GCSE
English Language

8700/1 Paper 1 Explorations in creative reading and writing

Mark Scheme

8700

June 2019

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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 for GCSE English Language are broken down into four levels (where appropriate). In the first column each level is identified with one or two key words that represent the differences in the skills then described. These key words show the progression from Level 1 to 4 and are:

Level 4	Perceptive, detailed
Level 3	Clear, relevant
Level 2	Some, attempts
Level 1	Simple, limited.

This is followed in the second column by a description of the different qualities required in the student's answer for that level. These are called the skills descriptors. In order to reach a given level, a student must fulfil one or more of the skills descriptors for that level.

The third column of the mark scheme is the Indicative Standard. This is an important feature of the mark scheme for GCSE English Language. It provides exemplification of the skills descriptors at each level and offers a small number of different comments at the required standard to give an indication of the quality of response that is typical for that level. It shows the progression from Level 1 to 4.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. Students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do not have to meet all the skill descriptors at that level.

The standardising scripts will further exemplify each of the levels. You must refer to the standardising material **throughout your marking**.

Step 1 Annotate the response

When marking a response you should first read through the student's answer and annotate each section using the comments from the statement bank to show the qualities that are being demonstrated, as instructed during standardising. You can then award a level and a mark.

Step 2 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. Remember, students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do **not** have to meet all the skill descriptors at that level. It is not the number of references, but the quality of the comments that will determine the level. The annotation you added to the script at Step 1 will help you determine the correct level.

Step 3 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. A student only has to meet a skills descriptor at a given level **once** to be awarded that level. 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. Again, the annotation added at Step 1 will help you determine the mark.

Reference to the standardising scripts throughout the marking period is essential. This will help you apply the level descriptors accurately and consistently. There will usually 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 the motor-van from this part of the source.

[4 marks]

Give 1 mark for each point about the motor-van:

- responses must be true, and drawn only from lines 1 to 5 of the text
- responses must relate to **the motor-van**
- 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:

	Accept	Reject
The van is an old Ford.	Two marks – 'old Ford' Or separately 'old' – one mark 'Ford' – one mark It has a windscreen – one mark It has a roof – one mark	Motor-van
The van has been repainted green.	'Repainted green' – two marks Or separately 'Repainted' – one mark 'Green' – one mark The van is painted green – one mark	The van is painted.
There is a flattened-out biscuit tin nailed to the side.	One mark There is a flattened-out tin nailed to the side – one mark	Reference to tin, but no reference to side or van
The sign on the van says, 'Jos. Hartop, greengrocer, rabbits'	One mark It says rabbits/greengrocer/Hartop on the van – one mark There is a sign on the van – one mark	Rabbits are in the van, rabbits scratched on the side of the van

The lettering is streaky white.	Two marks – 'streaky white' or 'streaky' – one mark 'white' – one mark There is white lettering on the van – one mark There is lettering on the van – one mark	The van is streaky/white The van is scratched
The van is travelling slowly, across a high treeless stretch of country, in half-darkness.	The van is travelling – one mark Travelling/driving across a treeless stretch of country – one mark Travelling/driving across a stretch of country – one mark Travelling/driving slowly – one mark The van is slow – one mark Travelling/driving across a high stretch of country – one mark Travelling/driving in half-darkness – one mark The van is travelling slowly, across a high treeless stretch of country, in half-darkness – maximum 3 marks The van is travelling in squally November – one mark The van is travelling in November – one mark	It is travelling/driving in the dark – without reference to 'half'
There are chrysanthemums strung on the roof.	There are flowers on the roof.	Pink flowers or Pink chrysanthemums, without reference to being on the roof/on the van (no marks for sheaves)
Rain hailed on the windscreen.	Must be rain/ing + mention of the van – one mark The rain is hailing on the van/roof – one mark The van is travelling through the rain – one mark Rain swished across the roof – one mark Water swished across the roof – one mark	It is raining. It is hailing. It is hailing on the van.
"Jos Hartop, greengrocer, rabbits" scratched in streaky white lettering on a flattened out biscuit tin on the side of the van	4 Marks Must mention "on the side of the van / on the van" to get four marks	
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 12** of the source:

(Extract in question paper)

How does the writer use language here to describe the Hartop family?

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**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answ er, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed analysis 7-8 marks	Shows perceptive and detailed understanding of language: • Analyses the effects of the writer's choices of language • Selects a range of judicious textual detail • Makes sophisticated and accurate use of subject terminology	The writer's choice of adjectives to describe Hartop as 'a thin, angular man, starved-faced' suggests both the gaunt appearance of a man who is malnourished and, metaphorically, the hard edges of someone whose character is possibly devoid of generosity or compassion for others, including his family. The use of the adverb 'awkwardly', where it says that he 'seemed to occupy almost all the seat, sprawling awkwardly,' not only reinforces the impression of Hartop's body being tall, sharp and skinny, but also that, in deliberately 'sprawling', spreading his frame and taking up the space in the van, he was self-centred and intentionally selfish towards others - a difficult person in mind and attitude to life, as well as in body.

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 textual detail • Makes clear and accurate use of subject terminology	The writer describes Hartop as 'a thin, angular man, starved-faced'. The adjectives tell us that he has a bony, sharp body and the word "angular" not only suggests a hard physical appearance but also implies harsh characteristics such as a lack of emotion. We learn that he 'seemed to occupy almost all the seat, sprawling awkwardly'. The phrase 'almost all' implies that he left very little of the seat for his wife and daughter so he was being thoughtless and selfish, and the adverb 'awkwardly' suggests how difficult it was for him to fit in the van, maybe because he was so tall and lanky.
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	Hartop is described as 'a thin, angular man, starved-faced' and these adjectives tell us that he was not well fed and maybe couldn't afford good food. It says that he was 'sprawling awkwardly' taking up 'almost all the seat', which makes it sound like he spread himself out and was a bit selfish.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of language: • Offers simple comment on the effect of language • Selects simple reference(s) or textual detail(s) • Makes simple use of subject terminology, not always appropriately	Hartop was described as 'thin' and 'starved-faced' and these words might mean that he didn't get enough to eat. It says he was 'sprawling awkwardly' so perhaps he wasn't very comfortable.
Level 0 No marks	Nothing to reward	

Note: If a student writes only about language outside of the given lines, the response should be placed in either Level 1 or Level 2, according to the quality of what is written.

AO2 content may include the effect of ideas such as:

- the use of adjectives such as 'starved-faced' to suggest Hartop was not only malnourished and gaunt but also possibly devoid of generosity and compassion
- contrasting verbs, eg 'sprawling' and 'squeezed,' to represent different behaviour and personalities within the family
- the recurring motif of 'thin' and 'thinness' to describe Alice and her mother

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	Indicative Standard This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answ er, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed analysis 7-8 marks	Shows perceptive and detailed understanding of structural features: • Analyses the effects of the writer's choices of structural features • Selects a range of judicious examples • Makes sophisticated and accurate use of subject terminology	The Hartops' van is a main focus of the text – in the beginning when the old and shoddy exterior is described, and towards the end when Alice 'could see the red tail-light of the van again' and is reunited with her parents. The text begins with the exterior of the van, old and 're-painted green', travelling through the 'treeless stretch of country' in the wind and rain. This wide and open scene is then contrasted with the claustrophobic, squashed-up interior of the front of the van, where Alice and her mother, despite their thinness, are 'pressed tight together' whilst Hartop is 'sprawled awkwardly on most of the seat. We then move forward, through the rainy countryside as Hartop drives the old van to its destination in order to sell his produce. This movement is stopped when the van stops and the subsequent dialogue results in Alice leaving the van to look for whatever has fallen from the roof as the van is driven on. The family, once so pressed together, are now separated. The reader stays with Alice, outside in the rain watching the tail-light of the van disappear. The text develops with Alice later moving out of the darkness when she sees the stationary red tail-light and the 'lights of the houses'. However, at the end of the text she is cast back into isolation by the sharp words of her father and we leave her as she 'walked away and vanished, all without a word'.

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 beginning, the focus is on the outside of the old van which is a bit battered and is travelling slowly through the 'squally November half-darkness'. Then we move inside the van where Hartop is sprawled in the driver's seat and his wife and daughter are squashed up together. The writer then moves the action forward as Hartop drives the old van carefully through the rainy night until it stops because he thinks something has fallen from the roof. The focus then switches to the outside where Alice 'with the rain full in her face' looks for the lost item. She watches the van disappear into the distance and is left alone. Later, the writer uses dialogue as a way of reuniting Alice with her father but in an aggressive way, so that she 'walked away and vanished' at the end of the text.
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	Our focus at the beginning is on the old van and the Hartop family in it. We learn that they are very squashed up in the van because Hartop is sprawling across the seat. Then the van moves and we learn that outside it is windy and raining. Later, Alice has to go outside of the van to look for what has dropped off the roof onto the road.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of structural features: • Offers simple comment on the effect of structure • Selects simple reference(s) or example(s) • Makes simple use of subject terminology, not always appropriately	The text begins by describing Hartop's van and the three members of the family, so that we know who they are. Then the van is moving with the women squashed up inside. Later, Alice leaves the van to find what has dropped off the roof.
Level 0 No marks	Nothing to reward	

AO2 content may include the effect of ideas such as:

- a constant focus on the van as it travels through the darkness
- a switch from the open scenery outside the van to the claustrophobic scene inside in order to emphasise the family dynamics
- movement between the family group and Alice in isolation
- position of dialogue to establish and then reinforce the relationship between Hartop and Alice

0 4 Focus this part of your answer on the second part of the source, from **line 34 to the end**.

A student said, 'This part of the story, where Alice is sent back along the road to find what has fallen from the roof and returns with the chrysanthemums, shows how hard and cruel Hartop is, so that all of our sympathy is with Alice.'

To what extent do you agree?

In your response, you could:

- consider whether Alice is treated cruelly by her father
- evaluate how the writer creates sympathy for Alice
- support your response with references to the text.

[20 marks]

AO4
Evaluate texts critically and support this with appropriate textual references

Level	**Skills Descriptors**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
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 range of judicious textual detail • Develops a convincing and critical response to the focus of the statement	I think both Alice and Hartop are deserving of our sympathy, so it doesn't all go to Alice. Although his wife tries to protest, Hartop is determined that Alice is going out in the wind, rain and darkness to look for whatever fell off the van roof. Our sympathy for Alice seems assured as the writer tells us that, to Alice, the van 'seemed to be moving away rapidly', with the adverb 'rapidly' suggesting Hartop's careless lack of compassion in leaving Alice isolated and abandoned. However, Alice's acceptance of this suggests that she is used to her father's uncompromising and harsh ways so she 'stoically' accepts the discomfort and pain of the wind and rain as her duty. Later, the writer uses the conspiratorial relationship between mother and daughter, through dialogue, as a way perhaps to create sympathy for Hartop. Having successfully returned with the flowers, he overhears Alice say to her mother that it was 'Only a bunch of chrysanthemums', meaning that it was nothing, it was hardly worth the trouble he caused her to find them, that they are not important. Alice felt safe saying this to her mother but 'Hartop appeared at the very moment she was speaking'. Since the chrysanthemums are his livelihood, his business, he is indignant and angry. Although confrontational, Hartop is not cruel; he is just a frustrated, struggling, poor man trying to earn a living against the odds - and as such is deserving of our

		sympathy.
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	The writer tells us that Alice 'accepted' the journey and the rain and her father's words and that she 'walked without hurrying', in spite of the wind and the rain smashing her 'full in the face' and the van being driven off. The writer's portrayal of Alice here, and the use of such violent verbs to convey the attacking weather, suggests that she is used to the harshness of life and to her father's ways and that she has learned to live with them. Hartop seems more cruel and hard on her when he over-reacts to her saying 'Only a bunch of chrysanthemums'. The use of direct speech, and the fact that he 'raised his voice', is effective in creating sympathy for her in the reader. We can imagine him putting his face right up to hers and shouting, so that she just 'walked away and vanished' without understanding why he was so angry.
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	Making Alice get out of the van in the wind and rain and darkness to find what fell off the roof seems a cruel thing to do but she doesn't seem to mind much because she says 'she seemed to accept the journey as she accepted the rain'. However, I think her father is hard on her because he makes her walk all the way back with the flowers and then shouts at her. I don't feel any sympathy with Hartop, only with Alice, especially when the writer says that the wind and rain 'seemed to veer and smash her in the face', which sounds like the weather is hitting her.
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	I think Hartop is cruel to Alice because she is only a young girl and he makes her go out in the dark and rain to find the flowers, and then shouts at her when she brings them back. I feel sorry for her because it says the wind 'seemed to veer and smash her, with the rain, full in the face', which makes it sound like she had a horrible time.
Level 0 No marks	Nothing to reward.	

Note: Reference to the writer's methods may be implicit without specific mention of the writer. Similarly, the evaluative 'I do/I don't agree' may be implicit.
In both these cases credit should be given according to the quality of what is written.

AO4 content may include the evaluation of ideas such as:

- Alice's acceptance of her father's harsh behaviour to suggest it is a normal part of her life
- Alice's onslaught from the weather as well as Hartop
- use of violent verbs such as 'smash' to describe the rain attacking Alice and create sympathy for her
- the differing importance of the chrysanthemums to Alice and her father
- the role of Alice's mother in the family dynamics
- use of direct speech to convey the misunderstanding between Hartop and Alice, possibly as symptomatic of the father/daughter relationship

0 5 Your school or college is asking students to contribute some creative writing for its website.

Either:

Describe a market place as suggested by this picture: (painting of busy market)

or

Write a story with the title 'Abandoned'.

(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**
Level 4 19-24 marks **Compelling, Convincing Communication**	Upper Level 4 22-24 marks	**Content** • Communication is convincing and compelling • Tone, style and register are assuredly matched to purpose and audience • 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
	Lower Level 4 19-21 marks	**Content** • Communication is convincing • Tone, style and register are convincingly matched to purpose and audience • 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 • Consistently coherent use of paragraphs with integrated discourse markers

<table>
<tr><td rowspan="2">Level 3

13-18 marks

Consistent, Clear Communication</td><td>Upper Level 3

16-18 marks</td><td>Content
• Communication is consistently clear
• Tone, style and register are clearly and consistently matched to purpose and audience
• 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</td></tr>
<tr><td>Lower Level 3

13-15 marks</td><td>Content
• Communication is generally clear
• Tone, style and register are generally matched to purpose and audience
• 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</td></tr>
<tr><td rowspan="2">Level 2

7-12 marks

Some successful Communication</td><td>Upper Level 2

10-12 marks</td><td>Content
• Communicates with some sustained success
• Some sustained attempt to match tone, style and register to purpose and audience
• 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</td></tr>
<tr><td>Lower Level 2

7-9 marks</td><td>Content
• Communicates with some success
• Attempts to match tone, style and register to purpose and audience
• 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</td></tr>
</table>

<table>
<tr><td rowspan="2">Level 1

1-6 marks

Simple, Limited Communication</td><td>Upper Level 1

4-6 marks</td><td>Content
• Communicates simply
• Simple awareness of matching tone, style and register to purpose and audience
• Simple vocabulary; simple linguistic devices

Organisation
• Evidence of simple structural features
• One or two relevant ideas, simply linked
• Random paragraph structure</td></tr>
<tr><td>Lower Level 1

1-3 marks</td><td>Content
• Limited communication
• Occasional sense of matching tone, style and register to purpose and audience
• Simple vocabulary

Organisation
• Limited or no evidence of structural features
• One or two unlinked ideas
• No paragraphs</td></tr>
<tr><td>Level 0
No marks</td><td colspan="2">Students will not have offered any meaningful writing to assess.
Nothing to reward</td></tr>
</table>

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**
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
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
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
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
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.