
GCSE

English Language

Paper 1 Explorations in creative reading and writing

Mark Scheme

8700

Version 2.0

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, examiners 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/Content Descriptor 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">• Candidates 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
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Read again the first part of the source, **lines 1 to 7**.

List **four** things from this part of the text about the weather in Cornwall.

[4 marks]

Give 1 mark for each point about the weather:

- responses must be true, and drawn only from lines 1 to 7 of the text
- responses must relate to the **weather**
- 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 7 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 a cold day • the weather had changed overnight • there was a wind • there was mist on the hills • the air was clammy • the air was cold • it was raining <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 8 to 18** of the source:

(Extract in question paper)

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

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 terminology 	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, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level. The opening paragraph consists of a single, complex sentence perhaps reflecting the onward movement of the coach. The adjective 'exposed' and the noun 'force', evoke the idea of vulnerability, danger, and how little control man has over the power of nature. The verb 'rocking', progresses the cumulative effect of the list of verbs, 'shaking', 'trembled', 'swayed' leading to the simile, 'rocking between the high

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	wheels like a drunken man' suggesting the coach is lurching haphazardly, its movement out of control.
<p>Level 3</p> <p>Clear, relevant explanation</p> <p>5-6 marks</p>	<p>Shows clear understanding of <i>language</i>:</p> <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 	<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>The opening, complex sentence is long and so gives the effect of a never-ending storm. Then nouns like 'gusts' and 'force' are used to show the reader how unpredictable and strong the wind was. The effect of the wind on the coach is built up by the writer's use of verbs –'shaking', then 'trembled', then 'swayed'. The word 'trembled' makes it sound as if the coach is almost frightened of the weather.</p>
<p>Level 2</p> <p>Some, Understanding and comment</p> <p>3-4 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <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 	<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 writer says, 'The wind came in gusts at times shaking the coach'. The word 'gusts' emphasises that sometimes the wind blew stronger than others and was making the coach shake or shudder. The phrase, 'shaking the coach', has the effect of making us feel frightened for the passengers because you shake when you are afraid.</p>
<p>Level 1</p> <p>Simple, limited comment</p> <p>1-2 marks</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> Offers simple comment on the effect of <i>language</i> Selects simple references or textual details 	<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</p>	<p>The writer says 'The wind came in gusts at times shaking the coach'. The word 'gusts' emphasises that sometimes the wind was strong and was making the coach shake.</p>

	<ul style="list-style-type: none"> Makes simple use of subject terminology, not always appropriately 	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 sentence length variously related to the content of the extract
- use of, for example, nouns and verbs to enhance description
- the cumulative effect of chosen words and phrases
- employing imagery such as simile.

0 3

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

This text is from the opening of a novel.

How has the writer structured the text 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 • Selects a judicious range of examples • Makes sophisticated and accurate use of subject terminology 	At the top of the level, a student's response will meet all of the skills descriptors.	<p>This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.</p> <p>The text, about a journey, is structured to also take the reader on a journey: from the general to the specific; from the outside to the inside; from the weather, through the coach, the driver and horses, to the passengers.</p> <p>There is also a constant reminder of the weather which permeates each part – the 'little drips of rain' that came through the roof and, later, 'the rain oozed through the crack in the roof' onto Mary's shoulder – so the</p>

		<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>reader is constantly made wet and uncomfortable, just like the passengers. Around the middle of the extract, the outside and the inside are made to coincide when the old man opens the window – this also moves the focus of the reader to the inside of the coach</p> <p>The text narrows down to take the reader from the countryside of Cornwall – the wide ‘granite sky’ and the evening which ‘closed upon the hills’, to the inside of Mary Yellan’s head as she contemplates the weather and hopes for a ‘momentary trace’ of ‘blue heaven’.</p>
<p>Level 3</p> <p>Clear, relevant explanation</p> <p>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 descriptors.</p>	<p>The main structure of the story, which begins with the weather, moves from the outside with the rain and wind that came ‘in gusts’ and which includes the driver and horses, to the inside of the coach and the individual characters who are the passengers. The reader is able to understand the extremity of the weather and then go inside to the relative calm and meet the passengers.</p> <p>As the extract develops it changes the focus from the weather to the driver, then the horses, then the coach, then the passengers. The reader’s experience narrows down to Mary Yellan, whose thoughts take the reader back to the weather.</p>

<p>Level 2</p> <p>Some, understanding and comment</p> <p>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 writer writes about the weather in the first paragraph which makes the reader feel they were there in the cold and rain. It then moves on to focus on some individuals, so we can pick them out – the driver and then the people inside the coach, making the reader feel more comfortable but still feeling the drips of rain. So overall the writer changes the focus from outside to inside.</p>
<p>Level 1</p> <p>Simple, limited comment</p> <p>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>structural</i> features 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 text is written in paragraphs which makes it easy to read. It tells us about the weather first which sets the scene and then moves on to tell us about the coach.</p>
<p>Level 0</p> <p>No marks</p>	<p>No comments offered on the use of <i>structure</i></p> <p>Nothing to reward</p>		

AO2 content may include the effect of ideas such as:

- the overall structure of a journey – moving through place
- the change of structural focus from outside to inside
- the consistent reminder of the weather, recapitulated through the text
- narrowing down the focus to the individual characters.

0 4 Focus this part of your answer on the second part of the source **from line 19 to the end**.

A student, having read this section of the text said: “The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them.”

To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions 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 the statement 	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, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level. We might think that the passengers are a unified group because the writer refers to them collectively: 'The few passengers huddled together for warmth', but their actions suggest how different they are. The 'old fellow' is short tempered and pompous with a sense of his own importance, but also ridiculous in his actions. The writer's choice of the word 'petulant' shows how his behaviour was childish. He also makes rash statements – that he would 'never travel by coach again' which the reader knows is of no interest to the driver he is swearing at. In the end, he is reduced to muttering. These

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	complexities help the reader understand the stresses of the journey and the different sides to the man.
<p>Level 3</p> <p>Clear, relevant evaluation</p> <p>11-15 marks</p>	<p>Shows clear and relevant evaluation:</p> <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 	<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>The writer brings the characters alive by making them behave and react differently. The 'old fellow' from Truro loses his temper with the driver but makes things worse for everybody by opening the window and 'bringing a shower of rain on himself and his fellow-passengers'. This amuses the reader because the man is angry and foolish. We also understand the irony of his actions and how pointless it is cursing the driver, who the reader knows is doing his best. The writer makes the man seem unreasonable and out of control by the use of excessive, almost violent words like 'rogue' and 'murderer'.</p>
<p>Level 2</p> <p>Some evaluation</p> <p>6-10 marks</p>	<p>Shows some attempts at evaluation:</p> <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 	<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 characters are good because the writer includes detail to make them seem different. The 'old fellow' makes us laugh because he is so angry that he is 'fumbling' with the window sash and so gets everybody wet. The writer makes us understand that he is also grumpy by telling us that he had 'kept up a constant complaint ever since he joined the coach from Truro'.</p>
<p>Level 1</p> <p>Simple, limited</p>	<p>Shows simple, limited evaluation:</p> <ul style="list-style-type: none"> Makes simple, limited 	<p>At the top of the level, a student's response will meet all of the skills</p>	<p>The characters are good because you can see what they are like. The old man is funny</p>

evaluation 1-5 marks	evaluative comment(s) on effect(s) on reader <ul style="list-style-type: none"> Shows limited understanding of writer's methods Selects simple, limited textual reference(s) Makes a simple, limited response to the focus of the statement 	descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.	because he opens the window and makes everybody wet. Also the writer makes us understand he is angry by saying 'he rose from his seat in a fury'.
Level 0 No marks	No relevant comments offered in response to the statement, no impressions, no evaluation.		

AO4 Content may include the evaluation of ideas such as:

- the passengers as a unified group, all in the same predicament
- the individual characteristics of the passengers, their actions and reactions to the situation they are in
- interactions between the characters – the dynamic between the characters
- how the writer has used, for example, language, structure, tone to make an impression on the reader.

Section B: Writing**0 5**

You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture: (*picture of a coastline in a tumultuous storm*)

Or: Write the opening part of a story about a place that is severely affected by the weather.

(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 	<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</p>

		<ul style="list-style-type: none"> • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers 	have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3
<p>Level 2</p> <p>7-12 marks</p> <p>Some success</p>	<p>Upper Level 2</p> <p>10-12 marks</p>	<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>
	<p>Lower Level 2</p> <p>7-9 marks</p>	<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>

<p>Level 1</p> <p>1-6 marks</p> <p>Simple, Limited</p>	<p>Upper Level 1</p> <p>4-6 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure 	<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 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1</p>
	<p>Lower Level 1</p> <p>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</p> <p>No marks</p>	<p>Students will not have offered any meaningful writing to assess</p> <p>Nothing to reward</p>		

AO6 Technical Accuracy

Candidates 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 • Some accurate spelling of more complex words • Varied 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 1 and at least one of the skills descriptors</p>

<p>Level 1</p> <p>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</p> <p>No marks</p>	<p>Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.</p>	