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# KEY STAGE 3

# English Language

Paper 1 Explorations in creative reading and writing  
Mark Scheme

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Year 8 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****0 1**Read again the first part of the Source from **lines 4 to 7**.List **four** things that Billy does from this part of the Source.**[4 marks]**

Give 1 mark for each point about things Billy does:

- responses must be true, and drawn only from lines 4 to 7 of the text
- responses must relate to **the things that Billy does**
- 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 4 to 7 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 broke from between them</li> <li>• he went out (through the kitchen)</li> <li>• he went to the dustbin</li> <li>• he yanked the lid off</li> <li>• he peered down</li> <li>• he reached down</li> <li>• his fingers felt lightly (amongst the rubbish)</li> <li>• he stopped feeling</li> <li>• he straightened up</li> <li>• he held the bird in his hand.</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 8 to 16** of the Source:

(Extract in paper)

How does the writer use language here to describe the dead bird and Billy's inspection of it?

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			
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>	<b>Indicative Standard</b>
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</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 uses language to show how Billy looks at the bird, but just as importantly how he feels inside; that he is in a state of shock at what has happened to it. The adjective 'glass' to describe the bird's eyes emphasises that its eyes are still shiny but now inanimate - lifeless and without movement, just staring back at him. However, with Billy's actions, the writer shows

	terminology	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	how carefully and precisely he handles the dead bird ‘blowing’, ‘raising’, and ‘smoothing’ the feathers. These present participles suggest Billy’s continuous attention to his precious possession, even in death. It is like he is desperately trying to blow a sense of life back into the bird and animate it once again. The tender comparisons of the simile ‘like a fan’ and the metaphor ‘feathered instrument’ create a sense of the bird’s fragility. These images compare the bird’s wing to precious and beautiful objects that need to be treated delicately and as such, evoke a feeling of sadness and pity for Billy for what he has lost.
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>language</i> : <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>	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	The writer uses the adjective ‘glass’ to describe the bird’s eyes. This emphasises how closely Billy inspects the dead bird and implies that its eyes are still shiny but now lifeless and without movement, just staring back at him. It is as though he can see that it is dead but doesn’t want to believe it or accept it. The deliberately short statement ‘Glass eyes closed’ is abrupt which helps the reader to better understand Billy’s shock at what has happened to the bird. Also adverbs like ‘gently’ and ‘carefully’ describe how Billy handles the bird with tenderness.
Level 2 Some, Understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <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> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.	The writer uses language to show that the bird is dead with a short, two word description: ‘Glass eyes’. This emphasises how closely Billy inspects it and the short statement makes it stand out for the reader. ‘Glass’ is an adjective which is a descriptive word to show the bird’s

	<ul style="list-style-type: none"> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	eyes have no movement in them. The writer uses adverbs like 'gently' and 'carefully' to show that Billy handles the dead bird with care.
<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>	In these lines the writer uses language to describe how Billy notices the dead bird's 'glass eyes'. The word 'glass' is an adjective which describes how its eyes are like glass and have no movement in them. The writer also uses words like 'gently' and 'carefully' to show how Billy held the bird.
<p>Level 0 No marks</p>	No comments offered on the use of <i>language</i> . Nothing to reward		

AO2 content may include the effect of ideas such as:

- use of non-finite verbs
- effects of comparison and symbolism to musical instruments
- role of adverbs to portray how precious it remains to him.



0 3

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

This text is towards the end of the novel.

How is the text structured 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.			
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>	<b>Indicative Standard</b>
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> </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 text is structured to take the reader through the different stages and emotions that Billy experiences, from his opening fear, through the discovery of his dead bird, to his violent confrontation with his brother and mother at the end. In the interior setting of the living-room at the start of the text, Billy's questions to Jud:

	<ul style="list-style-type: none"> <li>• Selects a judicious range of examples</li> <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>‘Where is it, Jud? What you done wi’ it?’, although unanswered, suggest the stresses and potentially explosive tension between the two characters. This initial tension is then juxtaposed with the next section, when Billy returns to the kitchen with his dead bird. The focus here is on the scene of his private grief – just him and the dead kestrel. This quiet time contrasts with the violence to come at the end of the text.</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>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>The text begins inside Billy’s house in the living-room where we learn that something bothering him has happened and it concerns what Jud has done: ‘Where is it, Jud? What you done wi’ it?’. At this early point these questions are unanswered. Then, when the action shifts outside to the dustbin, we begin to understand that Billy’s worry was to do with his bird and that it has been killed, so his questions have now been answered. He comes back into the kitchen and the focus of the text turns to a description of the dead bird. When Billy then ‘carried it through to the living-room’, the dialogue which comes next, ‘Look what he’s done, mam! Look at it!’, has the effect of telling us that Billy is upset and distraught because his fears have come true.</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> </ul>	<p>At the top of the level, a student’s response will meet all of the skills descriptors.</p>	<p>The story begins inside Billy’s house where we learn that Jud has done something to upset Billy when he asks him, ‘Where is it, Jud? What you done wi’ it?’ The action then shifts outside where Billy finds his bird in the dustbin, so we assume at this point that Jud has done something bad to</p>

	<ul style="list-style-type: none"> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	the bird. This structural feature helps to attract the interest of the reader and make you want to read on to find out what has happened.
<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>	The writer begins the story with the character, Billy, speaking and asking questions. This is how we discover something has happened and we can tell he is upset. The text then moves outside to where he finds his bird in the dustbin. This makes the reader feel really sorry for Billy.
<p>Level 0 No marks</p>	<p>No comments offered on the use of <i>structure</i> Nothing to reward</p>		

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

- the text is structured through third person narrative perspective
- the sequence moves from the living room to outside to the kitchen, where Billy is alone with the bird, then back to the living room, where the pace changes
- the writer uses dialogue for much of the middle section to convey the events, the mood and the escalating tension in the family
- the use of questioning in the dialogue shows the increased tension and frustration
- contrasting sentence structure and its effect on the whole text (e.g. final paragraph).

**0 4**

Focus this part of your answer on the second half of the Source from **line 17 to the end**.

A student said, ‘This part of the text where we learn about the poor relationship between Billy and his family explodes into inevitable violence.’

To what extent do you agree?

In your response, you could:

- consider your own impressions of his poor relationship with his family
- evaluate how the writer creates a sense of inevitable violence
- support your response with references to the text.

**[20 marks]**

<b>AO4</b>			
Evaluate texts critically and support this with appropriate textual references			
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>	<b>Indicative Standard</b>
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> </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.  I agree with the statement that this student makes. For example, Billy’s relationship with his mother is shown to be poor when he presents her with the bird that Jud has killed and she says, ‘I know, it’s a shame, love; but I don’t want it.’ Her reaction shows a level of disinterest, and lack of concern in Billy’s distress, which implies that her use of the word ‘love’ may be seen as ironic, if not as cruel and neglectful. The writer

	<ul style="list-style-type: none"> <li>Develops a convincing and critical response to the focus of the statement</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>then employs a different method, changing from dialogue to a description of action when Billy smashes his mother's cup of tea: 'clenched his free hand and swung at it, fisting it clean off its handle across the room'. Here the list of verbs increases in intensity and culminates in the onomatopoeic 'smack' as the teacup hits Jud. The connection between 'fist' and 'smack' seems a deliberate connotation as it implies a violent assault, almost as if Billy has hit Jud himself. It is the explosive moment in the confrontation, which has seemed inevitable since the first line of the text.</p>
<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>I agree with this statement. There are little signs all the way through this part of the text which suggest that Billy's anger will lead to violence. I think this is what the student means in his statement when he says that it is 'inevitable'. For example, Billy's poor relationship with his mother is shown when she says, on being presented with the bird that Jud has killed, 'I know, it's a shame, love; but I don't want it.' She seems to accept that it is a pity but when she rejects the bird, she appears to reject Billy as well. Her reference to him as 'love' seems ironic then, as she shows little love towards him. Another method that the writer uses to bring out the violence between them is to describe Billy's actions for the reader. The dialogue changes to violent action as he smashes his mother's cup of tea: 'clenched his free hand and swung at it, fisting it clean off its handle across the room'. The verb 'clenched' suggests that the tightened grip of his fist shows his anger and tension. The</p>

		At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	use of onomatopoeia in ‘smack’ recreates the sound of the cup as it hits Jud and makes Billy’s act seem even more aggressive.
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: <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>	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.	I agree with the student. Billy has a poor relationship with his mother because all she says, when he looks to her to do something about Jud killing his bird is: ‘I know, it’s a shame, love; but I don’t want it.’ Although she says that it is a ‘shame’ and also calls him ‘love’, she doesn’t really seem to care about him. One method that the writer then uses to build up to the ending when Billy smashes her cup of tea is the dramatic sentence: ‘Billy clenched his free hand and swung at it, fisting it clean off its handle across the room.’ The word ‘swung’ is an action verb which suggests he finally loses his temper with her and swipes at the cup.
Level 1 Simple, limited evaluation 1-5 marks	Shows simple, limited evaluation: <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>	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.	I agree with the student. Billy tries to get his mother to help him when he holds the dead bird out to show her what Jud has done to it, but all she says is, ‘I know, it’s a shame, love; but I don’t want it.’ This shows that she thinks it’s a shame. The writer’s use of dialogue is important because it shows the build-up in tension. The relationship gets worse when Billy smashes the cup out of her hand.
Level 0 No marks	No relevant comments offered in response to the statement, no impressions, no evaluation.		

AO4 content may include the evaluation of ideas such as:

- the escalation of violent language and activity
- the way Billy throws the dead bird at them, in contrast to his earlier careful and gentle handling of it.

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

A website is holding a competition to get people writing creatively. It will put the best ones on its website.

**Either:**

Write a description of a family problem or difficulty as suggested by this picture: (picture of a family)

**Or**

Describe an occasion when family or friends were important to you. Focus on the thoughts and feelings you had at the time.

(24 marks for content and organisation and  
16 marks for technical accuracy)

**[40 marks]**

**A05 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 <b>Compelling, Convincing</b>	Upper Level 4  22-24 marks	<p><b>Content</b></p> <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> <p><b>Organisation</b></p> <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>	<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 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4</p>



	<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</p>

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

		<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>	At the bottom of the range, a 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.)		
<b>Level</b>	<b>Skills descriptors</b>	<b>How to arrive at a mark</b>
<p>Level 4</p> <p>13-16 marks</p>	<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>
<p>Level 3</p> <p>9-12 marks</p>	<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>
<p>Level 2</p> <p>5-8 marks</p>	<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> </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</p>

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