GCSE
ENGLISH LANGUAGE
8700/1

Paper 1 Explorations in creative reading and writing

Mark scheme

June 2024

Version: 1.0 Final

246G8700/1/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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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 Mary from this part of the source.

[4 marks]

Give 1 mark for each point about Mary:

- responses must be drawn only from lines 1 to 6 of the text
- responses must show some evidence of selection
- responses can be quotations or paraphrases
- responses can be a single word; full sentences are not required.

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:
- Mary doesn't like the heat
- her head ached
- her limbs were heavy
- her limbs were tense
- she went to the bedroom
- she examined her clothes
- she was looking for things to do
- she had no embroidery to do
- she had no alterations to do
- she had nothing to do
- her head began to swim
- she went to get a glass of water.
- she could hear cicadas
- she had to go back to the house
- she had to get a glass of water
- she was on the veranda
- she was bored
- she was thirsty
- she was hot
- she wandered
- she went back to the house
- she was unwell /ill
- she would get up

Any responses which combine two or more correct points should be awarded the appropriate mark.

e.g. • She wandered [✓] on to the veranda [✓] 2 marks
Her limbs were heavy [✓] and tense.[✓] 2 marks
Mary's head ached [✓], her limbs were heavy[✓] and tense.[✓] 3 marks

Or any other valid responses that you are able to verify by checking the source.
Reject: • It was hot • She was tired • She went into the bathroom • She drank a glass of water • The cicadas shrilled incessantly • She was dehydrated • She liked embroidery • anything about the setting that doesn't include Mary.
Ask yourself the following questions: • does it tell you something about Mary? • is it from the correct section of the text? • is it true/accurate? • if you precede the response with 'Mary...' or 'Mary's...' does it make sense?

0 2 Look in detail at this extract, from **lines 7 to 17** of the source:

How does the writer use language here to describe the effects of the heat?

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 image of 'the heat waves beat up out of the hot stone' shows how powerfully violent the effect of the heat is. The stones are inert and yet the intense heat creates a sense of oppressive movement in the waves that Mary can see. Further, the writer uses a simile to describe how the heat lizards 'darted over the rocks like flames.' The imagery of the lizards transforming into fire conveys Mary's perception of the heat's power to change elements of nature. The word 'darted' extends the image of the lizards as being able to move swiftly and erratically, as does fire.
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 how the heat lizards 'darted over the rocks like flames.' The simile 'like flames' suggests that the heat is so powerful that it is reflected in the wildlife. By comparing them to flames, the writer shows that the heat has consumed the lizards and they are now part of it. The verb 'darted' creates the imagery of the lizards' rapid movements, as they leap across the rocks. The writer suggests that the heat has made them flicker and spread quickly like flames.

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 heat lizards 'darted over the rocks like flames'. The word 'darted' suggests that the heat is so strong that the lizards cannot stay still. The word 'flames' suggest that rocks are as hot as fire.
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 heat lizards 'darted over the rocks like flames'. The word 'flames' tells us they were hot like fire. The word 'darted' shows the lizards are fast.
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:

- abstract noun: 'obsession' to convey how Mary is consumed by the heat
- verb phrases: the heat waves 'beat up' and 'beat down' suggesting aggression or abuse, and being trapped by the heat
- adjectives: lizards described as 'vivid red and blue and emerald' implying that the heat brings them alive
- verbs: dogs 'panting' and 'whining' linking to the idea of pain and suffering in the heat and reflecting Mary's own feelings
- simile: the lizards 'darted over the rocks like flames', implying the heat enables them to thrive, contrasting the dogs and Mary
- metaphor: 'sapping, undermining waves' comparing the heat to the ocean, intensifying its power
- sibilance/onomatopoeia: 'hissed with dryness' to show relief or suffering/the sound of water
- long sentence: 'She would lock... pouring it over her.' to reflect how the heat draws out everything and makes each simple action take longer.

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

This text is taken 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	The opening focus on how 'suddenly, the heat became intolerable' is a moment of exposition in which we learn how unaccustomed Mary is to the life that she is now part of. The fact that she is already at her breaking point with the heat at the very beginning of the extract implies that there will be a climactic moment when she snaps. This becomes more evident through the time shift in paragraph two, 'as time passed'. The absence of detail here suggests that Mary is so consumed by the heat that time seems to have become irrelevant and immeasurable to her and she appears to be losing her grip on reality.
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	The text opens with a focus on how 'suddenly, the heat became intolerable', and we immediately understand that Mary was unprepared for, and shocked by, this weather. It creates tension from the very beginning because we know she already feels that she can't take the heat any longer. There is a shift in time in paragraph two as, 'time passed' but there is no detail of how much time has passed or what happens in that time, showing how the heat is the only thing that Mary can think about.

Level 2 Some understanding and comment 3–4 marks	Shows some understanding of structural features: • Attempts to comment on the effect of structural features • Selects some appropriate examples • Makes some use of subject terminology, mainly appropriately	At the beginning, the writer tells us that the heat 'suddenly' became 'intolerable', so we immediately understand the heat in this place is worse than normal, which is why Mary feels so bad. The writer repeats the idea of heat in paragraph two because 'as time passed, the heat became an obsession', showing how the heat is all Mary can think about.
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 with a description of the heat where it says 'suddenly, the heat became intolerable' which sets the scene so we know that Mary and Dick live in a really hot place. Then, the writer says 'as time passed, the heat became an obsession' so we know that the heat keeps getting worse over time.
Level 0 No marks	Nothing to reward	

AO2 content may include the effect of ideas such as:

- exposition: the setting and how harsh it is, Mary's thoughts and feelings to help us understand her suffering
- focus shifts: the movement of the text from outside to inside; the verandah as a space in between both that positions Mary looking out at the world
- third person narrative: allows for a switch between external description and the internal thoughts of both Dick and Mary
- temporal shifts: the passing of time throughout – 'as time passed', 'one day', to help us understand that time passes without much happening
- flashback: brief glimpse at Mary's previous life at line 21 to contrast with her married life; at line 30 describing Mary watching the water arriving emphasising how important it is to her
- dialogue: between Mary and Dick to show a build-up of tension in the relationship
- anti-climax: expectation of an argument that subsides when Dick apologises.

0 4 Focus this part of your answer on the second part of the source, from **line 18 to the end**.

A student said, "Dick's anger towards Mary is really unfair. The writer makes it clear that Mary is totally powerless in this relationship."

To what extent do you agree?

In your response you could:

- consider whether Dick's anger is unfair
- evaluate how the writer presents Mary and Dick's relationship
- 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	The intensity of Dick's anger towards Mary could be considered as unfair as her lack of understanding of the value of water presents her as a criminal. When she tells him she has been using the water, he looks at her 'as if she had committed a crime', which is an irrational reaction to her rational desire to cool herself. The writer uses this simile to present Mary as both a criminal and a prisoner, suggesting she is trapped in the relationship, the heat and the farm. Either way, we see Mary as powerless to escape in this moment. However, Dick's guilt can be seen more explicitly when he is 'suddenly sorry' at the end. By presenting his sudden need for forgiveness, the writer conveys Dick's fear of losing Mary, placing her in the ultimate position of power.
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	The intensity of Dick's anger is unfair, considering Mary is suffering so badly in the heat; something he clearly doesn't understand. When she tells him about the water, he looks at her 'as if she had committed a crime', showing a complete lack of concern for her well-being. Through this simile, the writer has placed Mary in the position of the criminal, whilst Dick is the judge condemning her actions and making her totally powerless. However, this feeling almost instantly fades when he becomes 'suddenly sorry'. Here the writer seems to be suggesting that his initial reaction was actually frustration as Mary was wasting water, but her anger at his words and his 'apologising, blaming himself', conveys the power that she has over him.

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	I agree that it is unfair for Dick to be so angry with Mary because she is only using the water to try to make herself more comfortable, and he looks at her 'as if she had committed a crime.' The simile compares Mary to a criminal, so the writer makes her completely powerless because she has no one to defend her. However, Dick is 'suddenly sorry' at the end, which shows the reader that he wants her forgiveness, so maybe she does have some power.
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	I do think that Dick's anger is unfair because Mary just used some water and when he finds out it says he looked at her 'as if she had committed a crime.' This is mean because she only wanted to cool herself down so she isn't a criminal. The writer's use of the word 'crime' shows that he thinks she has done something really bad. It does say that he is 'suddenly sorry' at the end which shows that he feels bad.
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.

- 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.

AO4 content may include the evaluation of ideas such as:

- Dick's reaction to Mary's water use seen through the metaphorical phrase 'his face darkened', suggesting that his anger changed/possessed him
- the way Dick looks at Mary 'in incredulous horror' and the simile 'as if she had committed a crime' to show how extreme his anger is
- the increasing intensity of Dick's anger, emphasised by his attempts to keep calm contrasted with the short, exclamatory sentences: 'Listen to me!'
- Mary's desperation for rain, presented in her positioning on the 'verandah' as she 'watched the implacable sky for signs of rain' makes Dick's anger seem more unfair
- Dick's repetition of the phrase 'wasting it' representing Dick's desperation and struggle
- the flashback describing the effort of collecting the water, emphasised through the verbs 'shouting', 'yelling' and 'straining' as a justification for Dick's anger
- Mary seeing a new side of her husband, shown through the revelation that this is 'a voice he had never before used to her'

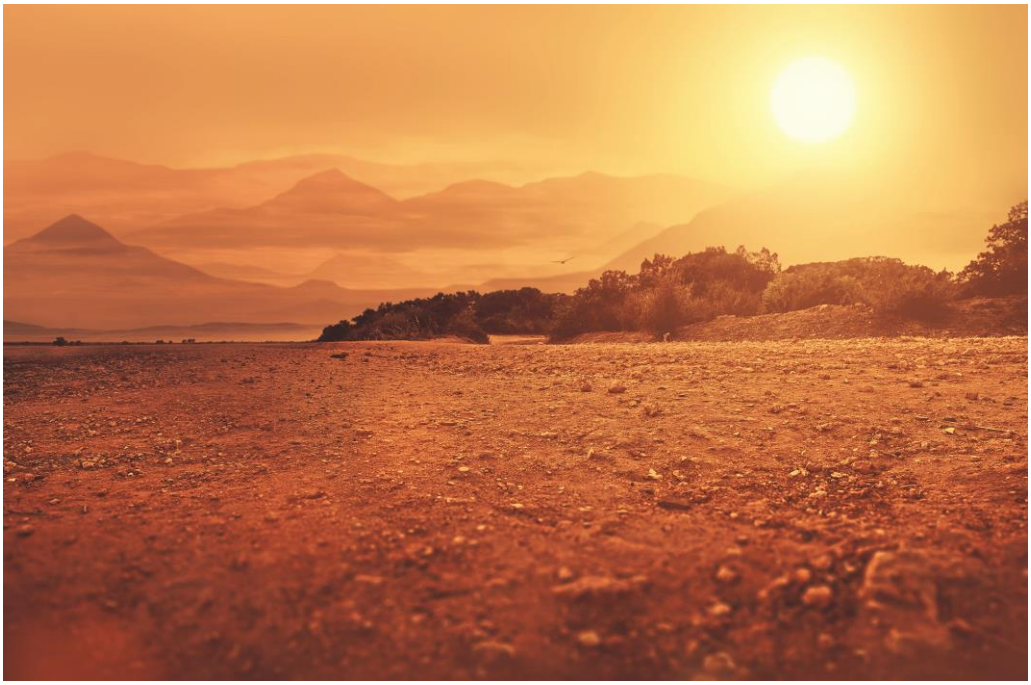
- the narrative shift to Mary's perspective at the end to describe her 'suffering these hardships', with the use of a plural implying that there are numerous problems in the relationship

- Dick's sudden regret, described as 'another of those little scenes that comforted and soothed her', suggesting that Mary enjoys Dick's guilt, giving her power
- the listing of 'he apologising, blaming himself, and she forgiving him' implying that this is a routine for them that shifts the power balance.

0 5 A magazine has asked for contributions for their creative writing section.

Either

Write a description of a very hot place as suggested by this picture:



or

Write a story about a disagreement.

(24 marks for content and organisation
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
Level 3 13–18 marks **Consistent, Clear Communication**	Upper Level 3 16–18 marks	**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

	Lower Level 3 13–15 marks	**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
Level 2 7–12 marks **Some successful Communication**	Upper Level 2 10–12 marks	**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
	Lower Level 2 7–9 marks	**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

<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.