# GCSE
# ENGLISH LANGUAGE
# 8700/2

Paper 2 Writers' viewpoints and perspectives

**Mark scheme**

June 2022

Version 1.0 Final

JUN228700/2/MS

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 Examiner.

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.

Further copies of this mark scheme are available from aqa.org.uk

**Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

# 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.<br>• 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.<br>• 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 | ✓ |
| AO4 | n/a |
| | **Section B** |
| AO5 | ✓ |
| AO6 | ✓ |

**0 1** Read again the first part of **Source A** from **lines 1 to 9**.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

**[4 marks]**

**A** The writer's mother was happy to be going on holiday.
**B** This is the first time the writer has been to France.
**C** The writer thinks evil powers ruin holidays.
**D** The writer thinks holidays are mental and physical challenges.
**E** The writer is a teenager at the time of the holiday.
**F** The family are travelling through a city.
**G** The fields on either side of the road are full of wheat.
**H** The writer admits that holidays can look attractive but she thinks this is a trick.

| **AO1** | • Identify and interpret explicit and implicit information and ideas<br>• Select and synthesise evidence from different texts |
|---|---|

**This assesses the first bullet point identify and interpret explicit and implicit information and ideas.**

**A** The writer's mother was happy to be going on holiday. [T]

**B** This is the first time the writer has been to France. [F]

**C** The writer thinks evil powers ruin holidays. [T]

**D** The writer thinks holidays are mental and physical challenges. [T]

**E** The writer is a teenager at the time of the holiday. [F]

**F** The family are travelling through a city. [F]

**G** The fields on either side of the road are full of wheat. [F]

**H** The writer admits that holidays can look attractive but she thinks this is a trick. [T]

**0 2** You need to refer to **Source A** and **Source B** for this question.

The writers in **Source A** and **Source B** stay in very different camping sites.

Use details from **both** sources to write a summary of what you understand about the differences between the two camping sites.

**[8 marks]**

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

**This question assesses both bullets**

| Level | Skills Descriptors | Indicative Standard<br>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<br>Perceptive, detailed summary<br><br>7–8 marks | Shows perceptive or detailed synthesis and interpretation of both texts:<br>• makes perceptive inferences from both texts<br>• selects judicious references/use of textual detail relevant to the focus of the question<br>• statements show perceptive differences between texts. | In Source A, the camping site is an established holiday destination that provides facilities such as 'a table tennis hut' and a 'pool', suggesting that these have been developed to provide on-site entertainment for campers to enjoy. This meets the demand from campers for commercial camping sites to provide pleasure and relaxation. This is a huge contrast to Source B, where the camping site is created from the natural surroundings and has no purpose-made facilities, where the campers embrace the task of constructing their own shelter, 'The site for a shelter is selected'. However, this return to the wilderness is precisely what appeals to these pioneering American campers, who seek challenge rather than comfort. |
| Level 3<br>Clear, relevant summary<br><br>5–6 marks | Shows clear synthesis and interpretation of both texts:<br>• makes clear inferences from both texts<br>• selects clear references/ textual detail relevant to the focus of the question<br>• statements show clear differences between texts. | In Source A, the camp site has already been set up and it provides facilities such as a 'table tennis hut' and a 'pool' which suggests that this is a proper site, built for campers to come and enjoy themselves on their holidays. However, the camping site in Source B does not exist until it is made by the campers who arrive in the woods to make their own shelter from the trees around them, 'The site for a shelter is selected'. This suggests that the camping site is much more basic and has no facilities because the American campers are looking for an experience rather than a holiday. |

| | | |
|---|---|---|
| Level 2<br>Some, attempts at summary<br><br>3–4 marks | Shows some interpretation from one/both texts:<br>• attempts some inference(s) from one/both texts<br>• selects some appropriate references/textual detail from one/both texts<br>• statements show some difference(s) between texts. | In Source A, the camping site has activities as it has a 'table tennis hut' and a 'pool' which means there are fun things for the campers to do. In Source B, it is very different as they are not staying in a camp site that someone else has made for them so they have to make it themselves, 'A site for a shelter is selected.' This is not very good as they have to work hard. |
| Level 1<br>Simple, limited summary<br><br>1–2 marks | Shows simple awareness from one/both texts:<br>• offers paraphrase rather than inference<br>• selects simple reference(s)/textual detail(s) from one/both texts<br>• statements show simple difference between texts. | In Source A the camping site has a 'table tennis hut' and a 'pool' which shows there are things there. In Source B it is different because there is nowhere to stay, 'A site for a shelter is selected'. The camping site is in the woods and there is nothing there, except trees. |
| Level 0<br>No marks | Nothing to reward | |

**Note**
- If the quality of the response is L1 but only deals with one text, the mark must be 1 not 2.
- If the quality of the response is L2 but only deals with one text, the mark must be 3 not 4.
- A candidate has to deal with both texts and address the correct focus of the question to achieve L3 or above.

The focus for this question is the differences between the camping sites.

AO1 content may include the effect of ideas such as:

- construction
- facilities
- condition
- surroundings/locations
- environments
- size
- shelter
- other people.

**0 3** You now need to refer only to **Source A** from **lines 29 to 38**.

How does the writer use language to describe the rain and the storm?

**[12 marks]**

| **AO2**<br>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**<br>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<br>Detailed, perceptive analysis<br><br>10–12 marks | Shows detailed and perceptive understanding of language:<br>• analyses the effects of the writer's choices of language<br>• selects a judicious range of textual detail<br>• makes sophisticated and accurate use of subject terminology. | The writer uses the simile 'shifting shapes like a flock of starlings' to describe how the rain is building up its power and working collectively to create a sinister, dense, dark mass in the sky. The image of 'shifting shapes' suggests the rain's sudden changes of direction, conveying the threatening and unpredictable power of nature. |
| Level 3<br>Clear, relevant explanation<br><br>7–9 marks | Shows clear understanding of language:<br>• explains clearly the effects of the writer's choices of language<br>• selects a range of relevant textual detail<br>• makes clear and accurate use of subject terminology. | The writer uses the simile 'shifting shapes like a flock of starlings' to describe how the rain has come together like a group of birds to create one united movement. The image of 'shifting shapes' suggests the rain is constantly changing and moving which creates a sense of uncertainty. |
| Level 2<br>Some understanding and comment<br><br>4–6 marks | Shows some understanding of language:<br>• attempts to comment on the effect of language<br>• selects some appropriate textual detail<br>• makes some use of subject terminology, mainly appropriately. | The writer uses lots of different language to describe the rain. She uses the simile 'shifting shapes like a flock of starlings' to show how the storm looks like a large, dark group of birds moving about together in the sky. |

| | | |
|---|---|---|
| Level 1<br>Simple, limited comment<br><br>1–3 marks | Shows simple awareness of language:<br>• offers simple comment on the effect of language<br>• selects simple references or textual details<br>• makes simple use of subject terminology, not always appropriately. | The writer describes the storm as 'shifting shapes like a flock of starlings'. This is a simile which the writer uses to describe that the rain looks like birds in the sky. |
| Level 0<br>No marks | Nothing to reward | |

**Note**

- If a student writes about language outside of the given lines or from about the wrong source (but with the correct focus), the response should be placed in the appropriate level according to the quality of what is written, but placed at the bottom of the level.
- A student has to address the correct focus of the question to achieve L3 or above.

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

- onomatopoeia – 'squall', 'slammed', 'patter', 'rumble', 'clattering', 'slashing'
- similes – 'so fine it looked like steam, making the soil look as if it were boiling', 'more pack-like, shifting shapes like a flock of starlings'
- listing – 'Caravan awnings were….retreating to the inside of their tents.'
- sibilance – 'shifting shapes'
- personification – 'The storm was circling…to do its worst.'
- metaphors – 'squall of activity', 'starter flag for any decent storm'
- adjectives – 'thick, steady', 'metallic', 'relentless'
- adverbs – 'suddenly', 'hastily'
- verbs – 'darkened', 'sparked up', 'winched', 'slammed', 'gathered', 'retreating'.

**0 4** For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different thoughts and feelings about camping experiences.

In your answer, you could:

- compare their different thoughts and feelings about camping experiences
- compare the methods they use to convey their thoughts and feelings
- support your response with references to both texts.

**[16 marks]**

**AO3**
Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

| **Level** | **Skills Descriptors** | **Indicative Standard**<br>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<br>Perceptive, detailed comparison<br><br>13–16 marks | Compares ideas and perspectives in a perceptive way:<br>• analyses how writers' methods are used<br>• selects a range of judicious supporting detail from both texts<br>• shows a detailed and perceptive understanding of the different ideas and perspectives in both texts. | The writer in Source A has mixed feelings about camping holidays as she asserts they are horrific but, despite herself, she has moments where she feels an unexpected connection to nature. She starts with the idea of holidays as 'assault courses', 'hell-bent on wreaking chaos', foreshadowing the devastation caused by the storm later in the extract. She then describes finding peace by the river and 'the greatest pleasure,' a moment of calm to contrast with the storm and emphasise its power. At the height of the storm, she juxtaposes the 'deliciously spine-tingling' feelings of exhilaration with 'hell rained itself down on me' returning to the image of hell to reinforce her mixed emotions. However, in Source B there is no ambivalence of feeling as the writer's moral outrage at the environmental consequences of camping holidays is shown throughout the source. The writer begins ironically with the idea of camping as 'an escape from civilization', returning to a simpler way of life. However, his judgemental tone quickly becomes clear with, 'The discoverers of this paradise which they have entered to destroy'. By ending with the short sentence, 'Man has wrought his usual wrong upon Nature', the writer's condemnation is forcefully expressed. His conclusion is that the devastation caused by the desire to return to nature is part of a wider trend of human destruction. |

| | | |
|---|---|---|
| Level 3<br>Clear, relevant comparison<br><br>9–12 marks | Compares ideas and perspectives in a clear and relevant way:<br>• explains clearly how writers' methods are used<br>• selects relevant detail to support from both texts<br>• shows a clear understanding of the different ideas and perspectives in both texts. | The writer in Source A is uncertain how she feels about camping holidays as her emotions switch from feelings of dread to feelings of pleasure. She sets out her feelings from the start, describing camping holidays as 'assault courses', and so leads the reader to expect a terrible experience. There is an unexpected change in her feelings to 'real contentment' and by the end dread has been replaced with excitement as she says the storm is 'deliciously spine-tingling'. On the other hand, the writer in Source B is more certain about what he thinks about camping and is critical of it. Although the source begins with hope by describing camping as 'an escape from civilization', the writer ends by indicating that these holidays cause damage with 'Man has wrought his usual wrong upon Nature'. The writer leaves us in no doubt of his opinion. He is clearly concerned that the campers' actions are destroying the natural environment. |
| Level 2<br>Some, attempts at comparison<br><br>5–8 marks | Attempts to compare ideas and perspectives:<br>• makes some comment on how writers' methods are used<br>• selects some appropriate textual detail/references, not always supporting, from one or both texts<br>• shows some understanding of different ideas and perspectives. | The writer of Source A feels camping holidays are 'assault courses' which shows that she thinks they are not enjoyable. She makes this clear from the start so we think she hates camping but later she describes throwing stones in the river as 'the greatest pleasure' so she is starting to feel happier about it now. On the other hand, the change of feelings in Source B is the opposite way around as the writer is looking forward to camping. He begins with the positive idea that camping is 'wonderful' and 'an escape'', but at the end he writes, 'the stumps are ugly' and 'Man has wrought his usual wrong upon Nature' which shows he has changed his mind completely. This shows that he feels that when people go camping it causes damage. |
| Level 1<br>Simple, limited comment<br><br>1–4 marks | Makes simple cross reference of ideas and perspectives:<br>• makes simple identification of writers' methods<br>• selects simple reference(s)/ textual detail(s) from one or both texts<br>• shows simple awareness of ideas and/or perspectives. | The writer in Source A thinks that camping holidays are bad as she calls them 'awful' and 'assault courses'. The writer starts like this but later on she seems to like it a bit more, using words like 'pleasure' and 'enjoying'. This is different to Source B where the writer thinks camping is good. At the beginning he uses the word 'wonderful' to describe camping. But at the end he thinks camping is bad because it makes a mess as he says, 'the stumps are ugly'. |
| Level 0<br>No marks | Nothing to reward. | |

**Note**

- If the quality of the response is L1 but only deals with one text, the maximum mark is 2.
- If the quality of the response is L2 but only deals with one text, the maximum mark is 6.
- A student has to deal with both texts to achieve L3 or above.
- References to the writers' methods may be implicit without specific mention of the writer.

AO3 content may include the comparison of thoughts and feelings such as their attitudes to:

- the philosophy
- the locations/environments
- the accommodation
- the difficulties/challenges
- the attraction/appeal
- the companions
- the weather.

And comment on methods such as:

- first person narratives, although this is less obvious in Source B which has qualities of omniscient third person
- chronological narrative structure, with focus on arrival in Source A and both arrival and departure in Source B
- whole text structure – shifts between action, reflection, description and dialogue
- tense – past in Source A, present in Source B
- tone – dramatic and excited in Source A; ironic and critical in Source B
- language features – sensory and figurative language in Source A; emotive and figurative in Source B
- word choice.

**0 5** ‘Holidays don’t need to be faraway and expensive. They just need to give people a break from everyday life and the chance to relax.’

Write an article for a magazine in which you argue your point of view on this statement.

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

| **AO5 Content and Organisation**<br>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.<br>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. | | |
|---|---|---|
| **Level** | | **Skills descriptors** |
| Level 4<br><br>19–24 marks<br><br>**Compelling, convincing communication** | Upper Level 4<br><br>22–24 marks | **Content**<br>• Communication is convincing and compelling.<br>• Tone, style and register are assuredly matched to purpose and audience.<br>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices.<br><br>**Organisation**<br>• Varied and inventive use of structural features.<br>• Writing is compelling, incorporating a range of convincing and complex ideas.<br>• Fluently linked paragraphs with seamlessly integrated discourse markers. |
| | Lower Level 4<br><br>19–21 marks | **Content**<br>• Communication is convincing.<br>• Tone, style and register are convincingly matched to purpose and audience.<br>• Extensive vocabulary with conscious crafting of linguistic devices.<br><br>**Organisation**<br>• Varied and effective structural features.<br>• Writing is highly engaging with a range of developed complex ideas.<br>• Consistently coherent use of paragraphs with integrated discourse markers. |
| Level 3<br><br>13–18 marks<br><br>**Consistent, clear communication** | Upper Level 3<br><br>16–18 marks | **Content**<br>• Communication is consistently clear.<br>• Tone, style and register are consistently matched to purpose and audience.<br>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.<br><br>**Organisation** |

| | | |
|---|---|---|
| | | • Effective use of structural features.<br>• Writing is engaging, using a range of clear, connected ideas.<br>• Coherent paragraphs with integrated discourse markers. |
| | Lower Level 3<br><br>13–15 marks | **Content**<br>• Communication is generally clear.<br>• Tone, style and register are generally matched to purpose and audience.<br>• Vocabulary clearly chosen for effect and appropriate use of linguistic devices.<br><br>**Organisation**<br>• Usually effective use of structural features.<br>• Writing is engaging, with a range of connected ideas.<br>• Usually coherent paragraphs with range of discourse markers. |
| Level 2<br><br>7–12 marks<br><br>**Some successful communication** | Upper Level 2<br><br>10–12 marks | **Content**<br>• Communicates with some sustained success.<br>• Some sustained attempt to match tone, style and register to purpose and audience.<br>• Conscious use of vocabulary with some use of linguistic devices.<br><br>**Organisation**<br>• Some use of structural features.<br>• Increasing variety of linked and relevant ideas.<br>• Some use of paragraphs and some use of discourse markers. |
| | Lower Level 2<br><br>7–9 marks | **Content**<br>• Communicates with some success.<br>• Attempts to match tone, style and register to purpose and audience.<br>• Begins to vary vocabulary with some use of linguistic devices.<br><br>**Organisation**<br>• Attempts to use structural features.<br>• Some linked and relevant ideas.<br>• Attempt to write in paragraphs with some discourse markers, not always appropriate. |
| Level 1<br><br>1–6 marks<br><br>**Simple, limited communication** | Upper Level 1<br><br>4–6 marks | **Content**<br>• Communicates simply.<br>• Simple awareness of matching tone, style and register to purpose and audience.<br>• Simple vocabulary; simple linguistic devices.<br><br>**Organisation**<br>• Evidence of simple structural features.<br>• One or two relevant ideas, simply linked.<br>• Random paragraph structure. |

| | | |
|---|---|---|
| | Lower Level 1<br><br>1–3 marks | **Content**<br>• Limited communication.<br>• Occasional sense of matching tone, style and register to purpose and audience.<br>• Simple vocabulary.<br><br>**Organisation**<br>• Limited or no evidence of structural features.<br>• One or two unlinked ideas.<br>• No paragraphs. |
| Level 0<br>No marks | Students will not have offered any meaningful writing to assess.<br>Nothing to reward. | |

| **AO6 Technical Accuracy**<br>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<br><br>13–16 marks | • Sentence demarcation is consistently secure and consistently accurate.<br>• Wide range of punctuation is used with a high level of accuracy.<br><br>• Uses a full range of appropriate sentence forms for effect.<br>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures.<br><br>• High level of accuracy in spelling, including ambitious vocabulary.<br>• Extensive and ambitious use of vocabulary. |
| Level 3<br><br>9–12 marks | • Sentence demarcation is mostly secure and mostly accurate.<br>• Range of punctuation is used, mostly with success.<br><br>• Uses a variety of sentence forms for effect.<br>• Mostly uses Standard English appropriately with mostly controlled grammatical structures.<br><br>• Generally accurate spelling, including complex and irregular words.<br>• Increasingly sophisticated use of vocabulary. |
| Level 2<br><br>5–8 marks | • Sentence demarcation is mostly secure and sometimes accurate.<br>• Some control of a range of punctuation.<br><br>• Attempts a variety of sentence forms.<br>• Some use of Standard English with some control of agreement.<br><br>• Some accurate spelling of more complex words.<br>• Varied use of vocabulary. |
| Level 1<br><br>1–4 marks | • Occasional use of sentence demarcation.<br>• Some evidence of conscious punctuation.<br><br>• Simple range of sentence forms.<br>• Occasional use of Standard English with limited control of agreement.<br><br>• Accurate basic spelling.<br>• Simple use of vocabulary. |
| Level 0<br>No marks | Students' spelling, punctuation etc is sufficiently poor to prevent understanding or meaning. |