



KEY STAGE 3

English Language

Paper 2 Writers' viewpoints and perspectives
Mark Scheme

Year 8 Pack 2

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	✓
AO4	n/a
	Section B
AO5	✓
AO6	✓

Section A : Reading

0	1
---	---

Read again **Source A** from lines **1 to 17**.

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 You would not have wanted to live near Charmion before he changed.
- B Charmion uses his own money to run courses to help other young people.
- C Charmion's second sentence in prison changed him for the better.
- D Charmion was happy before he went to prison for the first time.
- E Some Young Offender Institutions (YOIs) are not effective at preventing reoffending.
- F Charmion was 18 when he began his second sentence.
- G Charmion didn't reoffend after coming out of Feltham Young Offender Institution.
- H It surprised Charmion that the governor provided musical instruments.

[4 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 the first bullet point identify and interpret explicit and implicit information and ideas.	
<p>A You would not have wanted to live near Charmion before he changed. T</p> <p>B Charmion uses his own money to run courses to help other young people. F</p> <p>C Charmion's second sentence in prison changed him for the better. T</p> <p>D Charmion was happy before he went to prison for the first time. F</p> <p>E Some Young Offender Institutions (YOIs) are not effective at preventing reoffending. T</p> <p>F Charmion was 18 when he began his second sentence. F</p> <p>G Charmion didn't reoffend after coming out of Feltham Young Offender Institution. F</p> <p>H It surprised Charmion that the governor provided musical instruments. T</p>	

0 2

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

Young prisoners at Huntercombe and at Reading Prison are treated differently.

Use details from **both** Sources to write a summary of the different ways they are treated.

[8 marks]

AO1 <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts This assesses both bullet points.			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: <ul style="list-style-type: none"> Makes perceptive inferences from both texts Makes judicious references/use of textual detail relevant to the focus of the question Statements show perceptive differences between texts 	At the top of the level, a 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 Huntercombe, offenders are detained within a 'humane and constructive ethos and regime'. This aims to re-educate them so that they can be rehabilitated properly back into society. Hunterscombe offers NVQs and provides for the inmates' leisure and creative interests. The governor showed his forward thinking in the punishment of young people when he 'brought in musical instruments and set up a recording studio because so many inmates were keen to make music'. In contrast, at Reading Prison, the warden was 'dismissed' for trying to help a child prisoner by giving him 'some sweet

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	biscuits'. Here, the emphasis is on punishment with even child prisoners 'confined' in 'dark, badly ventilated, ill smelling prison cells' for 'twenty-three hours out of the twenty-four'. It seems that in the nineteenth century, child prisoners, much younger than those at Huntercombe, were treated in a brutal way, with no leisure activities and no interest in their well-being or education from the governor. Here, they were to be punished and neglected, not rehabilitated.
Level 3 Clear, relevant summary 5-6 marks	Shows clear synthesis and interpretation of both texts: <ul style="list-style-type: none"> • Makes clear inferences from both texts • Selects clear references/textual detail relevant to the focus of the question • Statements show clear differences between texts 	At the top of the level, a student's response will meet all of the skills descriptors.	At Huntercombe, offenders are lucky enough to experience a 'humane and constructive ethos' which aims to rehabilitate them and stop them reoffending. They can improve their education by taking NVQs or learn new skills like playing 'musical instruments' and they are even provided with a recording studio. The governor treats them well and tries to respond to their interests when 'so many inmates were keen to make music'. In contrast, at Reading Prison, the warder was 'dismissed' for trying to help a child prisoner by giving him 'some sweet biscuits'. They were 'confined' in 'dark, badly ventilated, ill smelling prison cells' for 'twenty-three hours out of the twenty-four'. It seems that in the nineteenth century, child prisoners were treated severely and warders were not allowed

		At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	to help them, whereas in Huntercombe the Governor himself was concerned for their well-being.
Level 2 Some, attempts at summary 3-4 marks	Shows some interpretation from one/both texts: <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 	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.	At Huntercombe, the offenders are treated well. The governor 'brought in musical instruments and set up a recording studio'. I think he wants to help them to learn new skills. Whereas as Reading Prison, the child prisoners were treated cruelly and were 'confined to cells for twenty three hours' each day.
Level 1 Simple, limited summary 1-2 marks	Shows simple awareness from one/both texts: <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 	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 at least one of the skills descriptors.	At Huntercombe, the offenders can play musical instruments and take NVQs, but at Reading, the child prisoners are locked up in their cells nearly all day.
Level 0 No marks	Students in this band will not have offered any differences. Nothing to reward		

AO1 content may include ideas such as:

- differences between the cruelty at Reading Prison and more humane treatment at Huntercombe
- differences between rehabilitation and punishment
- differences between activities available to young prisoners.

0 3

You now need to refer only to **Source B** from **lines 1 to 12**.

How does the writer use language to describe child prisoners?

[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
Level 4 Detailed, perceptive analysis 10-12 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> Analyses the effects of the writer's choices of language Selects a judicious range of textual detail Makes sophisticated and accurate use of subject terminology 	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. The writer uses language to emphasise just how small and vulnerable children are in prisons. He first describes one of them as 'little' and 'hungry'. By putting two adjectives together, the writer more powerfully emphasises for the reader how incongruous it is for the child to be placed in an adult environment. The word, 'little' tells us the child is small, young and implies weak and vulnerable, whilst the adjective 'hungry' suggests that the child is deprived, malnourished and therefore neglected. The writer adds to this description of the child prisoners 'standing in a row like frightened mice' with a simile which forces the reader to view the children

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	as timid and fearful, shivering in their 'pitiful prison dress'. These descriptions dehumanise the child prisoners and the reader feels an angry sense of injustice at a prison system that treats children this way.
<p>Level 3</p> <p>Clear, relevant explanation</p> <p>7-9 marks</p>	<p>Shows clear understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Explains clearly the effects of the writer's choices of language Selects a range of relevant textual detail Makes clear and accurate use of subject terminology 	<p>At the top of the level, a 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 uses two adjectives together, with the phrase 'little hungry child'. This describes the child prisoner as not just small and therefore vulnerable, but also implies that the child is very young. The adjective 'hungry' suggests this child and others are being neglected and deprived. This arouses our sympathy and anger at the treatment of children in this prison with adults. The writer adds to this impression with the simile 'standing in a row like frightened mice'. Mice are small and timid creatures, and so the writer gives the reader the image of the children being lined up, scared and exposed, and so emphasises their vulnerability.</p>
<p>Level 2</p> <p>Some, understanding and comment</p> <p>4-6 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of language Selects some appropriate textual detail Makes some use of subject terminology, mainly appropriately 	<p>At the top of the level, a 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 adjectives when he describes a 'little hungry child'. The effect of this is to emphasise for the reader how small the child is, even though it's in an adult prison. This states that the children are not just 'little' but 'hungry' too, which tells us that they also need food. It makes the reader see how vulnerable they are.</p>

<p>Level 1 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 language • Selects simple references or textual details • 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>The writer uses language to describe a 'little hungry child' which shows that the children are only little and not like all the other prisoners who are adults. It makes you feel sorry for them because they seem to need help.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of language. Nothing to reward</p>		

AO2 content may include the effect of ideas such as:

- references to diminutives, words connected with scale and size to emphasise the vulnerability of the children in an adult environment
- use of emotive adjectives 'little', 'hungry' and 'pitiful' to make the reader feel sympathy for the children
- repetition of 'child' and 'children' to show how shocking their presence is in a prison environment
- use of alliteration in 'pitiful prison dress' draws attention to their neglect
- use of imagery to reinforce the impression of children as vulnerable and afraid.

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 views of children being imprisoned.

In your answer, you could:

- compare their different views
- compare the methods the writers use to convey their different views
- 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			
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.	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 reporter presents the reader with a magazine article on the way that some prison experiences can be positive and change young people for the better. She deliberately begins by describing one such offender, Charmion, as 'not the kind of kid you'd have wanted on your patch'. It establishes him as a problem for society. She juxtaposes this description with an interview, and the interview adds authority and credibility to her perspective, when Charmion says, 'It was prison that turned me around'. Her

			<p>view that Huntercome is forward-looking and positive is supported because Charmion's says that his life has changed direction for the better.</p> <p>In contrast, the writer of Source B stresses his own insights from being in Reading prison to win over the reader to his negative perspective of children being imprisoned. He writes in an open letter to the editor of a newspaper, which suggests that he wants the paper's readership to support his argument. He first of all describes the children as being dehumanised – 'tiny', 'hungry' and like 'frightened mice' to convey their sense of vulnerability and neglect. He states that he was 'utterly distressed' at what he saw and asks the question, 'Who wouldn't be?' to directly involve the reader and gain their agreement with this perspective. His viewpoint is reinforced with the statement: 'Of course no child under fourteen years of age should be sent to prison at all. It is an absurdity'. The word 'absurdity' conveys how wrong, indeed stupid, the writer feels the imprisonment of children is – and that no sensible person could think otherwise. He uses the word to suggest that his readers should be similarly incredulous.</p>
<p>Level 3 Clear, relevant</p> <p>9-12 marks</p>	<ul style="list-style-type: none">• Compares ideas and perspectives in a clear and relevant way• Explains clearly how writers' methods are used• Selects relevant detail to support from	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>The writer of Source A is reporting on young offenders and conveys a positive perspective on the way that prison can improve their lives. To help convince the reader to agree with her, she presents us</p>

	<p>both texts</p> <ul style="list-style-type: none"> Shows a clear understanding of the different ideas and perspectives in both texts 	<p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>with an interview with Charmion in which he says, 'It was prison that turned me around'. It is a direct quote and so seems more personal and honest. The phrase 'turned me around' shows the reader that in Huntercombe Charmion was able to change the direction of his life. This helps us understand why the writer thinks this is a good place. In contrast, the writer of Source B went to prison himself. He is able to give his own impressions when he says 'Of course no child under fourteen years of age should be sent to prison at all. It is an absurdity'. He uses a short sentence after a longer one to emphasise his point and the word 'absurdity' is effective because it shows how ridiculous he thinks it is to send little children to prison. He is incredulous and wants his readers to feel the same.</p>
<p>Level 2 Some, attempts 5-8 marks</p>	<ul style="list-style-type: none"> Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used Selects some appropriate textual detail/references, not always supporting from one or both texts Identifies some different ideas and perspectives 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>The writer of Source A is reporting on young offenders. She hasn't been to prison herself but writes, 'I was startled at how many said prisons had given them something they needed and could not get outside', such as regular meals and someone to listen to them. One method that she uses to show this perspective is to interview people like Charmion. He says 'It was prison that turned me around'. By quoting him in this way, she gives an example of a positive experience. In contrast, the writer of Source B went to prison himself and saw some children in</p>

		At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	there. He says 'Of course no child under fourteen years of age should be sent to prison at all. It is an absurdity'. This shows his negative opinion on the matter.
Level 1 Simple, limited 1-4 marks	<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 reporter in Source A presents the reader with an interview with a young offender called Charmion who says that 'It was prison that turned me around.' The interview lets him talk in his own words. Whereas the writer of Source B saw children in the same prison as he was sent to and didn't think that it was right to send them there.
Level 0 No marks	No ideas offered about the differences. Nothing to reward		

AO3 content may include ideas such as:

- Source A praises the value of prison for directionless children
- Source B presents prison as an inappropriate place for children
- Source B is sympathetic to the plight of children in prison
- Source A thinks prison works best for children when humane and constructive programmes focus on rehabilitating offenders.

And comment on methods such as:

- contrast of before and after experiences of Charmion in Source A
- use of interview and personal testimony in Source A
- use of descriptive language to win reader's sympathy
- language choices and sentence types to reinforce opinion.

Section B: Writing**0 5**

‘School pupils should not be punished with detentions. They are the modern equivalent of being imprisoned.’

Write an article for your school magazine or website in which you argue for or against the statement.

(24 marks for content and organisation

16 marks for accuracy)

[40 marks]

AO5 Content and Organisation Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.			
Level		Skills Descriptors	How to arrive at a mark
Level 4 19-24 marks Compelling, Convincing	Upper Level 4 22-24 marks	Content <ul style="list-style-type: none"> Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers 	At the top of the upper range, a 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 	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.

		Organisation <ul style="list-style-type: none"> Varied and effective structural features Writing is highly engaging, with a range of developed complex ideas Consistently coherent paragraphs with integrated discourse markers 	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 Consistent, Clear	Upper Level 3 16-18 marks	Content <ul style="list-style-type: none"> Register is consistently matched to audience Consistently matched to purpose Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices Organisation <ul style="list-style-type: none"> Effective use of structural features Writing is engaging, using a range of clear connected ideas Coherent paragraphs with integrated discourse markers 	At the top of the upper range, a 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	Content <ul style="list-style-type: none"> Register is generally matched to audience Generally matched to purpose Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation <ul style="list-style-type: none"> Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of discourse markers 	At the top of the lower range, a 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>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 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</p>

			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 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 	<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"> • 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's response will have Level 2 and at least one of the skills descriptors.</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>

	<ul style="list-style-type: none"> • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary 	At the bottom of the level, a 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"> • 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'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.	