

KEY STAGE 3

English Language

Paper 2 Writer's viewpoints and perspectives
Mark Scheme

Year 9 Pack 3

Version 1.0

Mark schemes are prepared by the Lead Assessment Writer.

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

Marking methods

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

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

INTRODUCTION

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

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, teachers should take into account any instances where the 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	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas.• Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none">• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	<ul style="list-style-type: none">• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none">• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none">• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	<ul style="list-style-type: none">• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

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

Section A: Reading

0	1
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Read again **Source A** from **lines 1 to 10**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
 - Choose a maximum of **four** statements.
- A Toshiko Horikoshi lives in a run down and cheap neighbourhood of Tokyo.
- B She has a well-paid job.
- C She does not like dogs.
- D Japanese women would prefer to be a parent than a pet owner.
- E There are fewer children born in Japan than there used to be.
- F There are more old people in Japan than there used to be.
- G There are more pets in Japan than there are children.
- H In Japan there are 22 million children under 15.

[4 marks]

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

This assesses the first bullet point identify and interpret explicit and implicit information and ideas.

- A Toshiko Horikoshi lives in a run down and cheap neighbourhood of Tokyo [F]
- B She has a well-paid job. [T]
- C She does not like dogs. [F]
- D Japanese women would prefer to be a parent than a pet owner. [F]
- E There are fewer children born in Japan than there used to be. [T]
- F There are more old people in Japan than there used to be. [T]
- G There are more pets in Japan than there are children. [T]
- H In Japan there are 22 million children under 15. [F]

0 2

You need to refer to **Source A** and **Source B** for this question.

The ways that Toshiko and the ragamuffin boy lead their lives and treat dogs are different.

Use details from **both** Sources to write a summary of the different ways they lead their lives and treat dogs.

[8 marks]

AO1 <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts This assesses both bullet points.			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: <ul style="list-style-type: none"> Makes perceptive inferences from both texts Makes judicious references/use of textual detail relevant to the focus of the question Statements show perceptive differences between texts 	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	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. It is implied in both Sources that the lives that each person leads is linked to the way that they treat dogs differently. Whereas Toshiko lives in a 'smart and expensive neighbourhood', the ragamuffin boy is 'houseless'. She is a 'successful eye surgeon', owns a Porsche car and has a 'stylish apartment', suggesting that she is wealthy and happy; he 'is forced to scrape a living' and is 'driven to beg and steal' on the streets suggesting every day is a challenge just to survive. From this, it is implied that Toshiko treats her pet dogs as if they are human, and thus the equivalent of surrogate children for her. She tells how much she loves her dogs. The implication seems to be that she leads a good life, indulges her pets, and can respect them accordingly. On the other hand, the ragamuffin boy is accused of 'pelting and persecuting' dogs as if his life in the 'gutter' leads him to take 'revenge' on them. He just treats dogs in the abusive way

		at least one of the skills descriptors.	that others treat him, and doesn't know how to treat them any way other than violently.
<p>Level 3</p> <p>Clear, relevant summary</p> <p>5-6 marks</p>	<p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> • Makes clear inferences from both texts • Selects clear references/textual detail relevant to the focus of the question • Statements show clear differences between texts 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a candidate will have Level 2 and at least one of the skills descriptors.</p>	<p>In Source A, Toshiko is a 'successful eye surgeon' with her own 'private clinic'. This suggests to me that she is intelligent, and a professional person. The fact that she also lives in a 'stylish apartment' shows that she is well off and can afford to drive a Porsche car. I get the impression that she treats her pet dogs as if they are her surrogate children. She says how much she loves them and really spoils them. In contrast, in Source B, the ragamuffin boy is 'Destitute' and has to 'scrape a living' in order to survive. He has no-where to live and so seems to treat dogs cruelly as a result. He gets pleasure from 'pelting and persecuting' them. It is implied that he wants to take revenge on them for being poor himself.</p>
<p>Level 2</p> <p>Some, attempts at summary</p> <p>3-4 marks</p>	<p>Shows some interpretation from one/both texts:</p> <ul style="list-style-type: none"> • Attempts some inference(s) from one/both texts • Selects some appropriate references/textual detail from one/both texts • Statements show clear difference(s) between texts 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a candidate will have Level 1 and at least one of the skills descriptors.</p>	<p>Toshiko is rich and lives in 'a smart and expensive neighbourhood' in Tokyo. She is a 'successful eye surgeon' and owns a nice apartment. She doesn't have children and treats her pet dogs as if they are her children. Whereas, the ragamuffin boy is 'Destitute' suggesting to me that he is poor. He 'seems to take the greatest pleasure in pelting and persecuting animals', which suggests that he treats dogs badly to make himself feel better.</p>
<p>Level 1</p> <p>Simple, limited summary</p>	<p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> • Offers paraphrase rather than inference • Makes simple 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p>	<p>Toshiko is rich and lives in a nice apartment. She has a Porsche and is kind to her pet dogs. The ragamuffin boy has to beg and steal food. He is cruel to the dogs that he sees on the streets.</p>

1-2 marks	reference/textual details from one/both texts <ul style="list-style-type: none"> Statements show simple difference between texts 	At the bottom of the level, a candidate will have at least one of the skills descriptors.	
Level 0 No marks	Candidates in this band will not have offered any differences. Nothing to reward		

AO1 content may include ideas such as:

- Toshiko is rich and treats her dogs as children in contrast to the ragamuffin boy who is poor and treats dogs badly
- Toshiko is an adult and treats dogs in an overindulgent way in contrast to the boy who is a child and shows in the way he treats dogs
- Toshiko is well educated and a professional and treats dogs well in contrast to the ragamuffin boy who mistreats dogs because he is poorly educated, if at all, and doesn't know any better.

0 3You now need to refer **only** to **Source B**.

How does the writer use language to emphasise the suffering of stray dogs?

[12 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 10-12 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> Analyses the effects of the writer's choices of language Selects a judicious range of textual detail Makes sophisticated and accurate use of subject terminology 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a candidate will have Level 3 and at</p>	<p>The writer uses language to elicit help and sympathy from her readers, for example when she makes effective use of emotive adjectives to emphasise how stray dogs suffer. We are told that the dogs 'die of lingering starvation' and that 'theirs is real suffering.' The adjective 'lingering' conveys a picture of a poor skeletal dog being in dire need of food for a prolonged length of time, and the word 'real' emphasises the absolute misery they must endure. Nouns such as 'persecution and starvation' further emphasise the abusive treatment they suffer at the hands of people and serve to strengthen the mental image of dogs as helpless victims. Alliteration is also used effectively when we read that dogs are 'pelted and persecuted.' It highlights that the ragamuffin boy attacks and whips them, rather like in the Bible where outcasts were</p>

		least one of the skills descriptors.	'pelted' with stones.
<p>Level 3</p> <p>Clear, relevant explanation</p> <p>7-9 marks</p>	<p>Shows clear understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Explains clearly the effects of the writer's choices of language Selects a range of relevant textual detail Makes clear and accurate use of subject terminology 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a candidate will have Level 2 and at least one of the skills descriptors.</p>	<p>The writer emphasises how dogs suffer greatly. They 'die of persecution and starvation in the streets.' This makes the reader realise what a cruel and painful death some of them had. The writer then uses the adjective 'lingering' to describe their starvation which suggests their hunger goes on for a long time and implies it is a merciless death. Also the phrase 'the dejected, pleading look' makes a reader think that they are asking for help but are being ignored because people pass on without helping. The description of the ragamuffin boy taking 'greatest pleasure in pelting and persecuting these poor outcast animals', uses verbs like 'pelting' to emphasise to the reader how violent and cruel the boy treats them. It would make the reader feel sorry for stray dogs and want them to have a home to help them.</p>
<p>Level 2</p> <p>Some, understanding and comment</p> <p>4-6 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of language Selects some appropriate textual detail Makes some use of subject terminology, mainly appropriately 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a candidate will have Level 1 and at least one of the skills descriptors.</p>	<p>The writer uses language to emphasise how much the stray dogs suffer when we are told that they 'die of starvation' and this must be horrible if they have nothing to eat. It would make a reader feel sorry for them and want to help because they may not survive. Also the ragamuffin boy is described as 'pelting and persecuting these poor outcast animals.' Adjectives like 'poor and outcast' show just how badly the animals are treated.</p>
<p>Level 1</p> <p>Simple, limited comment</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> Offers simple comment on 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p>	<p>The writer uses words like 'starvation' and 'misery' to describe what life is like for dogs on the streets. It would make a reader feel sorry for them.</p>

1-3 marks	<p>the effects of language</p> <ul style="list-style-type: none"> • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately 	At the bottom of the level, a candidate will have at least one of the skills descriptors.	
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:

- adjectives to highlight the pitiful suffering of the dogs and to convey their desperation more strongly to the reader
- phrases to highlight the effect of their neglect and abuse
- repetition to reinforce the pitiful suffering of the dogs
- emotive language to appeal to those who might be in a position to help.

0 4

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different perspectives on the treatment of dogs.

In your answer, you could:

- compare their different perspectives
- compare the methods they use to convey their perspectives
- support your ideas with references to both texts.

[16 marks]

AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed 13-16 marks	<ul style="list-style-type: none"> • Compares ideas and perspectives in a perceptive way • Analyses how writers' methods are used • Selects a range of judicious supporting detail from both texts • Shows a detailed understanding of the different ideas and perspectives in both texts 	At the top of the level, a candidate's response will meet all of the skills descriptors.	<p>Whereas Source A is a journalistic report about how dogs are 'pampered pooches', treated like human 'babies', Source B is an emotive essay about the abuses dogs suffer at the hands of some humans. Consequently, both writers convey different perspectives. In Source A the reporters take a tongue-in-cheek approach to exaggerating the treatment of dogs, which compares to the rhetorical and emotional argument being made by the writer of Source B.</p> <p>One method used by the writers of Source A to convey a humorous view for the amusement of the report's readers is direct testimony from dog owners like Toshiko. She is presented as speaking for all female Japanese dog</p>

		<p>At the bottom of the level, a candidate will have Level 3 and at least one of the skills descriptors.</p>	<p>owners when she says that ‘Japanese dog owners think a dog is like a child’ and that she ‘shops for her dogs most weekends’. This could be a-typical but by only quoting positive points of view, the writers convey a one-sided view that makes us feel that the whole thing is slightly comic, maybe even ridiculous. This is added to by another method, the use of an extended list to exaggerate the pampered treatment more akin to clients at a health spa: ‘relaxing bubble baths, body massages...deep-pore cleansing and mud packs, and even flossing or manicure services.’ The further mention of ‘frilly frocks’ with its deliberate alliteration seems to mock the trivial dressing of pets for fashion purposes – something that the reader is likely to agree with. Conversely, in Source B, the writer uses emotive assertions to inform us that any stray dog needs an institution such as ‘The Home for Lost and Starving Dogs’ where people will ‘feed him and take care of him’. It is as if the writer feels compelled to set out a rational and emotional case for establishing the home in the first place. Instead of the testimony of the pet owners in Source A, this writer conveys the urgency to act by citing the ragamuffin boy and his ‘pelting’ of dogs. Here, the verb ‘pelting’ is deliberately violent to again provide an extreme example of mistreatment that adds to the seriousness of the writer’s tone, and more importantly, creates a stronger case for the argument.</p>
<p>Level 3 Clear, relevant 9-12 marks</p>	<ul style="list-style-type: none"> • Compares ideas and perspectives in a clear and relevant way • Explains clearly how writers’ methods are used • Selects relevant detail to 	<p>At the top of the level, a candidate’s response will meet all of the skills descriptors.</p>	<p>In Source A, a newspaper article, the writers report the issue of how dogs in Japan are loved, and treated like ‘babies’. One method used is personal language in the form of quotations from animal owners who spoil their dogs. First a woman is quoted as saying that ‘dog owners think a dog is like a child.’ Then a quotation from a man supports this when he says that his sausage dog is ‘like a</p>

	<p>support from both texts</p> <ul style="list-style-type: none"> Shows a clear understanding of the different ideas and perspectives in both texts 	<p>At the bottom of the level, a candidate will have Level 2 and at least one of the skills descriptors.</p>	<p>first baby' and the dog's name means 'first born son.' In reporting these testimonies, the writers reveal their own stance on the topic. Readers in our country would find this amusing and so the writers make an effort to concentrate on the fun and extreme nature of the owners' treatment of dogs. This is reinforced by another method, that of listing the details of treatment, for example, the 'relaxing bubble baths, body massages...deep-pore cleansing and mud packs, and even flossing or manicure services.' The list exaggerates the way that they are being spoiled and again reveals the comic and slightly disapproving view of the reporters. However, in Source B, the writer states that stray dogs need an institution such as 'The Home for Lost and Starving Dogs' so that their basic needs can be met. They are so 'utterly and entirely dependent upon us for food'.</p> <p>The tone of the writer is more serious and the descriptions of mistreatment add a sad note. One method used by this writer is to ask a rhetorical question which reinforces the argument: 'Now, I would ask, what more dreadful cruelty and inhumanity could men be guilty of than allowing hundreds of animals so utterly and entirely dependent upon us for food as the dog is, to die of lingering starvation in the streets?' The adjective 'lingering' brings out their prolonged suffering in stark contrast to the 'pampered pooches' that are poked fun at in Source A.</p>
<p>Level 2 Some, attempts 5-8 marks</p>	<ul style="list-style-type: none"> Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used Selects some appropriate textual detail/references, not 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p>	<p>The writer of the newspaper report about spoiled dogs in Japan gives details about how people there treat dogs like children. I think he is a bit amused at what he is reporting. The writer backs up this point with quotes from people. One says, 'I have no children, so I really love my two dogs.' The other is a man who says his dog Kataro is 'like a first baby for us.' The way that he uses language also shows how well dogs are treated there when he calls them</p>

	<p>always supporting from one or both texts</p> <ul style="list-style-type: none"> Identifies some different ideas and perspectives 	<p>At the bottom of the level, a candidate will have Level 1 and at least one of the skills descriptors.</p>	<p>'pampered pooches' and when he mentions how they are bought 'frilly frocks'. Whereas Source B is different because the writer tells how much dogs needed a home to look after them when they are being mistreated. I think it has a more serious tone to it because it is about saving their lives. She uses emotive language such as 'misery' and 'starvation' to make the reader think about the bad situation that the dogs are in.</p>
<p>Level 1 Simple, limited 1-4 marks</p>	<ul style="list-style-type: none"> Makes simple cross reference of ideas and perspectives Makes simple identification of writers' methods Makes simple references/ textual details from one or both texts Shows simple awareness of ideas and/or perspectives 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a candidate will have at least one of the skills descriptors.</p>	<p>The newspaper text is about people treating animals like babies and buying them designer clothes. It says that 'it's good to have a dog if you don't have a baby, because it is quite fun to take care of him like a baby.' Source B is about stray dogs and tells us why a home is needed to look after them from beggars on the streets like the ragamuffin boy. So both writers use facts about dogs and Source A uses quotes from owners to tell us what dogs mean to them.</p>
<p>Level 0 No marks</p>	<p>No ideas offered about the differences. Nothing to reward</p>		

AO3 content may include views such as:

- contrasting tones related to different purposes of writers – one poking fun at the way owners treat dogs as children, the other arguing the case for the establishment of a home for dogs

- the trivial nature of the dog owners' pampered treatment compared to the urgency of the suffering of stray dogs.

And comment on methods such as:

- testimonies from real dog owners
- factual reportage
- exaggerations
- depicted treatments
- statistics
- emotive language.

Section B: Writing**0 5**

'Pets are either treated too well or too cruelly!'

Write the text for an article to be published on your school's website in which you explain your own point of view.

(24 marks for content and organisation

16 marks for 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 <ul style="list-style-type: none"> Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers 	At the top of the upper range, a candidate's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a candidate's response 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 <ul style="list-style-type: none"> Register is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with evidence of conscious crafting of linguistic devices 	At the top of the lower range, a candidate's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the lower range, a

		Organisation <ul style="list-style-type: none"> Varied and effective structural features Writing is highly engaging, with a range of developed complex ideas Consistently coherent paragraphs with integrated discourse markers 	candidate's response 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 <ul style="list-style-type: none"> Register is consistently matched to audience Consistently matched to purpose Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices Organisation <ul style="list-style-type: none"> Effective use of structural features Writing is engaging, using a range of clear connected ideas Coherent paragraphs with integrated discourse markers 	At the top of the upper range, a candidate's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a candidate's response 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 <ul style="list-style-type: none"> Register is generally matched to audience Generally matched to purpose Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation <ul style="list-style-type: none"> Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of discourse markers 	At the top of the lower range, a candidate's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the lower range, a candidate's response 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.

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

		<ul style="list-style-type: none"> • Random paragraph structure 	skills descriptors for Content and Organisation from the upper range of Level 1.
	Lower Level 1 1-3 marks	Content <ul style="list-style-type: none"> • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary Organisation <ul style="list-style-type: none"> • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs 	<p>At the top of the lower range, a candidate's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a candidate's response will have at least one of the skills descriptors for Content and Organisation from lower Level 1.</p>
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	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a candidate's response will have Level 3 and at least one of the skills descriptors.</p>
Level 3 9-12 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a candidate's response will have Level 2 and at least one of the skills descriptors.</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms 	<p>At the top of the level, a candidate's response will meet all of the skills descriptors.</p>

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