

# KEY STAGE 3

## English Language

Paper 1 Explorations in creative reading and writing  
Mark Scheme

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Year 7 Pack 2

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Version 1.0

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## INTRODUCTION

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

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, 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"><li>• Identify and interpret explicit and implicit information and ideas.</li><li>• Select and synthesise evidence from different texts.</li></ul>
AO2	<ul style="list-style-type: none"><li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li></ul>
AO3	<ul style="list-style-type: none"><li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li></ul>
AO4	<ul style="list-style-type: none"><li>• Evaluate texts critically and support this with appropriate textual references.</li></ul>

**SECTION B: WRITING – Assessment Objectives**

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

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

**Section A: Reading**

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Read again the first part of the Source from **lines 1 to 4**.

List **four** things about McNulty from this part of the Source.

**[4 marks]**

Give 1 mark for each point about McNulty:

- responses must be true, and drawn only from lines 1 to 4 of the text.
- responses must relate to **McNulty**.
- 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 4 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.

<b>AO1</b>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts.</li> </ul>
<b>This assesses bullet point 1 identify and interpret explicit and implicit information and ideas</b>	
<p>Indicative content; students may include:</p> <ul style="list-style-type: none"> <li>• he was a small man</li> <li>• he had wild eyes</li> <li>• he was bare-chested</li> <li>• his skin was covered in scars (and bruises)</li> <li>• he had faded tattoos on his body</li> <li>• he had a canvas sack (on a long stick)</li> <li>• his hair was black</li> <li>• he had pointed gold teeth (at the front of his mouth)</li> <li>• he wore tiny golden earrings</li> <li>• there were deep creases in his cheeks.</li> </ul> <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 18 to 27** of the Source:

(Extract in question paper)

How does the writer use language here to show McNulty's strength?

You could include the writer's choice of:

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

[8 marks]

<b>AO2</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views			
<b>This question assesses Language</b> ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4  Detailed, perceptive analysis 7-8 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> <li>• Analyses the effects of the writer's choices of <i>language</i></li> <li>• Selects a judicious range of textual detail</li> <li>• Makes sophisticated and accurate use of subject terminology</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.  The writer creates a list of verbs as we are told McNulty 'took' it in his hands, 'spread' his legs and 'bent' his knees. These verbs suggest effort and strain and so emphasise for the reader just how strong McNulty needs to be to lift it. Then the metaphor, 'There were tears of strain in his eyes' and the verb, 'groaned' imply that he was almost bursting with the struggle and pain, striving to lift the wheel. This is followed by a rhetorical question as McNulty asks the crowd in

		<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>third person 'Could he?'. This cleverly includes the onlookers and the reader in doubting his strength, thereby increasing his achievement by building tension, as we too wonder whether he will lift it. The adjective in the reference to his 'gritted teeth' further reinforces his strength because it recreates an image of him straining to lift it. It also has connotations of determination. He clamps his teeth together and, determined, gets on with it. The writer again emphasises the effect on the crowd with the mention of the way that 'We gasped'. It contrasts the third person description and includes both Bobby and the reader in the action. 'Gasped' is onomatopoeic as its sibilant sound brings to life the moment for the reader. It suggests a sense of awe and wonder, like a great feat has been achieved because everyone reacted in the same, involuntary way.</p>
<p>Level 3 Clear, relevant explanation  5-6 marks</p>	<p>Shows clear understanding of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Explains clearly the effects of the writer's choices of <i>language</i></li> <li>Selects a range of relevant textual detail</li> <li>Makes clear and accurate use of subject terminology</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>The reader is told that he 'groaned' to lift the wheel. The verb 'groaned' suggests how much of an effort it is to lift the wheel and implies he is moaning through the pain. This is reinforced with the sentence, 'There were tears of strain in his eyes' as if he was literally crying with the effort needed. The rhetorical question McNulty asks of himself, 'Could he?' pulls the crowd into his effort and builds up a sense of drama. It is not certain whether he will be strong enough or not and this adds to the tension of the moment. When the crowd 'gasped', the writer's use of onomatopoeia recreates the sound that the crowd made. It makes it seem like a great achievement because the crowd all reacted in the same way.</p>

<p>Level 2 Some, Understanding and comment 3-4 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Attempts to comment on the effect of <i>language</i></li> <li>Selects some appropriate textual detail</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>The writer describes McNulty's strength through listing verbs: 'spread his legs, bent his knees' and 'groaned'. These emphasise the effort he needed, and 'groaned' suggests that he is in pain and has to summon up all of his strength. The writer has McNulty ask the rhetorical question, 'Could he?' which also emphasises how hard lifting the cartwheel is and helps the crowd, Bobby and the reader feel part of the act.</p>
<p>Level 1 Simple, limited comment 1-2 marks</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Offers simple comment on the effect of <i>language</i></li> <li>Selects simple references or textual details</li> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>The writer shows that although McNulty is strong, he 'groaned' and 'bent his knees'. Words like these help the writer to show how strong McNulty is.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of <i>language</i>. Nothing to reward</p>		

AO2 content may include the effect of ideas such as:

- verbs to emphasise strength and power
- adjectives to suggest effort and strain
- rhetorical question and effect on narrative perspectives to contrast the way that McNulty lifts the wheel and how the crowd reacts
- appeals to the reader's senses
- use of onomatopoeia and personification to reinforce the achievement.



0 3

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

The text is from an early section of the novel.

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]**

<b>AO2</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views			
<b>This question assesses how the writer has structured a text.</b> 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"> <li>• Analyses the effects of the writer's choice of <i>structural</i> features</li> <li>• Selects a judicious range of examples</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.  It is structured as a first person narrative account to more directly present the reader with Bobby's thoughts and feelings. Structurally, it acts like a camera would. After a description of McNulty, the focus is on Mum and Bobby in the crowd giving McNulty money, with Bobby then being pushed forward. This has the effect of establishing Bobby in the forefront of the action

	<ul style="list-style-type: none"> <li>Makes sophisticated and accurate use of subject terminology</li> </ul>	<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>and of McNulty's gaze. The central focus on McNulty's performance widens the reader's attention to the crowd and its reaction. The tone and focus change because we then see Bobby alone, closer to McNulty and further away from his Mum. This isolation is reinforced when McNulty chooses Bobby as his assistant – almost as if he is taking him away – 'He cupped my shoulder and drew me to him'. The interest arises, at this point, from our sense of Bobby's vulnerability and exposure to this strange and rather gruesome man. The writer's use of dialogue, that moves from instructions: 'Open it' and 'Take out the thing that should make the most pain' to a demand that he should 'Do it', builds the reader's sense of Bobby's isolation and the claustrophobic nature of the meeting. Bobby is alone and trapped even though he is in a crowd. In the end, we are inside Bobby's thoughts – of fear and 'trembling' and the desire 'to escape'. Bobby's movement through the text, away from his Mum and towards McNulty, compels the reader to speculate on the nature of the relationship and what it might mean for the rest of the novel.</p>
<p>Level 3 Clear, relevant explanation  5-6 marks</p>	<p>Shows clear understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> <li>Explains clearly the effects of the writer's choice of <i>structural</i> features</li> <li>Selects a range of relevant examples</li> <li>Makes clear and accurate use of subject terminology</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>The text is structured so that, after the description of the fearsome McNulty, we follow Bobby's thoughts and actions. He is pushed forward through the crowd of on-lookers so that he is 'right to the front of the crowd'. The central focus is on McNulty's feat of strength and the wider view of its effect on the whole crowd, including Bobby - 'We gasped', 'We backed away'.</p>

		<p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>Then the focus of the text changes to Bobby, who is now separated from his Mum and closer to McNulty. The text is further structured through dialogue between Bobby and McNulty. The focus, of the reader and the crowd, is now on Bobby: 'This is my assistant' with McNulty giving Bobby instructions 'Open it' and 'Take out the thing that should give most pain'. This structural feature makes the reader concentrate on the relationship between Bobby and McNulty. We are then taken back into Bobby's thoughts which become more and more fearful – 'With trembling fingers'. In the end, Bobby feels trapped – 'I just wanted to escape, but the bodies were packed before me'. It leaves the reader with the unanswered question: Why has Bobby been picked out by McNulty?</p>
<p>Level 2 Some, understanding and comment  3-4 marks</p>	<p>Shows some understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> <li>• Attempts to comment on the effect of <i>structural</i> features</li> <li>• Selects some appropriate examples</li> <li>• Makes some use of subject terminology, mainly appropriately</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>The writer structures the text so that McNulty is first of all described as a rather frightening person. After that we are introduced to Bobby and his Mum and the scene shifts to McNulty's strong man act and the reaction of the crowd. Then, Bobby is separated from his Mum, and McNulty says, 'This is my assistant'. The dialogue between McNulty and Bobby also helps to bring the meeting between them, and what Bobby is thinking, to life. At the end, the reader, like the crowd, wonder what McNulty is going to do next and how the boy can help him.</p>

<p>Level 1 Simple, limited comment  1-2 marks</p>	<p>Shows simple awareness of <i>structural features</i>:</p> <ul style="list-style-type: none"> <li>• Offers simple comment on the effect of <i>structure</i></li> <li>• Selects simple references or examples</li> <li>• Makes simple use of subject terminology, not always appropriately</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>The text is structured to tell us about McNulty and the way in which Bobby reacts to him. It first of all describes McNulty and then moves on to his performance in lifting the cartwheel. Then the writer shows how Bobby feels about helping him with his act. It helps the reader to think about the meeting and if it might be important to the rest of the novel.</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 ideas such as:

- the text is structured through first person perspective, through the eyes of the boy
- the text begins with a focus on the man himself, then shifts to the boy and his mother
- a further shift happens when the boy is separated from his mother by the crowd and he becomes a 'part' of McNulty's act
- the text is ordered chronologically and is in past tense, like a memory being recalled vividly
- the writer places us in the market square on a 'brightening autumn day' but there is a contrast between the smiling crowd/the brightness and the fear that builds within Bobby.

0 4

Focus this part of your answer on the second half of the Source from **line 28 to the end**.

One student wrote: “This end part of the text where Bobby helps McNulty with his act reveals his fear and fascination of him”.

To what extent do you agree?

In your response, you could:

- consider your own impressions of where Bobby helps McNulty with his act
- evaluate how the writer reveals Bobby's fear and fascination of him
- support your response with references to the text.

**[20 marks]**

<b>AO4</b> 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"> <li>• Evaluates critically and in detail the effect(s) on the reader</li> <li>• Shows perceptive understanding of writer's methods</li> <li>• Selects a judicious range of textual detail</li> <li>• Develops a convincing and critical response to the focus of the statement</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.  This interpretation seems plausible so I agree to a large extent. The writer hints that McNulty has a sinister hold on Bobby when Bobby says 'He fell silent as his eye met mine again.' This suggests Bobby seems to be the chosen one, isolated from the crowd and almost hypnotised by McNulty's stare. This is reinforced when McNulty 'cupped' his shoulder and 'drew' him closer. The verb 'cupped' has connotations of being held gently or with care, perhaps like a protective father to a child or a prized possession. Yet the writer also develops fascination when Bobby describes how McNulty 'crouched in front of me. His skin glistened.' Here, the writer draws out a deliberate connection with an animal or reptile, yet seems to leave it ambiguous as to

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	how the reader might interpret it. It could be that he is intrigued with the way that McNulty stands out as being different, almost exotic. Yet the verb ‘crouched’ could be more negative, and suggests he is afraid of the way that McNulty might suddenly be about to pounce.
<p>Level 3</p> <p>Clear, relevant evaluation</p> <p>11-15 marks</p>	<p>Shows clear and relevant evaluation:</p> <ul style="list-style-type: none"> <li>• Evaluates clearly the effect(s) on the reader</li> <li>• Shows clear understanding of writer’s methods</li> <li>• Selects a range of relevant textual references</li> <li>• Makes a clear and relevant response to the focus of the statement</li> </ul>	<p>At the top of the level, a student’s response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>I understand what the student means here. The writer shows how Bobby is fearful of McNulty when Bobby tells us ‘he cupped my shoulder and drew me to him’. One method that the writer uses to emphasise the way that Bobby feels is through his choice of language. For example, the verb ‘drew’ implies that McNulty entices Bobby to help, although Bobby seems unsure about this. It suggests McNulty has power and control. Later, Bobby notices how his eyes are ‘so deep and dark’. These adjectives could imply that Bobby thinks that McNulty has a hidden and evil character; he is curious and wants to find out more about him. Another method that the writer uses is to describe McNulty as a reptile through references to ‘his skin glistened’ and the way he ‘crouched’ down. It’s like he is about to pounce.</p>
<p>Level 2</p> <p>Some evaluation</p> <p>6-10 marks</p>	<p>Shows some attempts at evaluation:</p> <ul style="list-style-type: none"> <li>• Makes some evaluative comment(s) on effect(s) on the reader</li> <li>• Shows some understanding of writer’s methods</li> <li>• Selects some appropriate textual reference(s)</li> <li>• Makes some response to the focus of the statement</li> </ul>	<p>At the top of the level, a student’s response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>I agree that Bobby sees McNulty as a frightening figure but I’m not sure that he is really fascinated, even though, with the crowd, he ‘gasped’ and ‘backed away’. The verb ‘gasped’ tells us that the crowd caught its breath and moved back from McNulty. He is even more afraid because he can’t reach out for his ‘Mam’s hand’. Bobby tells us, ‘He cupped my shoulder and drew me to him’. This suggests that he is being forced to help McNulty with his act and the whole thing is terrifying for him.</p>

<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"> <li>• Makes simple, limited evaluative comment(s) on effect(s) on reader</li> <li>• Shows limited understanding of writer's methods</li> <li>• Selects simple, limited textual reference(s)</li> <li>• Makes a simple, limited response to the focus of the statement</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>I agree that Bobby seems afraid of McNulty because he is strange and a bit scary. He makes fun of his stammer 'R-Robert' and he forces Bobby to help choose the needle-sharp skewer. At the end he says 'I just wanted to escape' which shows that he is afraid of McNulty and the word 'escape' tells us he wanted to get away.</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:

- the different attributes of the characters: Bobby is nervous, apprehensive, needing reassurance; McNulty is strong, powerful but there is also a hint of human frailty and the need for help
- how dialogue is used in the text to show both McNulty's power and his weakness
- the different levels of trust from each character
- the effect and possible interpretations of the final line.

**Section B: Writing**

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Your school wants to display some creative writing.

**Either:**

Write a description of a street performance as suggested by this picture: (picture of a crowd of people watching a street performance)

**Or:**

Write a story which begins: It was the most amazing thing I ever saw...

(24 marks for content and organisation and  
16 marks for technical accuracy)  
**[40 marks]**

<b>AO5 Content and Organisation</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.			
Level		Skills Descriptors	How to arrive at a mark
Level 4  19-24 marks  <b>Compelling, Convincing</b>	Upper Level 4  22-24 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Register is convincing and compelling for audience</li> <li>• Assuredly matched to purpose</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Varied and inventive use of structural features</li> <li>• Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	At the top of the 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><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is convincingly matched to audience</li> <li>• Convincingly matched to purpose</li> <li>• Extensive vocabulary with conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Varied and effective structural features</li> <li>• Writing is highly engaging with a range of developed complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> </ul>	<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><b>Consistent, Clear</b></p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is consistently matched to audience</li> <li>• Consistently matched to purpose</li> <li>• Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Effective use of structural features</li> <li>• Writing is engaging, using a range of, clear connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> </ul>	<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><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is generally matched to audience</li> <li>• Generally matched to purpose</li> <li>• Vocabulary clearly chosen for effect and appropriate use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Usually effective use of structural features</li> <li>• Writing is engaging, with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> </ul>	<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 Content and Organisation</p>

			Organisation from the lower range of Level 3
Level 2 7-12 marks  <b>Some success</b>	Upper Level 2  10-12 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Some sustained attempt to match register to audience</li> <li>Some sustained attempt to match purpose</li> <li>Conscious use of vocabulary with some use of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Some use of structural features</li> <li>Increasing variety of linked and relevant ideas</li> <li>Some use of paragraphs and some use of discourse markers</li> </ul>	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 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2
	Lower Level 2  7-9 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Attempts to match register to audience</li> <li>Attempts to match purpose</li> <li>Begins to vary vocabulary with some use of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Attempts to use structural features</li> <li>Some linked and relevant ideas</li> <li>Attempt to write in paragraphs with some discourse markers, not always appropriate</li> </ul>	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 upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2
Level 1 1-6 marks  <b>Simple, Limited</b>	Upper Level 1  4-6 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Simple awareness of register/audience</li> <li>Simple awareness of purpose</li> <li>Simple vocabulary; simple linguistic devices</li> </ul>	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

		<b>Organisation</b> <ul style="list-style-type: none"> <li>• Evidence of simple structural features</li> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> </ul>	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	<b>Content</b> <ul style="list-style-type: none"> <li>• Occasional sense of audience</li> <li>• Occasional sense of purpose</li> <li>• Simple vocabulary</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Limited or no evidence of structural features</li> <li>• One or two unlinked ideas</li> <li>• No paragraphs</li> </ul>	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		

<b>AO6 Technical Accuracy</b> Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)		
Level	Skills descriptors	How to arrive at a mark
Level 4 13-16 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors</p>
Level 3 9-12 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills</p>

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