AQA

GCSE
English Language

8700/1 Paper 1 Explorations in creative reading and writing

Mark Scheme

8700

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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.**

Level of response marking instructions

Level of response mark schemes are broken down into four levels (where appropriate). Read through the student's answer and annotate it (as instructed) to show the qualities that are being looked for. You can then award a mark.

You should refer to the standardising material **throughout your marking**.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. It is an indication of the quality of response that is typical for each level and shows progression from Level 1 to 4.

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 descriptors for that level. The descriptors for the level indicate 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.

The Indicative Standard column in the mark scheme will help you determine the correct level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. This requires you to fine tune within the level to see how well each of the skills descriptors for that level has been met. Since responses rarely match a level in all respects, you need to balance out the range of skills achieved and allow strong performance in some aspects to compensate for other skills that may be only partially fulfilled.

The standardising scripts will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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.

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

Advice

In fairness to students, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it closely.

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.

2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.

3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.

4. Remember the key to accurate and fair marking is consistency.

5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

SECTION A: READING – Assessment Objectives

AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
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.
AO3	• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	• 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	• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

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

0 1 Read again the first part of the source, from **lines 1 to 5**.

List **four** things about Rosabel from this part of the source.

[4 marks]

Give 1 mark for each point about Rosabel:

- responses must be true, and drawn only from lines 1 to 5 of the text
- responses must relate to **Rosabel**
- 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 5 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

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

AO1	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts

This assesses bullet point 1: identify and interpret explicit and implicit information and ideas

Indicative content; students may include:

- she bought a bunch of violets
- she had a scone, a boiled egg and a cup of cocoa for tea
- she worked in a hat shop
- she had worked hard all day
- she swung onto the step of the bus
- she grabbed her skirt with one hand
- she clung to the railing of the bus with her other hand
- she wanted a dinner that was hot and strong and filling.

Or any other valid responses that you are able to verify by checking the source.

0 2 Look in detail at this extract, from **lines 6 to 14** of the source:

(Extract in question paper)

How does the writer use language here to describe Rosabel's bus journey home?

You could include the writer's choice of:

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

[8 marks]

AO2
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses Language ie: Words/Phrases/Language Features/Language Techniques/Sentence Forms

Level	Skills Descriptors	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Detailed, perceptive analysis 7-8 marks	Shows detailed and perceptive understanding of language: • 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. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	The writer employs very different language to describe the view from the bus and the claustrophobic, mundane atmosphere within it. As the light catches the misty window panes, jewellers' shops are transformed into 'fairy palaces' for Rosabel. Metaphorically, these shops symbolise a dream-like fantasy world full of sparkle, magic and enchantment, a world that is completely unobtainable for a lower class shop girl like her. However, the passengers inside the bus are described collectively as 'one meaningless, staring face', suggesting their features are indistinguishable: they have blurred into a single anonymous being that personifies the hollow, pointless existence that seems to be their lives. In the bus journey home, the writer's use of language contrasts the outside world of Rosabel's hopes and dreams with the inside reality of her life.
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of language: • Explains clearly the effects of the writer's choices of language • Selects a range of relevant	At the top of the level, a student's response will meet all of the skills descriptors.	The writer uses positive language to describe the view from the bus on Rosabel's journey home. The jewellers' shops are 'fairy palaces', an image to suggest that the light shining on the steamed-up bus windows makes the buildings sparkle and appear dream-like and magical to Rosabel. However, negative language is then used to portray the stuffy atmosphere inside the bus. She says

	textual detail • Makes clear and accurate use of subject terminology	At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	the people 'seemed to resolve into one meaningless, staring face', a metaphor to imply that everyone looks alike and blurs into one dull, ordinary group going about their pointless, everyday lives. In this way, the writer's use of language contrasts Rosabel's imaginary world outside the bus with what her life is really like.
Level 2 Some understanding and comment 3-4 marks	Shows some understanding of language: • Attempts to comment on the effect of language • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The writer describes the jewellers' shops that Rosabel can see through the wet bus window as 'fairy palaces'. This image shows the shops are sparkling in the light and look pretty. Inside the bus is different, because the people sitting opposite her have 'one meaningless, staring face'. This is a metaphor to tell us that all the passengers look the same and seem really bored as they travel home.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of language: • Offers simple comment on the effect of language • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.	The writer says the jewellers' shops were 'fairy palaces' and the word 'fairy' makes it sound like something out of a fairy story. Inside the bus the people have 'one meaningless, staring face' so the looks on their faces don't mean anything.
Level 0 No marks	Nothing to reward		

AO2 content may include the effect of ideas such as:

- contrasting language to describe the view outside the bus and the passengers within it
- symbolism of 'fairy palaces' to suggest Rosabel's fantasy world
- use of metaphor to convey the reality of Rosabel's life.

0 3 You now need to think about the **whole** of the source.

This text is from the beginning of a short story.

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

You could write about:

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

[8 marks]

AO2
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses how the writer has structured a text. Structural features can be: at a whole text level eg. beginnings/endings/perspective shifts; at a paragraph level eg. topic change/aspects of cohesion; and at a sentence level when judged to contribute to whole structure.

Level	Skills Descriptors	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Perceptive, detailed analysis 7-8 marks	Shows detailed and perceptive understanding of structural features: • Analyses the effects of the writer's choices of structural features • Selects a judicious range of examples • 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. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	At the beginning the writer focuses on the private thoughts of Rosabel who is travelling home 'after a hard day's work in a hat shop'. Her social situation is immediately established as we learn she would have 'sacrificed her soul for a good dinner': she is poor, hungry and lower class. Time is then used as a structural feature as Rosabel experiences a flashback to 'all that had happened during the day', and the focus narrows as she reflects specifically on serving a 'girl with beautiful red hair'. The rest of the text involves the reader in the directness of their exchange through dialogue, and we witness Rosabel's public persona of a subservient shop girl in real time. Rosabel's external actions in this section, together with her earlier, more private, internal thoughts, now provide the reader with a fully rounded character. In the final line, the red-haired girl tells her boyfriend she is going to wear her new hat when 'I come out to lunch with you,' which takes us back to the beginning when Rosabel could not afford a decent meal. This circular structure manipulates the reader into favouring Rosabel, and possibly disliking the red-haired girl for her privilege and wealth.

Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of structural features: • Explains clearly the effects of the writer's choices of structural features • Selects a range of relevant examples • Makes clear and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	At the beginning the writer focuses our attention on the thoughts of Rosabel, who is travelling home 'after a hard day's work in a hat shop'. We learn that she would have 'sacrificed her soul for a good dinner', so this immediately establishes the main character as a lower class girl who is poor and hungry, despite how hard she works. We then shift in time as Rosabel experiences a flashback to 'all that had happened during the day', with the focus narrowing to her serving a 'girl with beautiful red hair'. In the final line of their exchange, the girl tells her boyfriend she is going to wear her new hat when 'I come out to lunch with you'. This reminds us of the beginning when Rosabel was hungry, so the structure emphasises how very different the two girls are.
Level 2 Some understanding and comment 3-4 marks	Shows some understanding of structural features: • Attempts to comment on the effect of structural features • Selects some appropriate examples • Makes some use of subject terminology, mainly appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The writer focuses on Rosabel's thoughts at the beginning of the text, saying she would have 'sacrificed her soul for a good dinner', so right from the start we understand that the main character in the story is hungry and we feel sorry for her. Then the focus shifts to Rosabel's bus journey home, and then goes back in time when she remembers that day at work and serving 'a girl with beautiful red hair' who is rich.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of structural features: • Offers simple comment on the effect of structure • Selects simple references or examples • Makes simple use of subject terminology, not always appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.	The text begins with Rosabel so we know she's the main character in the story, and we learn what she had for tea. Then she goes home on the bus and remembers serving 'a girl with beautiful red hair'.
Level 0 No marks	Nothing to reward		

AO2 content may include the effect of ideas such as:

- the use of Rosabel's thoughts at the beginning of the source to establish her lower class lifestyle
- the use of flashback to make a distinction between her public persona and her private thoughts
- the circular nature of the text through the motif of food.

0 4 Focus this part of your answer on the second part of the source, from **line 19 to the end**.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

AO4
Evaluate texts critically and support this with appropriate textual references

Level	Skills Descriptors	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer's methods • Selects a judicious range of textual detail • Develops a convincing and critical response to the focus of the statement	At the top of the level, a student's response will meet all of the skills descriptors.	Although Rosabel's anger is understandable, it is not entirely justified, even though the red-haired girl does appear to have many advantages in life. She has wealth, beauty and happiness, all characteristics of a privileged lifestyle, and the writer's use of colour to describe her - 'beautiful red hair and a white skin and eyes the colour of that green ribbon shot with gold' - implies she is also radiant, vivacious and exotic. This is in direct contrast to the brown-haired Rosabel, who can only dream of being like this. I think Rosabel is envious and maybe even resentful, which is why her anger is understandable. When Rosabel tries on the hat, the key sentence 'Let me see how it looks on you,' is significant because, just for one moment, their lives overlap. In a way, Rosabel is being taunted with a symbol of another, much better life, but this is not deliberate, which is why her 'sudden, ridiculous feeling of anger' is not really fair on the girl. The adjective 'sudden' implies the fury comes out of nowhere, as if Rosabel has no control over it, and 'ridiculous' suggests it is unreasonable to the point of being absurd. The girl does have many of life's advantages, but she is a product of her

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	upbringing in much the same way as Rosabel, and is not to blame for the class divisions in society.
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: • Evaluates clearly the effect(s) on the reader • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Makes a clear and relevant response to the focus of the statement	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	The red-haired girl does seem to have many advantages in life. She arrives in a carriage to go hat shopping, which tells us she's wealthy, and she has a 'well-dressed' boyfriend, all outward signs of success. She is also attractive, and the writer uses colour to imply how alive and vibrant she is: 'beautiful red hair and a white skin and eyes the colour of that green ribbon shot with gold'. She has everything that Rosabel doesn't have, and I think this makes Rosabel jealous because she recognises how unfair life is. However, the girl isn't unpleasant so I'm not sure that Rosabel is right to get annoyed. When Rosabel tries on the hat, her anger is 'sudden' and 'ridiculous', adjectives that show her reaction is unexpected and ultimately silly because there's nothing she can do about the girl having all these advantages and her having none.
Level 2 Some, evaluation 6-10 marks	Shows some attempts at evaluation: • Makes some evaluative comment(s) on effect(s) on the reader • Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some response to the focus of the statement	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	I agree the red-haired girl has many advantages in life. She arrives in a carriage to go shopping, which tells us she's rich, and she has a 'well-dressed' boyfriend. She's also pretty, and the writer uses colour to show she is bright and cheerful: 'beautiful red hair and a white skin and eyes the colour of that green ribbon shot with gold'. I think Rosabel might be jealous of all the things the girl has that she doesn't have. When Rosabel tries on the hat she has a 'sudden, ridiculous feeling of anger', but the word 'ridiculous' tells us she is silly to get so annoyed.

Level 1 Simple, limited comment 1-5 marks	Shows simple, limited evaluation: • Makes simple, limited evaluative comment(s) on effect(s) on reader • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes a simple, limited response to the focus of the statement	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 the red-haired girl has many advantages in life because she arrives at the shop in a carriage. The writer uses colour to describe the girl's 'beautiful red hair' and 'white skin', which makes her sound pretty as well, but Rosabel doesn't have a carriage and I don't think she's pretty so she's right to be angry.
Level 0 No marks	Nothing to reward.		

AO4 content may include the evaluation of ideas such as:

- the advantages the red-headed girl has
- the writer's use of colour to convey the girl's vibrancy
- the differences between the red-haired girl and Rosabel
- whether or not Rosabel's anger is justified.

0 5 Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

Either:

Describe a journey by bus as suggested by this picture: (passengers on a bus)

or

Write a story about two people from very different backgrounds.

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

AO5 Content and Organisation
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Level		Skills descriptors	How to arrive at a mark
Level 4 19-24 marks **Compelling, Convincing**	Upper Level 4 22-24 marks	**Content** • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices **Organisation** • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4
	Lower Level 4 19-21 marks	**Content** • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices **Organisation** • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas	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 3 and at least one of the skills

		• Consistently coherent use of paragraphs with integrated discourse markers	descriptors for Content and Organisation from the lower range of Level 4
Level 3 13-18 marks **Consistent, Clear**	Upper Level 3 16-18 marks	**Content** • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices **Organisation** • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers	At the top of the 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 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3
	Lower Level 3 13-15 marks	**Content** • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices **Organisation** • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers	At the top of the 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 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3
Level 2 7-12 marks **Some success**	Upper Level 2 10-12 marks	**Content** • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices **Organisation** • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 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	**Content** • Attempts to match register to audience • Attempts to match purpose • Begins to vary vocabulary with some use of linguistic devices **Organisation** • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate	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 **Simple, Limited**	Upper Level 1 4-6 marks	**Content** • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices **Organisation** • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure	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 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1
	Lower Level 1 1-3 marks	**Content** • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary **Organisation** • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1
Level 0 No marks	Students will not have offered any meaningful writing to assess. Nothing to reward		

Turn over for AO6 Technical Accuracy skills descriptors

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	• Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors
Level 3 9-12 marks	• Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors
Level 2 5-8 marks	• Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors

Level 1 1-4 marks	• 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	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
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	