
**GCSE
ENGLISH LANGUAGE
(8700)**

Paper 2 Writers' viewpoints and perspectives
Mark Scheme

8700

Version 4

INTRODUCTION

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

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses these terms effectively to aid the clarity and precision of the argument.

Level of response marking instructions

Level of response mark schemes are broken down into four levels. There are two, three, four, five or six marks in each level; dependent upon question.

Please note: The sample responses in each Indicative Standard/Content Descriptor column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

The Skills Descriptors column indicates the different skills that students need to demonstrate in their answer for that level. To achieve full marks in a level, students should meet all of the skills descriptors in that level. Students achieving marks at the bottom of a level will ideally have met all 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

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| 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 | ✓ |

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Read again the first part of **Source A** from **lines 1 to 21**.

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 Aberfan was a well-known place in Wales.
 B The village did not have a chapel or a pub.
 C Pit waste had been building up for at least 100 years.
 D Village life centred around the coal pit.
 E Mining was a new and thriving industry.
 F Life for miners and their families was tough.
 G There wasn't much good news in Aberfan.
 H The men lived long and healthy lives.

[4 marks]

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| 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 the first bullet point: identify and interpret explicit and implicit information and ideas. | |
| A | Aberfan was a well-known place in Wales. (F) |
| B | The village did not have a chapel or a pub. (F) |
| C | Pit waste had been building up for at least 100 years. (T) |
| D | Village life centred around the coal pit. (T) |
| E | Mining was a new and thriving industry. (F) |
| F | Life for miners and their families was tough. (T) |
| G | There wasn't much good news in Aberfan. (T) |
| H | The men lived long and healthy lives. (F) |

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

Both Sources give details about the places where the events occur.

Use details from **both** Sources to write a summary of the differences between Aberfan and London.

[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 | <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>This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.</p> <p>Aberfan is a small village that 'few people have heard of'. It is 'tucked away' in a Welsh valley. This suggests that it is almost hidden from view and would have been similarly forgotten in history had it not been for the tragedy. In contrast, London is described as a 'colossal city'. It implies it is huge and filled with activity. A place that is so large that it should be safe from a natural disaster like an earthquake. Whilst both also have rivers running through them, in Aberfan it is 'black as the Styx' which differs from London with its 'great river'. It is implied that in Aberfan its blackness comes from the natural seeping coal, but with London, it is 'muddy and dull' because of man-made waste from the many warehouses along its length.</p> |
| Level 3 Clear, relevant | Shows clear synthesis and interpretation of both texts: <ul style="list-style-type: none"> Makes clear inferences from both | At the top of the level, a student's response will meet all of the skills | Aberfan is a small village. At its 'heart was the coal pit' and it seems like a harsh place to live and work. The railway tracks |

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| summary 5-6 marks | <p>texts</p> <ul style="list-style-type: none"> Selects clear references/textual detail relevant to the focus of the question Statements show clear differences between texts | <p>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>are 'decaying' and there is 'grime over roofs and gardens'. On the other hand, London is a 'colossal city' and has a 'great river' so it seems more vibrant. It seems fair to imply that London is noisy, with trains at 'full speed' and the constant 'rumble' of industrial activity. It differs not just in size but in what it would be like to live there. The impression being that, despite all its noise and 'fog' it is less harsh than Aberfan, not least because of its 'well built' houses.</p> |
| Level 2 Some attempts at summary 3-4 marks | <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 some difference(s) between texts | <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>Aberfan is a small village that 'few people have heard of' which suggests it is in the middle of nowhere whereas London is bigger with 'vast warehouses' and trains rushing past which suggests it is busier and noisier.</p> |
| Level 1 Simple, limited summary 1-2 marks | <p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> Offers paraphrase rather than inference Makes simple reference/textual details from one/both texts Statements show simple difference between texts | <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>Aberfan is a small village in Wales where men work in a pit. London is a rainy colossal city. It is much bigger than Aberfan.</p> |
| Level 0 No marks | <p>Students in this band will not have offered any differences Nothing to reward</p> | | |

AO1 content may include ideas such as:

- the quiet atmosphere of Aberfan and the hustle and bustle of London
- the harsher living conditions in Aberfan than in London
- the natural pollution of the small village and the man-made pollution of a large city
- the man-made disaster in Aberfan and the natural 'disaster' in London.

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You now need to refer **only** to **Source A** from **lines 27 to 40**.

How does the writer use language to describe the coal tips?

[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, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level. |
| <p>Level 4</p> <p>Detailed, perceptive analysis</p> <p>10-12 marks</p> | <p>Shows detailed and perceptive understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Analyses the effects of the writer's choices of <i>language</i> Selects a judicious range of textual detail Makes sophisticated and accurate use of subject terminology | <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>The writer uses language to describe the coal tips as dark, dangerous and sinister for the reader and in doing so makes effective use of personification to single out coal tip number 7 as a 'killer with a rotten heart'. Here, the emotive adjective 'rotten' creates the impression of a malevolent being. This is because 'rotten' can have several connotations, but all of them are negative. For example, it makes a link for the reader with decay, death, but just as importantly, is suggestive of evil intent. It is as if it sets out to deliberately kill the children. This is further added to by a verb phrase 'inching ominously' which suggests on-going movement, slow, imperceptible but inevitable and the adverb, 'ominously' forewarns of the disaster to come. The writer appears to draw on conventions of the horror genre to pull the reader into his account – it has a clear villain and set of victims.</p> |

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| <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 <i>language</i> Selects a range of relevant textual detail Makes clear and accurate use of subject terminology | <p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p> | <p>The writer personifies the tip as a 'killer' which implies that it is a dark and threatening figure. This impression is added to when he uses an adjective to describe its 'rotten heart'. Importantly, 'rotten' makes a connection for the reader between the decay of the village and its build-up of waste in the coal tips, and a link with death. When the writer proceeds to describe the tip as 'inching ominously', his choice of verb captures its slow movement – that it was moving without being noticed with the word 'ominously' further implying that such movement was always going to lead to tragedy and couldn't be stopped.</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 <i>language</i> Selects some appropriate textual detail Makes some use of subject terminology, mainly appropriately | <p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p> | <p>The writer uses personification when he describes the coal tip as a 'killer with a rotten heart'. This makes the reader feel that the tip is like a murderer that is creeping up on the children in the school.</p> |
| <p>Level 1</p> <p>Simple, limited comment</p> <p>1-3 marks</p> | <p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> Offers simple comment on the effects of <i>language</i> Selects simple references or textual details Makes simple use of subject terminology, not | <p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will</p> | <p>The writer uses the word 'killer' to describe coal tip number 7. It is an example of personification and makes the reader think that the tip is like a person.</p> |

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| | always appropriately | 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:

- use of description to set scene and mood
- role of adjectives to infer danger
- role of verbs to describe sinister movement
- use of alliteration and personification to portray danger.

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 ideas and perspectives of the events that they describe.

In your answer, you could:

- compare their different ideas and perspectives
- compare the methods they use to convey their ideas and perspectives
- support your response 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 | | | |
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| 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 student's response will meet all of the skills descriptors. | <p>This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.</p> <p>The writer of Source A seems dispassionate at first as he paints the picture of gloomy, isolated Aberfan as it lies 'tucked away' from sight and mind. The verb 'tucked' is more usually associated with being tucked up in bed and tends to have more positive connotations of safety and warmth. But here, the writer uses it differently, perhaps to imply complacency. He reinforces this view when he creates the sense of a malevolent 'killer' stalking its victims. He sees this disaster as 'cruel' and a 'shame' on 'God and man'. This time, the emotive connotations of shame link with God to suggest a biblical connection as with the shaming of sinners. In contrast, the writer of Source B mocks the idea of the earthquake, which seems so minor it was hardly noticed in London. One method he uses is exaggeration where he describes the incident out of all proportion,</p> |

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| | | At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors. | with the Midlands for example, where it merely 'broke crockery'. The reference to broken crockery is hardly momentous yet through it, the writer cleverly understates the threat at this point, something he escalates later in his report when he asks the rhetorical question: 'who can say what strange trial ... may await us?' Here the reference to 'trial' reveals the writer's view of the potential dangers a future earthquake might bring. Just as a defendant is put on trial for life, so he seems to imply that next time a similar earthquake might lead to loss of lives and so should be taken more seriously. |
| Level 3 Clear, relevant 9-12 marks | <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 support from both texts Shows a clear understanding of the different ideas and perspectives in both texts | <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> | In Source A, the writer is concerned that the disaster is shocking and should not have happened in the first place. He describes the village as a dangerous place to live and work and makes the point about the tips 'Almost everyone has ... seen danger in them, but mostly they are endured as a fact of life'. His choice of the word 'endured' implies that its people have put up with a lot of hardship and are brave, but shouldn't have had to face the tragedy of the landslide. However the writer in Source B is worried about more serious earthquakes happening in the future. He engages the reader more with rhetorical questions when he asks: 'who can say what strange trial ... may await us?' Here the reference to 'trial' reinforces the idea of hardships and dangers which may continue with future earthquakes. |
| Level 2 Some, attempts 5-8 marks | <ul style="list-style-type: none"> Attempts to compare ideas and perspectives Makes some comment on how writers' methods | At the top of the level, a student's response will meet all of the skills descriptors. | In Source A, the writer is shocked and saddened by what happened. He describes the events as a 'disaster' and gives the impression that the village is a dark and dangerous place. In comparison, in |

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| | <ul style="list-style-type: none"> are used Selects some appropriate textual detail/references, not always supporting from one or both texts Identifies some different ideas and perspectives | At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors. | Source B the writer is worried about more serious earthquakes happening in the future. One method he uses is a rhetorical question when he asks: 'who can say what strange trial ... may await us?' suggesting this kind of disaster or worse might happen again. |
| <p>Level 1</p> <p>Simple, limited</p> <p>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 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> | The writer of Source A seems shocked about what happened at Aberfan. He wants us to feel sorry for the children who died. He tells us that 'disaster struck' the village and uses words like 'danger'. Whereas the writer of Source B seems worried that another earthquake might happen again soon. |
| <p>Level 0</p> <p>No marks</p> | <p>No ideas offered about the differences</p> <p>Nothing to reward</p> | | |

AO3 content may include ideas such as:

- what the purpose is of each text
- what impact the writer intends to have on the reader
- how seriously the events are presented
- who is to blame for the events
- how involved the writers are in the events.

And comment on methods such as:

- comparing language: vivid description, hyperbole, scientific terminology, imagery and language for emotive effect
- comparing structure: sequence of events, narrative focus, sentence structures, use of tenses and shifts in focus
- comparing tone: seriousness, intensity, drama, excitement, intimacy, formality, anger and sadness.

0 5

'Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people every day.'

Write the text of a speech for a debate at your school or college in which you persuade young people to take more responsibility for protecting the environment.

(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. | | | |
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| 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 student's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a student'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 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 | At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the lower range, a student's response will have the upper range of Level 3 and at least one of |

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| | | integrated discourse markers | the skills descriptors for Content and Organisation from the lower range of Level 4. |
| <p>Level 3</p> <p>13-18 marks</p> <p>Consistent, Clear</p> | <p>Upper Level 3</p> <p>16-18 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of clear connected ideas • Coherent paragraphs with integrated discourse markers | <p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student'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</p> |
| | <p>Lower Level 3</p> <p>13-15 marks</p> | <p>Content</p> <ul style="list-style-type: none"> • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers | <p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student'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> |

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| <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 student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student'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 student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student'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 Random paragraph structure | <p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of</p> |

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| | | | the upper range, a student's response will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1. |
| | Lower Level 1 1-3 marks | Content <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 student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have at least one of the skills descriptors for Content and Organisation from lower Level 1.</p> |
| Level 0 No marks | Students 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 |
|-----------------------------------|---|--|
| <p>Level 4</p> <p>13-16 marks</p> | <ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary | <p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors</p> |
| <p>Level 3</p> <p>9-12 marks</p> | <ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary | <p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors</p> |
| <p>Level 2</p> <p>5-8 marks</p> | <ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary | <p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 1 and at least one</p> |

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