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# KEY STAGE 3

## English Language

Paper 2 Writers' viewpoints and perspectives  
Mark Scheme

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Year 9 Pack 1

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Version 2.0

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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, 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"><li>• Identify and interpret explicit and implicit information and ideas.</li><li>• Select and synthesise evidence from different texts.</li></ul>
AO2	<ul style="list-style-type: none"><li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li></ul>
AO3	<ul style="list-style-type: none"><li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li></ul>
AO4	<ul style="list-style-type: none"><li>• Evaluate texts critically and support this with appropriate textual references.</li></ul>

**SECTION B: WRITING – Assessment Objectives**

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

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

**Section A: Reading****0 1**Read again **Source A** from **lines 1 to 12**.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 A McDonald's restaurant has been fined more than £12,000.  
 B It is illegal for schoolchildren to be employed at McDonald's.  
 C There is a franchise of McDonald's in Camberley, Surrey.  
 D 50 child employment officers from Surrey found breaches of the law at a McDonald's.  
 E A second firm, Ikhya Enterprises, was fined £12,400.  
 F The legal limit for children working on a Saturday is nine hours.  
 G Children are not supposed to work after 7pm if they have school next day.

**[4 marks]**

<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 the first bullet point identify and interpret explicit and implicit information and ideas.</b>	
A	A McDonald's restaurant has been fined more than £12,000. (T)
B	It is illegal for schoolchildren to be employed at McDonald's. (F)
C	There is a franchise of McDonald's in Camberley, Surrey. (T)
D	50 child employment officers from Surrey found breaches of the law at a McDonald's. (F)
E	A second firm, Ikhya Enterprises, was fined £12,400. (F)
F	The legal limit for children working on a Saturday is nine hours. (T)
G	Children are not supposed to work after 7pm if they have school next day. (T)

0 2

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

The laws which apply to children working are different in the two time periods.

Use details from **both** Sources to write a summary of the different laws.

**[8 marks]**

<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 both bullet points.</b>			
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"> <li>Makes perceptive inferences from both texts</li> <li>Makes judicious references/use of textual detail relevant to the focus of the question</li> <li>Statements show perceptive differences between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>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.</p> <p>Children today are protected by laws, with the force of the courts behind them, for example governing the hours worked on schooldays and weekends. Employers are monitored by Child Employment Officers and must comply with these rules or they are prosecuted. However in the 19<sup>th</sup> Century this was not always the case. The well-being of child workers was at the whim of the Masters: 'some Masters use the Boys pretty well as to giving them Clothes, other Masters altogether keep them Months and Months before they are washed to the Skin'. Abusive and brutal treatment to child employees, even to the point of death, does not seem to have been outside the law.</p>

<p>Level 3 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"> <li>• Makes clear inferences from both texts</li> <li>• Selects clear references/textual detail relevant to the focus of the question</li> <li>• Statements show clear differences between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>The chimney sweeper boys were not protected by laws, only by the way the Masters felt like treating them: 'some Masters use the Boys pretty well as to giving them Clothes' so some boys were protected but many not. Today it is very different; there are lots of laws protecting children at work – 'more than 50 breaches of the law' are referred to in the text, and there are people on the lookout to enforce them.</p>
<p>Level 2 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"> <li>• Attempts some inference(s) from one/both texts</li> <li>• Selects some appropriate references/textual detail from one/both texts</li> <li>• Statements show some difference(s) between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>These days in Macdonald's you are not allowed to work after 7 pm on a school day and there are 'Child Employment Officers' making sure this does not happen. Whereas in the 19<sup>th</sup> Century, the chimney sweeper boys had to work in terrible conditions: 'the Skin was off my Knees and Elbows too' - with nobody enforcing any laws.</p>
<p>Level 1 Simple, limited summary</p> <p>1-2 marks</p>	<p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> <li>• Offers paraphrase rather than inference</li> <li>• Makes simple reference/textual details from one/both texts</li> <li>• Statements show simple difference between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>There are lots of laws for McDonald's, like you can't work late nights on school days; but the chimney sweep boy didn't have any laws to help him.</p>
<p>Level 0 No marks</p>	<p>Students in this band will not have offered any differences Nothing to reward</p>		

AO1 content may include ideas such as:

- today there are many laws to protect children who are working
- the laws are enforced by Child Employment Officers and the courts
- there were apparently no specific laws protecting children against hardship and abuse in the 19<sup>th</sup> C.
- in place of the law was just the conscience of the Master.



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

**[12 marks]**

<b>AO2</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views			
<b>This question assesses Language</b> ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
			<p>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.</p>
Level 4  Detailed, perceptive analysis  10-12 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 language</li> <li>Selects a judicious range of textual detail</li> <li>Makes sophisticated and accurate use of subject terminology</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>The complex sentence has a breathless quality to it in the context of being spoken by a young boy. It contains the short but dramatic narrative of his first work as a Chimney Sweeper. The verb 'enticed', with its emotional associations of being fooled, or conned, is juxtaposed with the attractive, desirable image of the noun phrase 'Plum-pudding and Money'. The repetition of the conjunction 'and' adds to the drama of the boy's response. It is simple, capturing his limited education and builds up his sense of fear. His speech is punctuated with semi-colons to further add a sense of one thing following another which stresses his ordeal. He uses the word 'skin' which is scraped 'off his knees' helping the reader/listener to visualise the extent of his injury. Again the verb 'forced' implies he is uncomfortable. Such language use helps us to sympathise with the boy.</p>

<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"> <li>Explains clearly the effects of the writer's choices of language</li> <li>Selects a range of relevant textual detail</li> <li>Makes clear and accurate use of subject terminology</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>The long, complex sentence presents the list of events from going up the chimney to the resulting 'Pot and Half the Chimney' crashing to the ground. The verb 'enticed' suggests that the promise of 'Plumb-pudding and Money', a mouth-watering image for a poor and starving boy, was just a trick to get the boy up the chimney. Readers empathise with the boy's predicament.</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"> <li>Attempts to comment on the effect of language</li> <li>Selects some appropriate textual detail</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>The words 'Plumb-pudding and Money' put an attractive and desirable image into the mind of the reader as it did to a hungry and neglected boy. But the word 'enticed' makes us realise that it was just a false way to get him up the chimney.</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"> <li>Offers simple comment on the effects of language</li> <li>Selects simple references or textual details</li> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>The words 'Plumb-pudding and Money' sounds like a nice idea, as it did for the boy. But we know it wasn't like that.</p>
<p>Level 0</p> <p>No marks</p>	<p>No comments offered on the use of language</p> <p>Nothing to reward</p>		

AO2 content may include the effect of ideas such as:

- nouns, verbs and prepositions employed in the text
- the effect of choices of overall structure and sentence structure
- the way the reader is affected by linguistic aspects of the text.

0 4

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

Compare how each Source conveys the issue of children working.

In your answer, you could:

- compare the different issues
- compare the methods used to convey the issues
- support your response with references to both texts.

**[16 marks]**

<b>AO3</b> 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"> <li>• Compares ideas and perspectives in a perceptive way</li> <li>• Analyses how writers' methods are used</li> <li>• Selects a range of judicious supporting detail from both texts</li> <li>• Shows a detailed understanding of the different ideas and perspectives in both texts</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.  In Source A, the journalistic report about the McDonald's court case concerning the unlawful 'exploitation of child labour' and their fine as a punishment, the writer details the facts of the malpractice but also offers quotations from people interviewed about the case: 'We expect our franchises and managers to maintain the highest standards'. Furthermore, it moves from the specific, singular event to a wider, general moral point: McDonald's had a special responsibility....'. This also signifies a shift from detached, factual language to the language of blame. In the second text, written as a journal, Sidney Smith

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	shares his thoughts on child-labour by introducing aspects of Parliamentary evidence when his own chimney catches fire. Through the use of the word 'wretch' it is clear that Smith sympathises with the victims. Equally, although the purpose of the questions he quotes in his journal is to elicit facts, the experiential, personal, almost intimate nature of the responses elicits a violent use of language as a method of producing moral outrage in the reader: 'the Boy was lost through a woman forcing him up....he stuck himself in...it was the death of him'.
Level 3 Clear, relevant  9-12 marks	<ul style="list-style-type: none"> <li>Compares ideas and perspectives in a clear and relevant way</li> <li>Explains clearly how writers' methods are used</li> <li>Selects relevant detail to support from both texts</li> <li>Shows a clear understanding of the different ideas and perspectives in both texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>In Source A the writer tells how the issue with McDonald's is that one of their restaurants has broken the law about the employment of school-aged children including the company's response and the response of the person, Kevin Izatt, concerned - who 'seriously regrets the lapse'.</p> <p>However, in his journal Smith is concerned with, e.g. the way boys were 'enticed' up chimneys to do a dangerous job.</p> <p>The first one is reporting as well as offering expert opinion 'it is refreshing that the court has taken such a strong stance'. The second text is more personal, involving, and emotionally charged – 'I must run through the snow without shoes' through the first-person account...</p>
Level 2 Some, attempts  5-8 marks	<ul style="list-style-type: none"> <li>Attempts to compare ideas and perspectives</li> <li>Makes some comment on how writers' methods are used</li> <li>Selects some appropriate textual detail/references, not</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	The writer of the newspaper report about McDonald's gives details of the court case where they were 'fined more than £12,000' for breaking the rules about employing schoolchildren. It is straightforward reporting of the facts with quotations from people on both sides of the case.

	<p>always supporting from one or both texts</p> <ul style="list-style-type: none"> <li>Identifies some different ideas and perspectives</li> </ul>	<p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>Source B is different because it is a mixed text. It is a journal entry in which the first part has Smith's own view, and then includes interviews with a boy and master about their views. The interview with the boy describes the harsh, dirty and dangerous conditions he works in ; 'the skin was off my knees...' The questions are trying to get facts but the answers are very emotional and personal.</p>
<p>Level 1 Simple, limited  1-4 marks</p>	<ul style="list-style-type: none"> <li>Makes simple cross reference of ideas and perspectives</li> <li>Makes simple identification of writers' methods</li> <li>Makes simple references/ textual details from one or both texts</li> <li>Shows simple awareness of ideas and/or perspectives</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>The McDonald's text is about a restaurant being fined for employing children for long hours but the Chimney Sweep text is more about how the boy was treated: 'very badly indeed'. The first Source is a newspaper report and the second text is a journal, with some questions and answers.</p>
<p>Level 0 No marks</p>	<p>No ideas offered about the differences Nothing to reward</p>		

AO3 content may include ideas such as:

- the issue of McDonald's being fined for unlawful practices, and the conditions under which Chimney Sweeper boys work
- the people and arguments presented in the court case compared with the personal account of the boy's experiences
- the linguistic and structural differences employed in the two texts, leading to wider, moral implications in both.

And comment on methods such as:

- in Source A, statistics and statements
- in Source B, use of questions and answers.

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

'Children of school age should not be working at all. They should be focused on their school work and helpful to their parents. Working for money comes later'.

Write the text for a speech to be given at a school debate in which you argue for or against this statement

(24 marks for content and organisation

16 marks for 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		Skills Descriptors	How to arrive at a mark
Level 4 19-24 marks <b>Compelling, Convincing</b>	Upper Level 4 22-24 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is convincing and compelling for audience</li> <li>Assuredly matched to purpose</li> <li>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Varied and inventive use of structural features</li> <li>Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	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	<b>Content</b> <ul style="list-style-type: none"> <li>Register is convincingly matched to audience</li> <li>Convincingly matched to purpose</li> <li>Extensive vocabulary with evidence of conscious crafting of</li> </ul>	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.

	marks	linguistic devices	
		<b>Organisation</b> <ul style="list-style-type: none"> <li>Varied and effective structural features</li> <li>Writing is highly engaging, with a range of developed complex ideas</li> <li>Consistently coherent paragraphs with integrated discourse markers</li> </ul>	At the bottom of the lower range, a student'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  <b>Consistent, Clear</b>	Upper Level 3  16-18 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is consistently matched to audience</li> <li>Consistently matched to purpose</li> <li>Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Effective use of structural features</li> <li>Writing is engaging, using a range of clear connected ideas</li> <li>Coherent paragraphs with integrated discourse markers</li> </ul>	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 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	<b>Content</b> <ul style="list-style-type: none"> <li>Register is generally matched to audience</li> <li>Generally matched to purpose</li> <li>Vocabulary clearly chosen for effect and appropriate use of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Usually effective use of structural features</li> <li>Writing is engaging, with a range of connected ideas</li> <li>Usually coherent paragraphs with range of discourse markers</li> </ul>	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 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><b>Some success</b></p>	<p>Upper Level 2</p> <p>10-12 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Some sustained attempt to match register to audience</li> <li>• Some sustained attempt to match purpose</li> <li>• Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Some use of structural features</li> <li>• Increasing variety of linked and relevant ideas</li> <li>• Some use of paragraphs and some use of discourse markers</li> </ul>	<p>At the top of the 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><b>Content</b></p> <ul style="list-style-type: none"> <li>• Attempts to match register to audience</li> <li>• Attempts to match purpose</li> <li>• Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Attempts to use structural features</li> <li>• Some linked and relevant ideas</li> <li>• Attempt to write in paragraphs with some discourse markers, not always appropriate</li> </ul>	<p>At the top of the 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><b>Simple, Limited</b></p>	<p>Upper Level 1</p> <p>4-6 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Simple awareness of register/audience</li> <li>• Simple awareness of purpose</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Evidence of simple structural features</li> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> </ul>	<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 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1.</p>

	<p>Lower Level 1</p> <p>1-3 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Occasional sense of audience</li> <li>• Occasional sense of purpose</li> <li>• Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Limited or no evidence of structural features</li> <li>• One or two unlinked ideas</li> <li>• No paragraphs</li> </ul>	<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>
<p>Level 0 No marks</p>	<p>Students will not have offered any meaningful writing to assess Nothing to reward</p>		

<b>AO6 Technical Accuracy</b> Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)		
Level	Skills Descriptors	How to arrive at a mark
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>	<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'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"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student'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"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>

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