

**SPECIMEN MATERIAL**



**KS3**

**ENGLISH LANGUAGE**

**Provisional Year 9**

Paper 1 Explorations in Creative Reading & Writing  
Mark Scheme

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## 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, markers 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 (where appropriate), each of which has a descriptor. The descriptor for the level shows the average performance for the level.

**Please note: The sample responses in each 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.**

There are two, four, five or six marks in each level, dependent upon the question. In higher tariff questions there is a further descriptor dealing with the top of the 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.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well in as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### 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.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

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>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).</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**

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Read again the first part of the source, **lines 1 to 5**.

List **four** things from this part of the text about Mr Evans.

[4 marks]

Give 1 mark for each point about Mr Evans:

- responses must be drawn from lines 1 to 5 of the text
- responses must be true statements from the extract
- responses must relate to Mr Evans
- candidates may quote or paraphrase – each is acceptable
- a paraphrased response covering more than one point should be credited for each point made.

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; candidates may include:</p> <ul style="list-style-type: none"> <li>• he wasn't an ogre</li> <li>• he was tall</li> <li>• he was thin</li> <li>• he was a cross man</li> <li>• he had a loud voice</li> <li>• he had pale / staring / pop-eyes</li> <li>• he had tufts of spiky hair sticking out from each nostril</li> <li>• he was a councillor</li> <li>• he had a sister / which he bullied</li> <li>• he bullied his customers</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 6 to 12** of the source.

(He would have bullied the children... ...whose teeth might fall out,' he told Carrie.)

How does the writer use **language** here to show us what Nick felt about being frightened?

You could include the writer's choice of:

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

[8 marks]

**A02**

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	Content Descriptors (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed  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 quotations</li> </ul>	The writer emphasises the things Nick actually is afraid of by using the device of a list of nouns which includes alliteration: 'Ogres and spiders and crabs and cold water and the dentist and dark nights'. The repetition of the conjunction 'and' further emphasises the individual fears but also develops the cumulative effect of all of them together. The varied list of fears helps to

	<ul style="list-style-type: none"> <li>• Uses sophisticated subject terminology accurately</li> </ul>	encompass most readers because they range from fantasy ‘Ogres’, to creepy-crawlies, to the commonplace ‘dentist and dark nights’. The compound sentence is then balanced by the phrase that stresses the word ‘but’ in, ‘but he wasn’t often afraid of people’. This juxtaposition, containing the emphasis ‘wasn’t often’ and the noun ‘people’ put Nick’s feelings for Mr Evans, as no threat, into perspective.
Level 3 Clear, relevant  5-6 marks	Shows clear understanding of <i>language</i> <ul style="list-style-type: none"> <li>• Clearly explains the effects of the writer’s choices of <i>language</i></li> <li>• Selects a range of relevant quotations</li> <li>• Uses subject terminology accurately</li> </ul>	The writer’s use of the device of a list is effective because it builds up and emphasises a number of things Nick was afraid of. The nouns ‘Ogres and spiders and crabs’ seem disgusting and creepy, and most readers would be frightened of them. But when it says ‘he wasn’t often frightened of people’, the word ‘people’ is different to the list, especially different to ‘Ogres’ which are not real anyway, so we understand that this is a time when Nick isn’t afraid of Mr Evans.
Level 2 Some, attempts  3-4 marks	Shows some understanding of <i>language</i> <ul style="list-style-type: none"> <li>• Attempts to comment on the effect of <i>language</i></li> <li>• Selects some relevant quotations</li> <li>• Uses some subject terminology, not always appropriately</li> </ul>	The writer says that Nick had some things he was frightened of like ‘Ogres and spiders and crabs and cold water’. The list of words is about things that lots of people find horrible and disgusting but the word ‘people’ is just ordinary, so Nick wasn’t frightened of Mr Evans.
Level 1 Simple, limited  1-2 marks	Shows simple awareness of <i>language</i> <ul style="list-style-type: none"> <li>• Offers simple comment on the effect of <i>language</i></li> <li>• Simple references or textual details</li> <li>• Simple mention of subject terminology</li> </ul>	It says that Nick ‘was frightened of Ogres and spiders’ which emphasises that there are horrible things Nick was frightened of, but he wasn’t frightened of people like Mr Evans.
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 devices for emphasis
- employment of sentence forms
- use of, for example, nouns and adverbs to enhance description
- the cumulative effect of chosen words and phrases.



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

How has the writer **structured** the text to develop the first meeting?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes the focus as the extract develops
- any other structural features that you think help to develop the meeting.

[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 how the writer has structured a text.</b> Structural features can be: at a whole text level e.g. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / single sentence paragraphs; at a sentence level e.g. sentence length		
<b>Level</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b> <b>(NB:</b> The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)

<p>Level 4 Perceptive, detailed</p> <p>7-8 marks</p>	<p>Shows detailed and perceptive understanding of structural features</p> <ul style="list-style-type: none"> <li>Analyses the effects of the writer's choice of <i>structural</i> features</li> <li>Selects a judicious range of examples</li> <li>Uses a range of subject terminology appropriately</li> </ul>	<p>The text begins with a wide, general focus about what Mr Evans is like and how he treats people; it includes mention of his shop which is a different place to the breakfast room.</p> <p>Then we shift to Nick and his thoughts about what frightens him, and what doesn't (including Mr Evans).</p> <p>Mr Evans and Nick then combine in the tense dialogue between them, during which the writer focuses down to Mr Evans' mouth: 'Nick's gaze was fixed on Mr Evans' mouth' and the humour associated with his clicking false teeth. This acts as a structural feature to add humour because it keeps focussing the reader on his teeth. It is a thread repeated to undermine him as a comic character.</p> <p>The next structural effect is the pause, 'Silence fell' when Mr Evans leaves the room; the tension subsides, Carrie and Miss Evans come to the fore.</p>
<p>Level 3 Clear, relevant</p> <p>5-6 marks</p>	<p>Shows clear understanding of <i>structural</i> features</p> <ul style="list-style-type: none"> <li>Clearly explains the effects of the writer's choice of <i>structural</i> features</li> <li>Selects a range of relevant examples</li> <li>Uses subject terminology accurately</li> </ul>	<p>The story is structured through the characters inside the room, beginning with what Mr Evans is like, then focusing on the things that frighten Nick. The writing then shifts to a dialogue between Nick and Mr Evans where the tension rises as these two have an argument. During this there is a further narrowing down of focus to Mr Evans' mouth and teeth which is repeated throughout the text.</p> <p>Towards the end, Mr Evans leaves the room and the last focus is on Carrie and Miss Evans – as the tension lifts.</p>
<p>Level 2 Some, attempts</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 relevant examples</li> <li>Uses some subject terminology, not always appropriately</li> </ul>	<p>The writer writes about Mr Evans to begin with which makes the reader feel concerned about how the children will get on with him.</p> <p>Then the focus is on Nick's own fears and then the words between him and Mr Evans. This adds excitement and concern about what Nick says and how Mr Evans will react.</p> <p>Then the writer brings in the other characters towards the end – Carrie and Miss Evans.</p>

Level 1 Simple, limited  1-2 marks	Shows simple awareness of <i>structure</i> <ul style="list-style-type: none"> <li>• Offers simple comment on the effect of <i>structure</i></li> <li>• Simple references or examples</li> <li>• Simple mention of subject terminology</li> </ul>	The text is written in paragraphs which makes it easy to read. It starts with Mr Evans and what he is like, then brings in Carrie and Nick and how they react to Mr Evans.
Level 0 No marks	No comments offered on the use of <i>structure</i> Nothing to reward	

AO2 content may include the effect of ideas such as:

- movement from general characteristics to individuals
- shift to Nick and Mr Evans through dialogue – tension
- focus on Mr Evans' mouth / oral structure: shout – false teeth – dialogue – *bad* language – laughter
- bringing in Carrie and Miss Evans – release of tension.

**0 4** Focus this part of your answer on the second half of the source, **from line 13 to the end**.

A teacher, having read this section of the text said: “I like how the writer helps my students to feel involved in this moment. It is as if they are in the room with the characters.”

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 quotations from the text.

[20 marks]

<b>AO4</b> Evaluate texts critically and support this with appropriate textual references			
<b>Level</b>	<b>Overview Statement</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b> (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed 16-20 marks	At the <b>top</b> of the level critical evaluation will be <b>perceptive</b> and <b>detailed</b>	<ul style="list-style-type: none"> <li>• Critically evaluates the text in a detailed way</li> <li>• Offers examples from the text to explain views convincingly</li> <li>• Analyses effects of a range of writer’s choices</li> <li>• Selects a range of relevant quotations to validate views</li> </ul>	I can see why a teacher might have said what he has because as a student I too feel as if I am in the room with the characters. The writer has created a hero in the young Nick; a David taking on the Goliath of the bullying and self-centred Mr Evans. The writer achieves this partly by having Nick challenge and better Mr Evans verbally;

			<p>partly by Nick establishing his (and Carrie's) social superiority through his heroic father: A Naval Officer, 'Captain Peter Willow' and partly through humour: the focus on Mr Evans' clicking false teeth. This school-boy motif recurs throughout – 'You can't really be scared of someone whose teeth might fall out', '..bared those loose teeth', 'Nick's gaze was fixed on Mr Evans' mouth', 'Mr Evans' teeth clicked-to attention perhaps'. The effect on the reader in the exchanges between these two characters is to juxtapose fear and tension with humour and relief. The ultimate victor is Nick; the defeated Mr Evans backs off to the delight of the reader.</p>
<p>Level 3</p> <p>Clear, relevant</p> <p>11-15 marks</p>	<p>At the <b>top</b> of the level critical evaluation will be <b>clear</b> and <b>consistent</b></p>	<ul style="list-style-type: none"> <li>Clearly evaluates the text</li> <li>Offers examples from the text to explain views clearly</li> <li>Clearly explains the effect of the writer's choices</li> <li>Selects some relevant quotations to support views</li> </ul>	<p>I agree. The writer creates tension in the room with the stand-off between Mr Evans and Nick. The wittering, moaning, bullying Mr Evans who suggests having the children to stay is a bitter 'pill' to swallow, is ignorant and clueless about children. This alienates the reader, but this is balanced by the character of Nick. He is shown to be more clever, better behaved and braver than the bully. Nick shows his superiority with 'Even my father doesn't swear and he's a Naval Officer'. The effect is that Mr Evans leaves the room – to the amusement of the reader.</p>

<p>Level 2</p> <p>Some, attempts</p> <p>6-10 marks</p>	<p>At the <b>top</b> of the level there will be <b>some</b> evaluative comments</p>	<ul style="list-style-type: none"> <li>• Attempts evaluative comment on the text</li> <li>• Offers an example from the text to explain view(s)</li> <li>• Attempts to comment on the writer's methods</li> <li>• Selects some quotations , which occasionally support views</li> </ul>	<p>Yes, I think the writer does make me feel involved in the way he includes a lot of detail about Mr Evans to make us feel he is fearful, a bully, nasty to the children and somebody the reader will hate. But the character of Nick, even though he is only a child, balances this out. He bravely stands up to Mr Evans and even tells him off: “‘That’s a rude thing to mention,’ he said in a clear, icy voice...”</p>
<p>Level 1</p> <p>Simple, limited</p> <p>1-5 marks</p>	<p>In this level there will be <b>simple</b> personal comment</p>	<ul style="list-style-type: none"> <li>• Simple evaluative comment on the text</li> <li>• Offers simple example from the text which may explain view</li> <li>• Simple mention of the writer's methods</li> <li>• Simple references or textual details</li> </ul>	<p>I agree in that the characters are good because you can see what they are like. Mr Evans seems to be cross and fussy. The writer makes him seem nasty to the children but Nick stands up to him, which is funny in parts.</p>
<p>Level 0</p> <p>No marks</p>	<p>No relevant comments offered in response to the statement, no impressions, no evaluation.</p>		

AO4 Content may include the evaluation of ideas such as:

- the characteristics of Mr Evans revealing his unpleasant, bullying nature
- the characteristics of Nick counterbalancing this
- the interaction, through dialogue between Nick and Mr Evans producing tension
- the heroic and victorious words and actions of Nick through humour and the developed ‘teeth’ motif.

**Section B: Writing****0 5**

Your teacher wants you to contribute to a collection of creative writing. She will judge which pieces can go into the collection.

**Either:** Write a description suggested by this picture: *(picture of child evacuees at a train station)*

**Or:** Write a description about a person who has made a strong impression on you.

(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.		
Level 4  19-24 marks  <b>Content</b> is convincing and crafted;  <b>Organisation</b> is structured, developed, complex and varied	Upper Level 4  22-24 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Communication is convincing and compelling throughout</li> <li>• Tone, style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Highly structured and developed writing, incorporating a range of integrated and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> <li>• Varied and inventive use of structural features</li> </ul>
	Lower Level 4  19-21 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Communication is convincing</li> <li>• Tone, style and register consistently match purpose, form and audience;</li> <li>• Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Structured and developed writing with a range of engaging complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> <li>• Varied and effective structural features</li> </ul>

<p>Level 3</p> <p>13-18 marks</p> <p><b>Content</b> is clear and chosen for effect</p> <p><b>Organisation</b> is engaging connected</p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is consistently clear and effective</li> <li>• Tone, style and register matched to purpose, form and audience</li> <li>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of detailed connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> <li>• Effective use of structural features</li> </ul>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is clear</li> <li>• Tone, style and register generally matched to purpose, form and audience</li> <li>• Vocabulary clearly chosen for effect and successful use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> <li>• Usually effective use of structural features</li> </ul>
<p>Level 2</p> <p>7-12 marks</p> <p><b>Content</b> is successful and controlled</p> <p><b>Organisation</b> is linked/relevant and paragraphed</p>	<p>Upper Level 2</p> <p>10-12 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is mostly successful</li> <li>• Sustained attempt to match purpose, form and audience; some control of register</li> <li>• Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Increasing variety of linked and relevant ideas</li> <li>• Some use of paragraphs and some use of discourse markers</li> <li>• Some use of structural features</li> </ul>
	<p>Lower Level 2</p> <p>7-9 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates with some success</li> <li>• Attempts to match purpose, form and audience; attempts to control register</li> <li>• Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Some linked and relevant ideas</li> <li>• Attempt to write in paragraphs with some discourse markers, not always appropriate</li> <li>• Attempts to use structural features</li> </ul>



<p>Level 1</p> <p>1-6 marks</p> <p><b>Content</b> is simple</p>	<p>Upper Level 1</p> <p>4-6 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Simple success in communication of ideas</li> <li>• Simple awareness of purpose, form and audience; limited control of register</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> <li>• Evidence of simple structural features</li> </ul>
<p><b>Organisation</b> is simple and limited</p>	<p>Lower Level 1</p> <p>1-3 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates some meaning</li> <li>• Occasional sense of purpose, form and/or audience</li> <li>• Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• One or two unlinked ideas</li> <li>• No paragraphs</li> <li>• Limited or no evidence of structural features</li> </ul>
<p>Level 0</p> <p>No marks</p>	<p>Candidates will not have offered any meaningful writing to assess</p> <p>Nothing to reward</p>	

<b>AO6 Technical Accuracy</b> 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 4  13-16 marks	<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>
Level 3  9-12 marks	<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>
Level 2  5-8 marks	<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> <li>• Varied use of vocabulary</li> </ul>

Level 1 1-4 marks	<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>
Level 0 No marks	Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.