KEY STAGE 3
English Language

Paper 1 Explorations in creative reading and writing
Mark Scheme

Year 9 Pack 3

Version 1.0

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 candidate 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 candidate 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 candidate'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 candidates need to demonstrate in their answer for that level. To achieve full marks in a level, candidates should meet all of the skills descriptors in that level. Candidates 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	- Identify and interpret explicit and implicit information and ideas. - Select and synthesise evidence from different texts.
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.
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

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.
AO6	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

Read again the first part of the Source from **lines 1 to 6**.

List **four** things that White Fang does from this part of the Source.

[4 marks]

Give 1 mark for each point about things that White Fang does:

- responses must be true, and drawn only from lines 1 to 6 of the text
- responses must relate to **the things that White Fang does**
- candidates 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 6 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 treated as exhaustive and reference must be made to the selected section of the text.

AO1	• 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

Indicative content; candidates may include:

- he awoke
- he lay (very) quietly
- he smelled the air
- he read the message (that bore of a strange god's presence)
- he heard sounds (of the strange god's movements)
- he (softly) walked
- he followed the intruder (silently).

Or any other valid responses that you are able to verify by checking the Source.

0 2   Look in detail at this extract from **lines 7 to 16** of the Source:

(Extract in paper)

How does the writer use language here to describe White Fang's attack on the strange god?

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** 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.
Level 4 Detailed, perceptive analysis 7-8 marks	Shows detailed and perceptive understanding of *language:* • Analyses the effects of the writer's choices of *language* • Selects a judicious range of textual detail • Makes sophisticated and accurate use of	At the top of the level, a candidate's response will meet all of the skills descriptors.	The writer presents White Fang as an intelligent dog through the past tense verbs 'watched and waited', which imply he is observant, alert and aware. This is reinforced by the phrase 'bristled, but waited', where the repetition stresses that White Fang was clever enough to delay his attack until the intruder was more vulnerable. Also, the verb 'bristle' has connotations of him seething with anger and aggression, whilst remaining patient yet poised to strike. The verb 'struck' is onomatopoeic and so has a sharp quality which reinforces the speed and

	subject terminology		force of White Fang, as if he takes the intruder by surprise. The description of him 'burying his fangs into the back of the man's neck', is particularly striking. The phrase 'slashing fangs' has savage connotations and has the effect of further presenting the dog's viciousness. It implies the relentlessness of the attack, as if never-ending. The whole effect on the reader is that we see White Fang as ferocious and could think of him as a vampire-like villain in a horror genre.
		At the bottom of the level, a candidate will have Level 3 and at least one of the skills descriptors.	
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of *language:* • Explains clearly the effects of the writer's choices of *language* • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology	At the top of the level, a candidate's response will meet all of the skills descriptors. At the bottom of the level, a candidate will have Level 2 and at least one of the skills descriptors.	The writer's use of verbs such as 'watched and waited' makes the reader realise that White Fang is intelligent, alert and knows what he is doing. The phrase 'bristled, but waited' shows us that even though he was angry and ready to strike, he was still in control. Also the verb 'struck' is very effective because it makes it sound like White Fang's first leap was very short and quick so the man did not expect it. The writer's use of 'slashing fangs' conveys movement and fierce intention and seems more like a description in a horror story than an adventure story. It implies that the attack is vicious.
Level 2 Some, Understanding and comment 3-4 marks	Shows some understanding of *language:* • Attempts to comment on the effect of *language* • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately	At the top of the level, a candidate's response will meet all of the skills descriptors. At the bottom of the level, a candidate will have Level 1 and at least one of the skills descriptors.	The writer uses language to make White Fang's attack more violent when he says he was 'burying his fangs into the back of the man's neck.' The writer emphasises how fierce he is by repeating the word 'fangs', and 'slashing' which makes it seem very gory with lots of blood everywhere. It makes it feel more like a horror story for the reader.

Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of *language:* • Offers simple comment on the effect of *language* • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately	At the top of the level, a candidate's response will meet all of the skills descriptors. At the bottom of the level, a candidate will have at least one of the skills descriptors.	The writer uses language to describe White Fang's attack where he was 'burying his fangs into the back of the man's neck' which makes the reader think that he can be violent. The writer also uses repetition when he uses the word 'fangs'.
Level 0 No marks	No comments offered on the use of *language*. Nothing to reward		

AO2 content may include the effect of ideas such as:

• use of comparison between the intruder and White Fang's actions, movements
• effect of verbs to convey ferocity of the attack
• repetition to reinforce severe nature of the attack
• nouns and semantic fields suggestive of horror genre.

0 3   You now need to think about the **whole** of the Source.

This text is taken from a section towards the end of the 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 the 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 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.
Level 4 Perceptive, detailed analysis 7-8 marks	Shows detailed and perceptive understanding of *structural* features: • Analyses the effects of the writer's choice of *structural* features • Selects a judicious range of examples	At the top of the level, a candidate's response will meet all of the skills descriptors.	The structure of the text suggests different narrative perspectives and builds up to a sense of mystery at the end. At the beginning, the writer recreates the viewpoint of White Fang, with the first paragraph giving us the dog's initial awareness of the intruder. The writer tells us that White Fang quietly 'smelled the air and read the message it bore of a strange god's presence.' This allows the reader an insight into the dog's thoughts, perceptions and his perspective of the situation which is more acute than that of a

	• Makes sophisticated and accurate use of subject terminology	At the bottom of the level, a candidate will have Level 3 and at least one of the skills descriptors.	human. The action then shifts to White Fang's attack signalled by the short sentence 'He gave no warning', which indicates how sudden and then vicious it was. The focus then changes to the family hearing a noise downstairs, significantly 'There were revolver shots' - a clue to the sense of mystery at the end. Towards the end, we notice the structural device of dialogue, '"Jim Hall," said Judge Scott', which is used to expose the identity of the intruder for the reader. In the final paragraph the focus returns to White Fang, where we learn that he is motionless on the floor. The focus on the injured dog reminds us of the opening of the text where White Fang was astute and powerful, characteristics which have now been lost. The reader is left on a cliff-hanger as we wonder if White Fang survives his injuries.
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of *structural* features: • Explains clearly the effects of the writer's choice of *structural* features • Selects a range of relevant examples • Makes clear and accurate use of subject terminology	At the top of the level, a candidate's response will meet all of the skills descriptors. At the bottom of the level, a candidate will have Level 2 and at least one of the skills descriptors.	The writer structures the text by suggesting different narrative perspectives. It is written in the third person but seems structured through different viewpoints, starting with White Fang's as he becomes aware of an intruder but 'lay very quietly…and smelled the air.' This is effective because it allows the reader to understand White Fang's thoughts, and then to experience the attack like he experiences it. The structural feature of the short sentence 'He gave no warning' conveys the quickness of the dog's attack. The viewpoint then changes to that of the family as they 'clustered at the top of the stairway' and heard 'from below…a gurgling sound.' The focus then shifts to what the family actually saw: a dead intruder. The last paragraph is exciting in a frightening way because we return to White Fang. It is a powerful way to end because it leaves the reader with an unanswered question, is White Fang dead or not?

Level 2 Some, understanding and comment 3-4 marks	Shows some understanding of *structural* features: • Attempts to comment on the effect of *structural* features • Selects some appropriate examples • Makes some use of subject terminology, mainly appropriately	At the top of the level, a candidate's response will meet all of the skills descriptors. At the bottom of the level, a candidate will have Level 1 and at least one of the skills descriptors.	At the beginning the writer focuses on the thoughts and actions of White Fang, and his response to the man breaking into the house, and slowly builds up suspense before he attacks. It then switches to 'Then it was that White Fang struck' and how he attacked the man, Jim Hall. The reader sees what White Fang saw and did, but then it changes to focus on Judge Weedon and Scott Weedon and what they saw. There is some speech when the judge says "Jim Hall". This speech makes the character seem more real. At the end it is back to focus on White Fang when his 'eyes closed' and his body was flat. This makes the reader feel very sad and leaves us in suspense.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of *structural features:* • Offers simple comment on the effect of *structure* • Selects simple references or examples • Makes simple use of subject terminology, not always appropriately	At the top of the level, a candidate's response will meet all of the skills descriptors. At the bottom of the level, a candidate will have at least one of the skills descriptors.	The text is structured in paragraphs and some speech. It starts with White Fang waiting, then he attacks the intruder. Then it is about what the people saw when the judge 'pressed the button' and the light came on. They saw what White Fang had done when he bit the man's throat out. At the end it is about White Fang and that he might be dead.
Level 0 No marks	No comments offered on the use of *structure* Nothing to reward		

AO2 content may include the effect of ideas such as:

• difference in perspective and effect on reader
• description of the room during White Fang's attack
• shift to the family's descent and what they heard – tension, we fear that the dog is hurt
• focus on Jim Hall's injuries caused by White Fang
• a return to White Fang, this time with the focus on his injuries – culmination of tension and closure on a note of apprehension and sadness but also the possibility of hope.

0 4   Focus this part of your answer on the second half of the Source from **line 17 to the end.**

A reader of the novel said: "This section of the text where we learn what happened in the struggle between White Fang and the intruder makes me feel desperately sorry for White Fang."

To what extent do you agree?

In your response, you could:

- consider your own impression of what happens in the struggle
- evaluate how much the writer makes you feel sorry for White Fang
- 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** 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.
Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: • 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	At the top of the level, a candidate's response will meet all of the skills descriptors.	I don't entirely agree because I don't think the reader making the statement relates to how savage White Fang's attack is. The writer emphasises how the intruder suffers intense pain and fatal injuries with the phrase 'screamed once in horror and anguish', and the present participles in 'snarling and growling' which suggest White Fang's relentless aggression. In addition, the description of the man's 'gurgle' that becomes a 'whistle' is onomatopoeic in that both words imitate the sound made by the intruder. 'Gurgle' with its longer sounding vowels implies blood is

	critical response to the focus of the statement		mixing with air resulting in a prolonged struggle to breathe, whereas 'whistle' is shorter and suggests the hissing of increasing breathlessness. In this interpretation, you could say that a reader sympathises with the dead man. Alternatively, I can appreciate what the reader is saying about having sympathy for White Fang, especially in the last few sentences. The writer achieves this when he tells us how the dog's 'lids slightly lifted in an effort to look at them as they bent over him.' Again, it is the deliberate use of the adverb 'slightly' indicating the effort required which adds to the sadness of the scene. He 'was lying on his side' and his 'eyelids drooped and went shut'. It is a very emotive verb in that 'droop' suggests that White Fang is also slowly losing his strength and dying of his injuries. The writer wants us to remember not the attack itself, nor the suffering of the intruder, but the pitiful image of the dying dog.
		At the bottom of the level, a candidate will have Level 3 and at least one of the skills descriptors.	
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: • 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 candidate's response will meet all of the skills descriptors.	I partly agree. The writer describes the effect of White Fang's attack in a graphic way, which emphasises how violent and vicious White Fang can be. For example, the description of the 'gurgle' that becomes a 'whistle' is quite disturbing because you realise that the intruder is being savaged to death by White Fang. Both words are onomatopoeic in that they imitate the sound made by the intruder. 'Gurgle' is longer sounding and suggests liquid is present, like blood 'bubbling', whereas 'whistle' is shorter and seems to be about how he is finding it hard to breathe. Yet, the way it is written towards the end changes my opinion and I agree more with the reader. It is almost told from the point of view of White Fang's master as he sees the injured dog on the floor. He 'was lying on his side' and his 'eyes drooped and went shut'. It
		At the bottom of the level, a candidate will have Level 2 and at	is a very emotive verb in that 'droop' suggests that White Fang is also slowly dying of his injuries, as if he no longer

		least one of the skills descriptors.	has the strength to keep them open.
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: • 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 candidate's response will meet all of the skills descriptors. At the bottom of the level, a candidate will have Level 1 and at least one of the skills descriptors.	Yes I partly agree with the reader that the writer makes me feel sorry for White Fang. At the end of the Source, it shows how White Fang is suffering from his injuries. The description of his eyes which are 'drooped shut' has a big effect on a reader. The word 'drooped' makes it seem as though he doesn't have the strength to keep his eyes open. It would build up emotion in the reader because we have seen how bravely White Fang fought to defend his master. I think that I would also say that I feel a mixture of fear and sadness. This is where I would disagree with that reader's view. White Fang's attack is very violent. He leaves the criminal with a 'gaping throat' suggesting that White Fang is loyal to his master but also a vicious animal.
Level 1 Simple, limited evaluation 1-5 marks	Shows simple, limited evaluation: • 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	At the top of the level, a candidate's response will meet all of the skills descriptors. At the bottom of the level, a candidate will have at least one of the skills descriptors.	I agree with that reader. I get the impression that White Fang is a good dog at guarding the house so this makes me feel sorry for him when he gets injured. This is because the writer uses words like 'snarling and growling' which makes him sound fierce and builds up an impression of him in the reader's mind. I feel sorry for White Fang at the end when his 'eyes drooped shut'. This shows that his eyes close as if he is dying.
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 characteristics of White Fang, his fierce nature
- the injuries suffered by Jim Hall to reinforce White Fang's ferocity
- the characteristics of the Judge and his son, who are apprehensive
- the injuries suffered by White Fang and his determination to greet the family.

Section B: Writing

| 0 | 5 |

Your teacher wants you to contribute to a collection of creative writing. The most striking ones will be selected.

Either:

Write a description of a snow scene as suggested by this picture: (picture of a man on a sled being pulled by dogs through snow)

Or

Write a story in which an animal saves a life.

(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	**Content** • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices **Organisation** • 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	At the top of the range, a candidate's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a candidate 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

	Lower Level 4 19-21 marks	**Content** • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices **Organisation** • 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	At the top of the range, a candidate's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a candidate 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
Level 3 13-18 marks **Consistent, Clear**	Upper Level 3 16-18 marks	**Content** • 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 **Organisation** • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers	At the top of the range, a candidate's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a candidate 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
	Lower Level 3 13-15 marks	**Content** • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices **Organisation** • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers	At the top of the range, a candidate's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a candidate will 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
Level 2 7-12 marks **Some success**	Upper Level 2 10-12 marks	**Content** • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices **Organisation** • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers	At the top of the range, a candidate's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a candidate 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
	Lower Level 2 7-9 marks	**Content** • Attempts to match register to audience • Attempts to match purpose • Begins to vary vocabulary with some use of linguistic devices **Organisation** • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate	At the top of the range, a candidate's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a candidate 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
Level 1 1-6 marks **Simple, Limited**	Upper Level 1 4-6 marks	**Content** • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices	At the top of the range, a candidate's response will meet all of the skills descriptors for Content and Organisation

		Organisation • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure	At the bottom of the range, a candidate 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
	Lower Level 1 1-3 marks	**Content** • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary **Organisation** • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs	At the top of the range, a candidate's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a candidate will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1
Level 0 No marks	Candidates will not have offered any meaningful writing to assess. Nothing to reward		

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
Level 4 13-16 marks	• 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	At the top of the level, a candidate's response will meet all of the skills descriptors At the bottom of the level, a candidate will have Level 3 and at least one of the skills descriptors
Level 3 9-12 marks	• 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	At the top of the level, a candidate's response will meet all of the skills descriptors At the bottom of the level, a candidate will have Level 2 and at least one of the skills descriptors
Level 2 5-8 marks	• 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	At the top of the level, a candidate's response will meet all of the skills descriptors At the bottom of the level, a candidate will

	• Some accurate spelling of more complex words • Varied use of vocabulary	have Level 1 and at least one of the skills descriptors
Level 1 1-4 marks	• 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	At the top of the level, a candidate's response will meet all of the skills descriptors At the bottom of the level, a candidate will have at least one of the skills descriptors
Level 0 No marks	Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	