



KEY STAGE 3

English Language

Paper 2 Writers' viewpoints and perspectives
Mark Scheme

Year 8 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	✓
AO4	n/a
	Section B
AO5	✓
AO6	✓

Section A: Reading

0	1
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Read again **Source A** from lines **1 to 15**.

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 The writer has only recently become a fan of keeping animals in good zoos.
 B He likes all zoos.
 C He has visited lots of zoos, safari parks and aquaria around the world.
 D He has worked in zoos in the UK.
 E He doesn't accept that there are any bad zoos.
 F He feels that there will always be things about zoos that can be improved.
 G Zoos don't need to worry about negative public opinion.
 H Zoos can be closed down if they don't agree to be inspected.

[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 The writer has only recently become a fan of keeping animals in good zoos. [F] B He likes all zoos. [F] C He has visited lots of zoos, safari parks and aquaria around the world. [T] D He has worked in zoos in the UK. [T] E He doesn't accept that there are any bad zoos. [F] F He feels that there will always be things about zoos that can be improved. [T] G Zoos don't need to worry about negative public opinion. [F] H Zoos can be closed down if they don't agree to be inspected. [T]</p>	

0 2

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

The enclosures in which animals are kept in reserves like the Masai Mara and at London Zoo are different.

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

[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 similarities 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. In London Zoo the animals were kept 'locked up in a cage with bars at the front' and the seal could only swim in a 'sunk iron basin full of water'. This implies a sense of imprisonment as if they had committed a crime and were being punished even though they were innocent. Even the reference to 'basin' makes me think how small and inadequate the facilities were, as if the seal had to make do with something tiny and artificial rather than enjoy the freedom of the sea. In contrast, the animal reserve is a modern way of keeping animals in captivity. It has no separate enclosures and just one

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	'10000 kilometre long fence' around a huge area of land. This would give the animals a sense of freedom, as if they are back in the wild. They are protected and can be visited, but would be a place where they can be happy because it would feel like they are in their natural habitat.
<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"> • Makes clear inferences from both texts • Selects clear references/textual detail relevant to the focus of the question • Statements show clear similarities between texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>Whereas in London Zoo the animals are kept 'locked up in a cage with bars at the front' and the seal can only swim in a 'sunk iron basin full of water', they have much more freedom in the reserve which only has a '10000 kilometre long fence' around it so there is much bigger living space. One thing I infer from this is that in London Zoo in Victorian times, the animals seem as though they are in prison and therefore come across as unhappy, but in the modern day animal reserve, they are freer to roam about, maybe even find their own food. It would be like they are in the wild but still able to be visited and seen which makes the animals and visitors happier.</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"> • Attempts some inference(s) from one/both texts • Selects some appropriate references/textual detail from one/both texts • Statements show some similarities 	<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</p>	<p>In London Zoo the animals are kept 'locked up in a cage with bars at the front'. The seal has to swim in just a 'sunk iron basin full of water'. This suggests to me that wild animals don't have enough space to live in. It is different in the animal reserve because there is just a '10000 kilometre long fence' around it which gives the animals lots of space. It</p>

	between texts	descriptors.	would be like they are still in the wild.
<p>Level 1 Simple, limited summary 1-2 marks</p>	<p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> • Offers paraphrase rather than inference • Makes simple reference/textual details from one/both texts • Statements show simple similarities between texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>In London Zoo the animals are kept in small cages. The seal has to swim in just a 'sunk iron basin full of water' but Masai Mara is bigger.</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:

- the vast difference in size between the London Zoo and the Masai Mara animal reserve; the sense of freedom which the different areas afford the animals
- London Zoo kept animals in captivity in order to entertain and educate the public; the Masai Mara animal reserve ensures that the animals have much greater space in order to roam freely.

0 3

You now need to refer **only** to **Source B** from **lines 4 to 15**.

How does the writer use language to describe the seal and the stork, and the way that they behave towards each other?

[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 describes how the seal 'passes the day swimming rapidly round' in the water 'at express speed'. The choice of adverb 'rapidly' suggests the swiftness and agility of the seal as if it is a whirlwind of youthful excitement. This idea is then reinforced by the adjective 'express', implying the young seal is like an unstoppable train, full of boundless energy and enthusiasm for life. The stork watches on, opening and closing its mouth 'like a middle-aged gentleman, waking up from an after-dinner nap'. Here the writer makes use of a simile to characterise the stork as an older, disapproving person who has been disturbed and is tutting with annoyance at the silliness of youth. The stork has the rather condescending attitude of an upper class person,

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	and the language almost invites us to think of the two of them as different social classes, being brought together in similar circumstances but having little else in common.
<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 describes the seal as swimming 'rapidly round' in the water and with 'express speed'. The adverb 'rapidly' conveys the fast pace of the seal's movements: it implies it is dashing around because it is a fun, lively animal with a lot of energy. This idea is reinforced by the adjective 'express' suggesting that the seal is like a rushing train that is out of control. The stork watching the seal then opens and shuts its mouth 'like a middle-aged gentleman'. This is a simile which implies it is an older person who has been disturbed and is tutting because he is not amused at the young seal's behaviour.</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 describes how the seal swims. It swims 'rapidly' and with 'express speed'. The words 'rapidly' and 'express' show that it moves quickly and has a lot of energy. When the stork watches the seal it opens and shuts its mouth like a 'middle-aged gentleman' which is a simile and shows that he doesn't like the seal.</p>
<p>Level 1</p> <p>Simple, limited comment</p> <p>1-3 marks</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> Offers simple comment on the effects of language Selects simple references or textual details 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>The seal swims round its pool. The word 'rapidly' shows that it moves quickly but the stork just walks around which makes it seem slower.</p>

	<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 language. Nothing to reward		

AO2 content may include the effect of ideas such as:

- the use of language to indicate different speeds or movements of each animal
- the use of language which seems to confer human characteristics on the animals eg warm heart, wistfully, friend.
- the use of speech and simile to characterise the stork and how it feels about the seal's behaviour.

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 about animals being kept in zoos.

In your answer, you could:

- compare their different views
- compare the methods they use to convey their 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 writer conveys his deep convictions about the importance of zoos. He states his opinion explicitly in the title 'Why zoos are good' which establishes a persuasive and rhetorical tone to his writing as what is really an opinion is presented as a fact. He makes it clear from the beginning that he is only in favour of 'good zoos' with the imperative for the reader to 'note the adjective' placed in brackets. This direct address to the reader suggests that he is presenting us with a considered and reasoned argument: by acknowledging there are also bad zoos, he is more likely to persuade us to agree with his opinions about good ones. He calls himself a 'fan' of good

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	zoos with the word fan suggesting emotive links with support and passion for a cause that he believes in. In stark contrast, the writer of Source B feels that the animals are kept in prison-like conditions, referring to 'a cage with a bar in front'. This language is more typical of prison than a zoo because the word cage has connotations of being trapped and cruelly treated. He further develops this connection in the way that he personifies the animals as if they are human, describing the bear as 'surprised, sorry and puzzled' when a boy throws a pebble at him. His references to 'comedies' and 'tragedies' seem to sum up his view that the animals are living out human episodes for the entertainment of people like in a theatre. Both end 'rather sadly' he says which appeals to our own emotions and makes us sympathise with their predicament.
Level 3 Clear, relevant 9-12 marks	<ul style="list-style-type: none"> Compares ideas and perspectives in a clear and relevant way Explains clearly how writers' methods are used Selects relevant detail to support from both texts Shows a clear understanding of the different ideas and perspectives in both texts 	At the top of the level, a student's response will meet all of the skills descriptors.	The writer of Source A presents us with a strong argument as to why he is in favour of good zoos. He uses persuasive language and techniques to persuade the reader to agree with his point of view. For example, the title 'Why zoos are good' seems like a clear answer to a question that he has been asked about his views. It's like a fact when it is just an opinion. He reinforces this right at the beginning when he calls himself a 'life-long fan' as if he is supporting his local football team and reminds us of this at the end with a concluding statement when he again says 'it's hard for me to see zoos as anything other than being essential to the long-term survival of numerous species'. It is a personal viewpoint that helps the reader to be persuaded by what he has to say. In contrast, the writer of Source

		At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	B, focuses on the captivity of the animals like the seal in “a cage with a bar in front”. He describes zoos as sad places where the animals have little space and look upset much of the time. This method of giving the animals human characteristics is persuasive because it appeals to the readers’ feelings of guilt at visiting them as a tourist attraction.
<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>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>The writer of Source A thinks zoos are very important because they stop animals becoming extinct and they protect them from predators and disease. He begins his article with the title: ‘Why zoos are good’ and then says ‘I am a lifelong fan of good zoos’. The word ‘fan’ shows that he supports them. However, the writer of Source B seems to think that London zoo is a sad place to visit because of the way that the animals seem to feel. He makes them out to be almost human which makes the reader feel sorry for them.</p>
<p>Level 1 Simple, limited 1-4 marks</p>	<ul style="list-style-type: none"> Makes simple cross reference of ideas and perspectives Makes simple identification of writers’ methods Makes simple references/ textual details from one or both texts Shows simple awareness of ideas and/or perspectives 	<p>At the top of the level, a 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 of Source A has a positive view towards zoos. He thinks that they help to protect animals. He calls the article ‘Why zoos are good’ which sums up his view but it is different in Source B because the writer seems to feel sorry for the animals like when the boy threw a pebble at the bear. Both texts are written in first person so we know what the writers think about zoos.</p>

Level 0 No marks	No ideas offered about the differences. Nothing to reward.
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AO3 content may include ideas such as:

- the strong arguments put forward in Source A about why zoos are important for animal welfare, conservation, research and the environment compared to Source B where in Victorian times, the zoo used small cages to display animals for educational and entertainment purposes
- the concentration on arguments in Source A and animals and their activities in Source B to show an intellectual and emotional stance.

And comment on methods such as:

- the use of first person narration to convey the two writers' views and beliefs
- the methods of persuasive speech compared to personifications of animals as having human traits.

Section B: Writing

0 5 'Visiting a good zoo can be entertaining and informative, but there are lots of other tourist attractions that can make a suitable day out for all the family'.

Write the text for a leaflet in which you advise families about the best attractions to visit in your area.

(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	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 	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.

	marks	<p>devices</p> <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 paragraphs with integrated discourse markers 	<p>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.</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 upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3.</p>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p>Content</p> <ul style="list-style-type: none"> Register is generally matched to audience Generally matched to purpose Vocabulary clearly chosen for effect and appropriate use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of discourse markers 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3.</p>

<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.	