GCSE
ENGLISH LANGUAGE
8700/1

Paper 1 Explorations in creative reading and writing

Mark scheme

June 2023

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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 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.

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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 6**.

List four things about hyenas from this part of the source.

[4 marks]

Give 1 mark for each point about hyenas:

- responses must be drawn only from lines 1 to 6 of the text
- responses must relate to what we learn about hyenas (not Pi, the narrator)
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 4 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

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

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:

- Hyenas cause worry [✓] 1 mark
- Hyenas worry Pi / the narrator/me [✓]
- Hyenas attack zebras [✓]
- Hyenas attack gnus [✓]
- Hyenas attack water buffaloes [✓]
- Hyenas attack buffaloes [✓]
- Hyenas attack [✓]
- Hyenas are hunters [✓]
- Hyenas are hardy [✓]
- Hyenas are resilient [✓]
- Hyenas are determined [✓]
- Hyenas are tough [✓]
- Hyenas rise up from kicking [✓]
- Hyenas rise up from butting [✓]
- Hyenas never give up [✓]
- Hyenas are clever [✓]
- Hyenas distract their prey from its mother [✓]

- Hyenas don't just attack old [✓] or infirm animals [✓] 2 marks
- Hyenas attack any animal [✓] they can run down [✓]
- Hyenas are hardy [✓] attackers [✓]
- Hyenas will attack [✓] the **full-grown** members [✓] (*must include the words 'full-grown' for 2 marks*)
- Hyenas attack [✓] in packs [✓]
- Hyenas attack [✓] in groups [✓]

- Hyenas attack [✓] in packs [✓] any animal they can run down. [✓] 3 marks
- Hyenas attack zebras [✓] gnus [✓] water buffalos [✓]
- Hyenas rise up from 'kickings' [✓] and 'buttings' [✓] immediately [✓]
- Hyenas will attack [✓] the full-grown members [✓] of a herd [✓]

- Hyenas rise up from 'kickings' [✓] and 'buttings' [✓] immediately [✓] never giving up [✓] for simple lack of will [✓] 4 marks but 5 ticks

NB: Only award 'Hyena's attack' once. For example, a response which reads:

1. Hyenas attack [✓]
2. Hyenas attack zebras [✓]
3. Hyenas attack water-buffalo [✓]

would score 3 marks in total

Reject:

- Pi is worried about the hyena (or anything related to Pi or his father, not hyenas)
- Hyenas get distracted
- Hyenas have a simple lack of will
- Hyenas attack in the water
- Hyenas rise up
- Anything that can be distracted from its mother is good.

Ask yourself the following questions:

- Does it tell you something about hyenas?
- Is it from the correct section of the text?
- Is it true/accurate?
- If you precede the response with 'Hyenas are…' or 'Hyenas have…' does it make sense?

0 2 Look in detail at this extract, from **lines 10 to 19** of the source:

How does the writer use language here to describe the hyena's appearance?

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 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 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 description of the hyena criticises its unpleasant appearance and introduces the idea of it being a malicious threat. The adjective 'ugly' labels the hyena as grotesque straight away and this is further emphasised by the harshness of the dismissive short sentence. The writer has also chosen the phrase 'beyond redemption' because 'redemption' has connotations of being saved from evil, as if the hyena's ugliness is symbolic of a deeper sinister nature that cannot be reversed.
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 makes the hyena's unpleasant appearance clear from the start when he says 'it was ugly beyond redemption'. This short sentence is deliberately blunt and the adjective 'ugly' introduces the animal as hideous. This ugliness along with the use of the word 'redemption' suggests there is nothing about this animal that could be saved as it has no redeeming features.
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	The writer uses adjectives to make the hyena's appearance seem unpleasant, 'ugly beyond redemption'. This phrase suggests that the hyena is so horrible to look at that there is nothing that could be done about it. There is no chance that anyone could ever see a hyena as attractive.
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	The writer makes the hyena sound like a really ugly animal. It says 'it is ugly beyond redemption'. The writer has used an adjective to show the reader that this is not a nice animal to look at.
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 language features such as:

- adjectives: ‘ugly’ ‘shaggy’ ‘coarse’ to emphasise the unpleasant appearance of the hyena
- verbs: ‘bungled’ to suggest the hyena is not a perfect creation, causing either a sense of disgust or sympathy
- contrast: ‘none of the classy ostentation of a leopard’s’ to compare the hyena unfavourably to a familiar animal that the reader would be likely to consider beautiful
- simile: ‘like the symptoms of a skin disease’ to exaggerate the unpleasant appearance of the hyena’s spots, although again this may also arouse sympathy
- adverbs: ‘too massive’ ‘ridiculously mouse-like’ ’too big’ to intensify the hyena’s disproportionate features
- humour/hyperbole: ‘suffering from a receding hairline’ to mock the hyena’s appearance, although ‘suffering’ could be read sympathetically
- short (declarative) sentences: ‘The nostrils are too big.’ to add to the harsh, dismissive tone of the description
- antithesis: ‘doglike, but like no dog anyone would want as a pet’ to present the contrast between the hyena and a more domestic animal.

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

The text is from the middle of a novel.

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

You could write about:

- what the writer focuses your attention on at the beginning 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 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 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	Firstly, the writer focuses on Pi being 'worried' - stemming from the recollection of his father's words about the threat posed by hyenas - establishing an anxious tone. Because Pi has been previously warned and mentally prepared, the unpredictable danger from the hyena is presented as a valid threat early in the passage. The narrator presents the unequal power dynamic between himself and the animal, and therefore signals the subconscious sense of imminent danger and potential harm (which is developed through the passage). However, by the end, this fear is shown to have been unfounded, as the threat diminishes and the hyena 'did not move' for the rest of the day.
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	Opening with 'it was the hyena that worried me', the writer immediately introduces the main element of tension. Then, by describing the hyena as a 'hardy attacker' and as 'clever', this introduces the devious abilities of the animal as a dangerous and unpredictable predator and explains therefore, why Pi is worried at the start 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	The writer spends a long time focusing on the hyena at the start of the source so that we know it is an important part of the story. By introducing in the first sentence that 'it was the hyena that worried me', it foreshadows the scary behaviour of the hyena. The description of the hyena builds tension as we start to realise what a horrible animal it is.
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 writer focuses on the hyena at the start of the source. The hyena is mentioned in the first sentence when it says 'it was the hyena that worried me'. This makes us wonder why he is so worried and what might happen next, especially as we don't know where the hyena is or what it is doing. Then we get a lot of description about hyenas so that we can picture it in our mind.
Level 0 No marks	Nothing to reward	

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

- exposition: background information about hyenas to allow the reader to appreciate the danger Pi could be in
- foreshadowing: early references to Pi's fear of the hyena, foreshadowing the incident that follows
- focus shifts: movement from action to description, including detailed portrayal of the hyena to emphasise its hideous appearance and unpredictable nature
- first person perspective: the reader shares Pi's thoughts and feelings and sees the hyena's appearance and behaviour (perhaps unreliably) through his eyes
- motifs: repeated reference to the hyena's 'typical' behaviour to emphasise its unchanging nature, or references to the horizon to represent the (perhaps fading) hope of the narrator
- rising action: increase of tension and pace as the hyena's wild behaviour escalates
- juxtaposition: the hyena's appearance and that of the 'ostentation of the leopard'
- internal v external: the thoughts and feelings of Pi versus the appearance and behaviour of the hyena
- anti-climax: sudden ending undercuts the previous threat of the hyena, releasing tension as the hyena unexpectedly stops its wild behaviour.

0 4 Focus this part of your answer on the second part of the source, from **line 20 to the end**.

A student said, "This part of the story, where the hyena behaves wildly, is funny rather than frightening. The writer suggests that the hyena is actually no serious threat to Pi."

To what extent do you agree?

In your response, you could:

- consider your impressions of how the hyena behaves
- evaluate how the writer presents the threat of the hyena to Pi
- 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 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: • Develops a convincing and critical response to the focus of the statement • Shows perceptive understanding of writer's methods • Selects a range of judicious textual detail • Evaluates critically and in detail the effect(s) on the reader	It would be easy to initially see the hyena's wild behaviour as frightening but when you look at how it is described then it is definitely more amusing. The way that it 'ran in circles' would be intimidating if it was circling its prey, but in fact it is just making itself increasingly sick and confused, despite Pi remaining frozen with fear. The writer uses the repeated circular motion as a symbol for the hyena's pointless behaviour, as if it does not have a clue what it is doing. This is made even more ridiculous by the repetition of the onomatopoeic 'yip' noise that the animal makes. While this going on 'all morning' would certainly be annoying, it is hardly the noise of a ferocious predator and the more you say the sound the more trivial it actually becomes. The repetitive nature of both movement and sound emphasises to the reader the bizarre performance that Pi is forced to endure until the sudden anti-climax removes any remaining sense of a threat altogether.

Level 3 Clear, relevant evaluation 11–15 marks	Shows clear and relevant evaluation: • Makes a clear and relevant response to the focus of the statement • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Evaluates clearly the effect(s) on the reader	While Pi is understandably frightened of the hyena, it soon becomes clear that its behaviour is more amusing than threatening. It says 'All morning the hyena ran in circles going yip yip yip yip yip'. This pattern of circling might remind the reader of a predator circling its prey but in fact doing laps of the boat is all that the hyena does so it soon stops being frightening. While the writer's repetition of the onomatopoeic 'yip' sound makes the hyena seem relentless, it is more of an amusing sound than it is a terrifying one and it is perhaps more the fact that it goes on 'all morning' that wears Pi down. The longer this repeated movement and sound goes on, the less of a surprise it is to us when the hyena suddenly collapses and the threat disappears.
Level 2 Some, evaluation 6–10 marks	Shows some attempts at evaluation: • Makes some response to the focus of the statement • Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some evaluative comment(s) on effect(s) on the reader	Pi is clearly frightened of the hyena up until the very end of the extract but a lot of the things that the hyena does are actually quite funny. It says 'All morning the hyena ran in circles going yip yip yip yip yip'. Apart from showing how fast it is, this movement doesn't actually result in the hyena attacking Pi in any way. The writer has repeated the 'yip' sound so that we can see how loud and annoying it would be for Pi who has to listen to it all morning. However it is not actually a very threatening sound and it stops suddenly at the end of the extract when the hyena just gives up. The reader is now certain that Pi was never under any threat at all.
Level 1 Simple, limited comment 1–5 marks	Shows simple, limited evaluation: • Makes a simple, limited response to the focus of the statement • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes simple, limited evaluative comment(s) on effect(s) on reader	Even though the hyena seems frightening at first, it doesn't actually hurt Pi and ends up just making itself sick and giving up. It says 'All morning the hyena ran in circles going yip yip yip yip yip'. This is strange behaviour but the hyena never properly attacks Pi so there is no reason for him to be as frightened as he seems to be. The writer uses the sounds of the animal so that the reader can imagine what it is doing and the noise it is making. You could definitely see why an animal behaving like this would be funny to watch but it is not really very scary and the ending makes this clear because Pi isn't hurt at all.
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 and methods such as:

- Pi's wariness of the hyena, shown through a first-person perspective and presented by his thoughts, feelings and actions, 'seized with fear', although these thoughts could be seen as unreliable
- description of the hyena running, with dynamic verbs such as 'beating', 'clicking' and 'racing' to emphasise its speed and strength, especially alongside threatening references such as 'maniacal beast'
- the increasing tension of the section, emphasised by the use of short sentences, 'I prepared for my end' to enhance the danger of the situation, although this could be seen as hyperbole
- the repeated 'circling' of the hyena, showing a sustained threat and symbolising Pi's feelings of fear and entrapment, although it could also show the ridiculousness of the hyena's behaviour
- the use of sounds, including the repeated 'yip', to reflect the relentless nature of the hyena's behaviour, although this could be seen as more humorous than threatening
- the contrast of the 'horizon' representing a 'salvation' that Pi is at risk of losing if the hyena kills him
- the sudden, anti-climactic ending, where the hyena suddenly and comically collapses, reveals Pi's over-reaction to its threat.

0 5 A wildlife magazine is running a creative writing competition and the winning entry will be published in its next edition.

Either

Write a description of a zoo or wildlife park as suggested by this picture:



or

Write a story about a human meeting an animal.

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

<table>
<tr><td colspan="3">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.</td></tr>
<tr><td>Level</td><td></td><td>Skills descriptors</td></tr>
<tr><td rowspan="2">Level 4

19–24 marks

Compelling, Convincing Communication</td><td>Upper Level 4

22–24 marks</td><td>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</td></tr>
<tr><td>Lower Level 4

19–21 marks</td><td>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</td></tr>
<tr><td>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>
</table>

<table>
<tr><td></td><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.