

# KEY STAGE 3

## English Language

Paper 1 Explorations in creative reading and writing  
Mark Scheme

---

Year 8 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 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"><li>• Identify and interpret explicit and implicit information and ideas.</li><li>• Select and synthesise evidence from different texts.</li></ul>
AO2	<ul style="list-style-type: none"><li>• 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.</li></ul>
AO3	<ul style="list-style-type: none"><li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li></ul>
AO4	<ul style="list-style-type: none"><li>• Evaluate texts critically and support this with appropriate textual references.</li></ul>

**SECTION B: WRITING – Assessment Objectives**

AO5	<ul style="list-style-type: none"><li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li><li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li></ul>
AO6	<ul style="list-style-type: none"><li>• 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).</li></ul>

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

**Section A: Reading****0 1**Read again the first part of the Source from **lines 1 to 9**.List **four** things about the area that Ruby cycles through from this part of the Source.**[4 marks]**

Give 1 mark for each point about the area:

- responses must be true, and drawn only from lines 1 to 9 of the text
- responses must relate to **the area**
- 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 9 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.

<b>AO1</b>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts.</li> </ul>
<b>This assesses bullet point 1 identify and interpret explicit and implicit information and ideas</b>	
<p>Indicative content; students may include:</p> <ul style="list-style-type: none"> <li>• there was a lone tree</li> <li>• the tree grew out of a raised piece of land</li> <li>• this was the only raised piece of land in more than a hundred miles</li> <li>• the tree was bent sideways by the wind</li> <li>• the tree was a good landmark</li> <li>• the telegraph poles were also a landmark</li> <li>• the tree grew out of rock</li> <li>• the rock consisted of heavy stones</li> </ul> <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 10 to 16** of the Source:

(Extract in paper)

How does the writer use language here to describe the tornado?

You could include the writer's choice of:

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

**[8 marks]**

<b>AO2</b> 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			
<b>This question assesses Language</b> 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"> <li>• Analyses the effects of the writer's choices of <i>language</i></li> <li>• Selects a judicious range of textual detail</li> <li>• Makes sophisticated and accurate use of subject terminology</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	<b>Indicative Standard</b> 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 writer describes the tornado using an extended image of evil. Ruby runs from it 'like the devil himself were chasing her, like all hell was biting at her ankles'. The similes suggest that the tornado is a malevolent entity deliberately hunting her down and very close to success. The use of personification implies the tornado is alive, all-powerful and in control, intent on capturing Ruby and wreaking destruction in the process. When Ruby's bicycle is 'hooked up by the finger of wind', it is as if the tornado has adopted

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	a physical human form but with super-human strength, capable of plucking up an inanimate object and transporting it to another world.
<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"> <li>Explains clearly the effects of the writer's choices of <i>language</i></li> <li>Selects a range of relevant textual detail</li> <li>Makes clear and accurate use of subject terminology</li> </ul>	<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>When Ruby tries to escape from the tornado it says she runs from it 'like the devil himself were chasing her, like all hell was biting at her ankles'. These similes suggest that the tornado is evil and wicked, and determined to catch her. The tornado seems alive when it says her bicycle is 'hooked up by the finger of wind', as if it is capable of picking up a small object and carrying it off. The use of personification implies the tornado is powerful and in charge.</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"> <li>Attempts to comment on the effect of <i>language</i></li> <li>Selects some appropriate textual detail</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	<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>Ruby runs away from the tornado 'like the devil himself were chasing her'. This simile makes it sound like the tornado is something bad and it's after her. It also says 'all hell was biting at her ankles', so 'hell' carries on the idea of it being a 'devil', and tells us it's horrible. When the bicycle is 'hooked up by the finger of wind' it sounds like the tornado is a person.</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"> <li>Offers simple comment on the effect of <i>language</i></li> <li>Selects simple references or textual details</li> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>	<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 writer describes the tornado when he says Ruby runs away 'like the devil himself were chasing her, ran like all hell was biting at her ankles', so the tornado is like a devil who lives in hell.</p>

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:

- the extended comparison of the tornado to a devil
- the use of personification to show the tornado's power.



0 3

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

This text is the beginning 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]

<b>A02</b> 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			
<b>This question assesses how the writer has structured a text.</b> 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"> <li>• Analyses the effects of the writer's choice of <i>structural</i> features</li> </ul>	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 text is structured so that the reader can experience the encounter between a young girl and the hostile environment in which she finds herself stranded. At the beginning our focus is on a single character, thirteen year old Ruby, and her thoughts of potential danger: 'she was never going to make it to the ranch before the storm struck'. We then zoom out to see a panoramic view of a wide, open space - a barren

	<ul style="list-style-type: none"> <li>Selects a judicious range of examples</li> <li>Makes sophisticated and accurate use of subject terminology</li> </ul>	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	landscape that emphasises how exposed Ruby is and therefore how disastrous a tornado could be for her. Time is then used as a structural feature as we narrow down to her thoughts once more and travel back in time as Ruby recalls a memory of the area that provides a solution to her current predicament, a safe place between some rocks to shelter from the tornado. In this way her internal thoughts determine the external action.
<p>Level 3 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"> <li>Explains clearly the effects of the writer's choice of <i>structural</i> features</li> <li>Selects a range of relevant examples</li> <li>Makes clear and accurate use of subject terminology</li> </ul>	<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>	At the beginning the writer focuses our attention on Ruby's thoughts. This is important because we understand that she is the main character and she is in trouble: 'she was never going to make it to the ranch before the storm struck', so immediately we feel concerned for her welfare. Then our focus widens and we zoom out from inside Ruby's head to the open space outside and see how deserted it is: 'A lone tree grew out from the only raised piece of land in more than a hundred miles'. We then return to Ruby's thoughts and also go back in time as she remembers a potential place she can shelter from the tornado. At this point our earlier concerns vanish because we now understand there is a place where she will be safe.
<p>Level 2 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"> <li>Attempts to comment on the effect of <i>structural</i> features</li> <li>Selects some appropriate examples</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	<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>	The writer focuses on Ruby at the start of the text and we understand that she is the main character. We learn what she is thinking because it says 'she was never going to make it to the ranch before the storm struck' so we are worried about her. Then the focus shifts to some details about the area she is in, which sets the scene and makes us even more scared for her. Then it moves back inside her head again.

<p>Level 1 Simple, limited comment</p> <p>1-2 marks</p>	<p>Shows simple awareness of <i>structural features</i>:</p> <ul style="list-style-type: none"> <li>• Offers simple comment on the effect of <i>structure</i></li> <li>• Selects simple references or examples</li> <li>• Makes simple use of subject terminology, not always appropriately</li> </ul>	<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 begins with Ruby so we know that she's the main character, and then the writer sets the scene by telling us about the area she's in. Then later she gets stuck in a storm.</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:

- shifts in place to pose a problem
- shifts in time to provide a solution
- the link between internal thoughts and external actions.

0 4

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

A student said, ‘This part of the text when Ruby is bitten by a snake shows how clever she is.’

To what extent do you agree?

In your response, you could:

- consider your own impressions of when Ruby is bitten by a snake
- evaluate how the writer shows how clever Ruby is
- support your response with references to the text.

**[20 marks]**

<b>AO4</b> 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"> <li>• Evaluates critically and in detail the effect(s) on the reader</li> <li>• Shows perceptive understanding of writer’s methods</li> <li>• Selects a judicious range of textual detail</li> <li>• Develops a convincing and critical response to the focus of</li> </ul>	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.  Ruby’s reaction to the snake bite shows how clever she is. She has physical symptoms almost immediately, ‘a sharp pain followed by a sickening ache’ and she has to try to steady her breathing, but despite this, she has the presence of mind to reach ‘for the notebook and pencil she had tucked inside her pocket’ in order to record details of the snake. This demonstration of composure suggests that she is both quick-witted and level-headed. The fact that she even carries a notebook and pencil implies she is always prepared for an emergency, another indication of her intelligence. The writer varies the pace of events to highlight Ruby’s cleverness. At

	the statement	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	this point in the text the action is moving quite slowly so we can absorb just how cleverly Ruby is behaving, but then the pace speeds up with a short paragraph about the farmer who drove by ‘an hour later’, and then a switch to the ‘doctor on duty in the local hospital’. This enables the reader to more quickly focus on the detailed exchange at the end between Ruby and the doctor, where she produces ‘a perfect drawing of a Western Rattlesnake’ and he is able to inject the correct anti-venom. This confirms how clever Ruby is because her calm, quick and sensible action has saved her life.
Level 3  Clear, relevant evaluation  11-15 marks	Shows clear and relevant evaluation: <ul style="list-style-type: none"> <li>Evaluates clearly the effect(s) on the reader</li> <li>Shows clear understanding of writer’s methods</li> <li>Selects a range of relevant textual references</li> <li>Makes a clear and relevant response to the focus of the statement</li> </ul>	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 think Ruby is a clever girl. When she is bitten she reaches ‘for the notebook and pencil she had tucked inside her pocket’ so she can draw a picture of the snake. This suggests she is intelligent and thinking ahead, because knowing what sort of snake has bitten her might save her life. She also does this while she is suffering with the effects of the snake bite, ‘a sharp pain followed by a sickening ache’, so she must be really smart and also determined. The writer shows how clever Ruby is by quickening up the pace of events so that we skim over the short paragraph about the farmer who drove by ‘an hour later’ and get to the ‘doctor on duty in the local hospital’. This lets the reader focus on the end part of the text where Ruby shows the doctor ‘a perfect drawing of a Western Rattlesnake’ and therefore he can treat her properly, so being bright has saved her life.
Level 2  Some evaluation  6-10 marks	Shows some attempts at evaluation: <ul style="list-style-type: none"> <li>Makes some evaluative comment(s) on effect(s) on the reader</li> <li>Shows some understanding of writer’s methods</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.	I think Ruby is clever because she reaches ‘for the notebook and pencil she had tucked inside her pocket’ and draws a picture of the snake that has bitten her. This shows she wants to remember what sort of snake it is. She feels ‘a sharp pain followed by a sickening ache’ so she must be feeling really ill but she still wants to remember the snake. The writer then switches our attention to a farmer who drives by ‘an hour

	<ul style="list-style-type: none"> <li>Selects some appropriate textual reference(s)</li> <li>Makes some response to the focus of the statement</li> </ul>	At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	later' but we don't know much about him except he must have given Ruby a lift, and then the next bit is a conversation between Ruby and the doctor where she shows him the picture so he knows what sort of snake has bitten her and can save her.
<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"> <li>Makes simple, limited evaluative comment(s) on effect(s) on reader</li> <li>Shows limited understanding of writer's methods</li> <li>Selects simple, limited textual reference(s)</li> <li>Makes a simple, limited response to the focus of the statement</li> </ul>	<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>	I think Ruby is clever because she draws a picture of the snake. She has 'a sharp pain followed by a sickening ache' so she must feel bad. Then at the end she has a conversation with the doctor and shows him the picture so he knows what sort of snake has bitten her.
<p>Level 0</p> <p>No marks</p>	No relevant comments offered in response to the statement, no impressions, no evaluation.		

AO4 content may include the evaluation of ideas such as:

- the effect on Ruby of being bitten
- the importance of Ruby drawing the snake at the beginning
- the pace of events to focus the reader on Ruby's cleverness
- the significance of the snake drawing at the end.

**Section B: Writing**

0	5
---	---

Your school wants to display some creative writing.

**Either:**

Describe a deserted area as suggested by this picture:

**Or:**

Write a story about a very clever person.

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

<b>AO5 Content and Organisation</b>			
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.			
<b>Level</b>		<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
Level 4 19-24 marks <b>Compelling, Convincing</b>	Upper Level 4  22-24 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Register is convincing and compelling for audience</li> <li>• Assuredly matched to purpose</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Varied and inventive use of structural features</li> <li>• Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	<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><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is convincingly matched to audience</li> <li>• Convincingly matched to purpose</li> <li>• Extensive vocabulary with conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Varied and effective structural features</li> <li>• Writing is highly engaging with a range of developed complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> </ul>	<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><b>Consistent, Clear</b></p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is consistently matched to audience</li> <li>• Consistently matched to purpose</li> <li>• Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Effective use of structural features</li> <li>• Writing is engaging, using a range of, clear connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> </ul>	<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><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is generally matched to audience</li> <li>• Generally matched to purpose</li> <li>• Vocabulary clearly chosen for effect and appropriate use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Usually effective use of structural features</li> <li>• Writing is engaging, with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> </ul>	<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  <b>Some success</b>	Upper Level 2  10-12 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Some sustained attempt to match register to audience</li> <li>Some sustained attempt to match purpose</li> <li>Conscious use of vocabulary with some use of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Some use of structural features</li> <li>Increasing variety of linked and relevant ideas</li> <li>Some use of paragraphs and some use of discourse markers</li> </ul>	<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	<b>Content</b> <ul style="list-style-type: none"> <li>Attempts to match register to audience</li> <li>Attempts to match purpose</li> <li>Begins to vary vocabulary with some use of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Attempts to use structural features</li> <li>Some linked and relevant ideas</li> <li>Attempt to write in paragraphs with some discourse markers, not always appropriate</li> </ul>	<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  <b>Simple, Limited</b>	Upper Level 1  4-6 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Simple awareness of register/audience</li> <li>Simple awareness of purpose</li> <li>Simple vocabulary; simple linguistic devices</li> </ul>	<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</p>

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

<b>AO6 Technical Accuracy</b>		
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.)		
<b>Level</b>	<b>Skills descriptors</b>	<b>How to arrive at a mark</b>
<p>Level 4</p> <p>13-16 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>	<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"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>	<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"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> </ul>	<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</p>

	<ul style="list-style-type: none"> <li>Varied use of vocabulary</li> </ul>	of the skills descriptors
<p>Level 1</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> <li>Occasional use of sentence demarcation</li> <li>Some evidence of conscious punctuation</li> <li>Simple range of sentence forms</li> <li>Occasional use of Standard English with limited control of agreement</li> <li>Accurate basic spelling</li> <li>Simple use of vocabulary</li> </ul>	<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>	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	