to cope with his mother’s illness because he is angry with everyone: ‘his father, his sisters, life in general – even with his mother for getting sick’. This suggests he is desperately looking for someone to blame and isn’t dealing with the situation very well at all. The writer shows this through dialogue, when Alex snaps at his sisters, rather than trying to reassure them like an older brother should. The writer also shows Alex isn’t coping by comparing what his mother used to be like before she became ill to what she’s like now. The metaphor ‘little more than a silent ghost’ suggests she has become almost an invisible presence in the life of the family.
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: <ul style="list-style-type: none"> • Makes some evaluative comment(s) on effect(s) on the reader • Shows some understanding of writer’s methods • Selects some appropriate textual reference(s) • Makes some response to the focus of the statement 	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	I agree that Alex is struggling to cope. It says he is ‘angry with his father, his sisters, life in general – even with his mother for getting sick’, so everything is really getting on top of him. The writer shows this through dialogue, when Alex shouts at his sisters and takes it out on them. I also think Alex is struggling because he remembers what his mother was like before she was ill compared to what she’s like now. The metaphor ‘little more than a silent ghost’ tells us she’s fading away.

<p>Level 1</p> <p>Simple, limited evaluation</p> <p>1-5 marks</p>	<p>Shows simple, limited evaluation:</p> <ul style="list-style-type: none"> • Makes simple, limited evaluative comment(s) on effect(s) on reader • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes a simple, limited response to the focus of the statement 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>I agree. Alex isn't coping very well with his mother being sick and it says he is 'angry with his father, his sisters, life in general', so he's angry with everyone. When they're at the breakfast table, Alex has a conversation with his sisters and argues with them, for example, he says 'Shut up, Nicole,' so I agree he's not coping.</p>
<p>Level 0</p> <p>No marks</p>	<p>No relevant comments offered in response to the statement, no impressions, no evaluation.</p>		

AO4 content may include the evaluation of ideas such as:

- Alex's irrational anger towards everyone
- the writer's use of dialogue
- the use of comparison to portray Alex's mother before and after she becomes ill
- the symbolism of her paintings.

Section B: Writing**0 5**

A magazine has asked for contributions for their creative writing page.

Either:

Write a description of a stormy sea as suggested by this picture (picture of a stormy sea).

Or

Write a story that begins with the sentence: ‘This was going to be a terrible day, one of those days when it’s best to stay in bed because everything is going to turn out bad.’

(24 marks for content and organisation and
16 marks for technical accuracy)

[40 marks]

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.			
Level		Skills Descriptors	How to arrive at a mark
Level 4 19-24 marks Compelling, Convincing	Upper Level 4 22-24 marks	<p>Content</p> <ul style="list-style-type: none"> • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers 	<p>At the top of the range, a student’s response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4</p>

	<p>Lower Level 4</p> <p>19-21 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4</p>
<p>Level 3</p> <p>13-18 marks</p> <p>Consistent, Clear</p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3</p>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 2 and at least one of the skills descriptors for</p>

			Content and Organisation from the lower range of Level 3
Level 2 7-12 marks Some success	Upper Level 2 10-12 marks	<p>Content</p> <ul style="list-style-type: none"> • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2</p>
	Lower Level 2 7-9 marks	<p>Content</p> <ul style="list-style-type: none"> • Attempts to match register to audience • Attempts to match purpose • Begins to vary vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2</p>
Level 1 1-6 marks Simple, Limited	Upper Level 1 4-6 marks	<p>Content</p> <ul style="list-style-type: none"> • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p>

		<p>Organisation</p> <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure 	At the bottom of the range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1
	<p>Lower Level 1 1-3 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1</p>
<p>Level 0 No marks</p>	Students will not have offered any meaningful writing to assess. Nothing to reward		

AO6 Technical Accuracy		
Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)		
Level	Skills descriptors	How to arrive at a mark
<p>Level 4</p> <p>13-16 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors</p>
<p>Level 3</p> <p>9-12 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors</p>
<p>Level 2</p> <p>5-8 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement 	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student</p>

	<ul style="list-style-type: none"> • Some accurate spelling of more complex words • Varied use of vocabulary 	will have Level 1 and at least one of the skills descriptors
<p>Level 1 1-4 marks</p>	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors</p>
<p>Level 0 No marks</p>	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	