

KEY STAGE 3

English Language

Paper 1 Explorations in creative reading and writing
Mark Scheme

Year 7 Pack 3

Version 1.0

INTRODUCTION

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

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

Level of response marking instructions

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

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

Step 1 Determine a level

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

Step 2 Determine a mark

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

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

An answer which contains nothing of relevance to the question must be awarded no marks.

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none">• 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">• 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).

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

Section A: Reading

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Read again the first part of the Source from **lines 1 to 6**.

List **four** things about the Jack-in-the-box from this part of the Source.

[4 marks]

Give 1 mark for each point about the Jack-in-the-box:

- responses must be true, and drawn only from lines 1 to 6 of the text
- responses must relate to **the Jack-in-the-box**
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 6 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

Note: The indicative content must not be treated as exhaustive and reference must be made to the selected section of the text.

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 bullet point 1 identify and interpret explicit and implicit information and ideas	
<p>Indicative content; students may include:</p> <ul style="list-style-type: none"> • nobody knew where the Jack-in-the-box had come from • the box was carved • it was painted in red and gold • it was attractive • the grown-ups thought it was quite valuable • the latch had rusted shut • the key had been lost • the Jack could not be released from its box • it was a remarkable box • the box was heavy and gilt. <p>Or any other valid responses that you are able to verify by checking the Source.</p>	

0 2

Look in detail at this extract from **lines 7 to 13** of the Source:

(Extract in paper)

How does the writer use language here to describe the toy box and its contents?

You could include the writer's choice of:

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

[8 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 7-8 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 <i>language</i> • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject 	At the top of the level, a student's response will meet all of the skills descriptors.	The writer compares the toy box to a 'pirate's treasure-chest', not only because of its size and age, but also to suggest the wealth of riches it contains - the toys and dressing up clothes inside are like an enchanted world to the children. The contents of the box are listed in a very long, complex sentence, and include 'dolls and trains, clowns and paper stars and old conjuring tricks'. This emphasises the endless number of different toys in the box

	terminology	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	and suggests it is overflowing with the possibility of never-ending enjoyment, excitement and magic. However, the marionettes are 'crippled', their strings 'tangled', and the hoops are 'broken', all adjectives that imply the toys have been damaged, neglected and long-forgotten, and may also hint at a hidden, possibly even sinister, side to the toy box.
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>language</i> : <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 	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	The writer compares the toy box to a 'pirate's treasure-chest'. He says this is because it is the same size and age, but it also suggests to the reader that it contains riches and wealth, and this is what the toys and dressing up clothes are to the children. The contents of the box are listed in a very long sentence, and include 'dolls and trains, clowns and paper stars and old conjuring tricks'. The effect of this is to emphasise the huge number of different toys in the box, and implies it is completely full of fun and exciting things to play with.
Level 2 Some, Understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <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 	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The writer says the toy box is like a 'pirate's treasure chest'. This makes it sound as if it is old and full of exciting things. It lists everything inside it in a very long sentence, including 'dolls and trains, clowns and paper stars and old conjuring tricks'. This emphasises that there are lots of different toys in the box for the children to play with.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"> Offers simple comment on the effect of <i>language</i> Selects simple references or 	At the top of the level, a student's response will meet all of the skills descriptors.	The toy box is like a 'pirate's treasure chest', and this makes it sound interesting. All the things inside it are listed in a long sentence for effect, such as 'dolls and trains, clowns and paper stars and old conjuring tricks'.

	textual details <ul style="list-style-type: none"> • Makes simple use of subject terminology, not always appropriately 	At the bottom of the level, a student will have at least one of the skills descriptors.	
Level 0 No marks	No comments offered on the use of <i>language</i> . Nothing to reward		

AO2 content may include the effect of ideas such as:

- the comparison of the toy box and its contents to a pirate's treasure chest
- use of listing and sentence length
- combination of positive and negative vocabulary.

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

This text is a complete short story.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the Source develops
- any other structural features that interest you.

[8 marks]

A02 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views			
This question assesses how the writer has structured a text. Structural features can be: at a whole text level eg. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / aspects of cohesion; and at a sentence level when judged to contribute to whole structure.			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed analysis 7-8 marks	Shows detailed and perceptive understanding of <i>structural</i> features: <ul style="list-style-type: none"> • Analyses the effects of the writer's choice of <i>structural</i> features 	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. At the beginning of the text the reader is taken into an old-fashioned attic nursery and our immediate focus is on a beautiful but mysterious Jack-in-the-box. The phrase 'The children did not play with it' is repeated at the beginning of three consecutive paragraphs to reinforce that they do not want to go near it because, despite being fascinated, they also have a feeling it is strange and sinister. At this stage the

	<ul style="list-style-type: none"> Selects a judicious range of examples Makes sophisticated and accurate use of subject terminology 	<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>reader doesn't understand why they feel this way. Time is then used as a structural feature as the children 'grew up and left the great house', and this is followed by a flashback that reveals the hidden truth of what was really happening at the beginning. The Jack-in-the-box was somehow alive and luring the individual children up to the attic at night. This revelation juxtaposes the earlier part of the story when the children 'would not even touch' the Jack-in-the-box and seems to contradict it because they were secretly visiting it at night.</p>
<p>Level 3 Clear, relevant explanation</p> <p>5-6 marks</p>	<p>Shows clear understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> Explains clearly the effects of the writer's choice of <i>structural</i> features Selects a range of relevant examples 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>At the beginning our attention is focused on a mysterious Jack-in-the-box and some children playing in an attic nursery. The phrase 'The children did not play with it' is repeated at the beginning of three paragraphs to emphasise that they do not want to go near it, even though they seem fascinated with it. At this stage the reader doesn't understand why. There is then a time shift as the children 'grew up and left the great house', followed by a flashback that reveals the truth of what was really happening before: the Jack-in-the-box was somehow making all the children visit him alone at night.</p>
<p>Level 2 Some, understanding and comment</p> <p>3-4 marks</p>	<p>Shows some understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of <i>structural</i> features Selects some appropriate examples 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 text starts with a description of the Jack-in-the-box and it says 'Nobody knew where the toy had come from'. This is a good opening line because it makes it sound like a mystery. Then we switch to some children playing in an attic nursery, but they don't like the Jack-in-the-box and we are puzzled because we don't know why. Then time moves on and the children 'grew up and left the great house'. Then we find out what really happened with Jack when they were young.</p>

<p>Level 1 Simple, limited comment</p> <p>1-2 marks</p>	<p>Shows simple awareness of <i>structural features</i>:</p> <ul style="list-style-type: none"> • Offers simple comment on the effect of <i>structure</i> • Selects simple references or examples • Makes simple use of subject terminology, not always 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 at least one of the skills descriptors.</p>	<p>At the start we learn about the Jack-in-the-box, which is important because that's what the story is about. Then it tells us about the children in the attic nursery who don't like playing with it and 'would not even touch it'.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of <i>structure</i> Nothing to reward</p>		

AO2 content may include the effect of structural features such as:

- the immediate focus on the Jack-in-the-box to show its importance
- shifts in time to cover the life span of the children
- use of flashback to show the power of the Jack-in-the-box.

0 4

Focus this part of your answer on the second half of the Source from **line 26 to the end**.

A student said, ‘This part of the story where we learn about Jack and how he controlled the children is scary.’

To what extent do you agree?

In your response, you could:

- consider your own impressions of Jack and how he controlled the children
- evaluate how the writer makes Jack and what he does seem scary
- support your response with references to the text.

[20 marks]

AO4 Evaluate texts critically and support this with appropriate textual references			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: <ul style="list-style-type: none"> • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer’s methods • Selects a judicious range of textual detail • Develops a convincing and critical response to the focus of 	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. Any story about a Jack-in-the-box that comes to life is inevitably going to be scary, and from the very beginning Jack sounds in control. The lid opens ‘slow as sunset’, suggesting it is moving so gradually it is almost unnoticeable, just like the sun when it sinks below the horizon. It is as if Jack is sneakily creeping up on his unsuspecting victim and he is controlling the pace. This idea is reinforced when he rises ‘not with a pop and a bounce’ but ‘deliberately, intently’ as if he is acting purposefully. He lures the children in and then smiles, an evil, sinister smile, which I think is particularly scary. The writer uses time to gradually reveal Jack’s control over the children.

	the statement	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	When we learn of the awful things that have happened to them later in their lives, for example, the youngest boy going mad and trying to burn down the house, we assume that Jack has caused these events to happen. Whatever he told them in the attic has impacted on the rest of their lives, even when they have long since left the house, which implies that once Jack has a hold over a child they are his forever.
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: <ul style="list-style-type: none"> Evaluates clearly the effect(s) on the reader Shows clear understanding of writer's methods Selects a range of relevant textual references Makes a clear and relevant response to the focus of the statement 	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	A story about a toy that comes to life is bound to be scary, and the way Jack first comes out of the box makes him sound very frightening. The writer says the lid opens, 'slow as sunset', which is a simile to suggest it is gradually being lifted and that Jack is controlling it. He then comes out 'not with a pop and a bounce' but 'deliberately, intently' as if he knows what he's doing. This personification makes him sound evil. When we learn of the awful things that happen to the children later in their lives, for example, the youngest boy going mad and trying to burn down the house, we assume that Jack has made these events happen. Whatever he told them in the attic has affected them as adults and even when they leave the old house he still has control over them. It makes it sound like the plot of a horror movie.
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: <ul style="list-style-type: none"> Makes some evaluative comment(s) on effect(s) on the reader Shows some understanding of writer's methods Selects some appropriate textual reference(s) Makes some response to the focus of the statement 	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The way that Jack comes out of the box is scary. It says the lid opens 'slow as sunset', which is a simile to show that it is happening a little bit at a time, and then music starts to play, so this creates a creepy atmosphere. When the children grow up horrible things happen to them, for example, the youngest boy goes mad and tries to burn down the house. I think these bad things happen because Jack was controlling the children and they couldn't stop him, so I agree this is a scary story. Maybe the youngest boy was trying to get rid of Jack by burning down the house with him inside.

<p>Level 1</p> <p>Simple, limited evaluation</p> <p>1-5 marks</p>	<p>Shows simple, limited evaluation:</p> <ul style="list-style-type: none"> • Makes simple, limited evaluative comment(s) on effect(s) on reader • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes a simple, limited response to the focus of the statement 	<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>Jack comes out of the box slowly and then 'music would begin to play' so that sounds scary. When the children grow up horrible things happen to them. One of the boys tries to burn down the house and the word 'madhouse' tells us he was mad, so this sounds a bit scary as well. I think Jack is controlling them.</p>
<p>Level 0</p> <p>No marks</p>	<p>No relevant comments offered in response to the statement, no impressions, no evaluation.</p>		

AO4 content may include the evaluation of ideas such as:

- how the description of Jack rising out of the box is scary
- the implication that Jack is to blame for the latter events in the children's lives
- the way the writer gradually reveal Jack's control.

Section B: Writing

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Your school is running a creative writing competition and you decide to enter.

Either:

Describe an old-fashioned room as suggested by this picture (picture of an old fashioned room)

Or:

Write a story about a toy that comes to life.

(24 marks for content and organisation and
16 marks for technical 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 range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4

	<p>Lower Level 4</p> <p>19-21 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4</p>
<p>Level 3</p> <p>13-18 marks</p> <p>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 range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3</p>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p>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 range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 2 and at least one of the skills descriptors for</p>

			Content and Organisation from the lower range of Level 3
Level 2 7-12 marks Some success	Upper Level 2 10-12 marks	Content <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 Organisation <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 range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2</p>
	Lower Level 2 7-9 marks	Content <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 Organisation <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 range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2</p>
Level 1 1-6 marks Simple, Limited	Upper Level 1 4-6 marks	Content <ul style="list-style-type: none"> Simple awareness of register/audience Simple awareness of purpose Simple vocabulary; simple linguistic devices 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a</p>

		Organisation <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure 	student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1
	Lower Level 1 1-3 marks	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 	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1
Level 0 No marks	Students will not have offered any meaningful writing to assess. Nothing to reward		

AO6 Technical Accuracy 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"> • 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 	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors
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 	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors
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 • Some use of Standard English with some control of agreement 	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student

	<ul style="list-style-type: none"> • Some accurate spelling of more complex words • Varied use of vocabulary 	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 student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors</p>
<p>Level 0</p> <p>No marks</p>	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	