# GCSE
# ENGLISH LANGUAGE
# 8700/2

Paper 2 Writers' viewpoints and perspectives

**Mark scheme**

June 2024

Version: 1.0 Final

2 4 6 G 8 7 0 0 / 2 / M S

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.<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 13**.

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** Lots of people try to get into medical school.
**B** Universities decide who to accept based only on their A-level grades.
**C** Adam Kay's musical qualifications helped to get him a place at medical school.
**D** Adam Kay finished medical school in 1998.
**E** Adam Kay thought learning about the human body was a straightforward task.
**F** Adam Kay was excited by the thought of becoming a doctor.
**G** Adam Kay thought changing his name would make him a criminal.
**H** The time it took for Adam Kay to become a doctor went slowly.

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

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

| | | |
|---|---|---|
| **A** | Lots of people try to get into medical school. | [T] |
| **B** | Universities decide who to accept based only on their A-level grades. | [F] |
| **C** | Adam Kay's musical qualifications helped to get him a place at medical school. | [T] |
| **D** | Adam Kay finished medical school in 1998. | [F] |
| **E** | Adam Kay thought learning about the human body was a straightforward task. | [F] |
| **F** | Adam Kay was excited by the thought of becoming a doctor. | [T] |
| **G** | Adam Kay thought changing his name would make him a criminal. | [F] |
| **H** | The time it took for Adam Kay to become a doctor went slowly. | [T] |

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

The doctor in **Source A** and the nurse in **Source B** are working in different places.

Use details from **both** sources to write a summary of what you understand about the different places in which the doctor and the nurse are working.

**[8 marks]**

| **AO1** | • Identify and interpret explicit and implicit information and ideas<br>• 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.<br>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. | The doctor in Source A is working in a modern hospital with advanced facilities for treating a range of patients. The variety of options to 'book an MRI scan, refer to rheumatology, arrange an ECG test' emphasises both the technical equipment and professional expertise that is available to support him in doing his job. However, the nurse in Source B is in the open air by a harbour rather than an established hospital. Both places show chaotic conditions, but the doctor is in a safe, dedicated, hospital in peacetime whereas the nurse has to cope with huge inconvenience and a complete lack of facilities, working in a potentially dangerous warzone. Her patient is 'a poor artilleryman stretched upon a wooden pallet'. This incredibly makeshift form of medical equipment reflects that the nurse is having to care for patients without even meeting basic human needs like shelter or beds, because of the demands of war. |
| 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 doctor works in a hospital that has a range of modern facilities. It says 'book an MRI scan, refer to rheumatology, arrange an ECG test', which shows that he has several options at his disposal to help treat the patients there. This hospital seems much more permanent than the wharf. Instead of a modern ward with technical equipment, the wharf is a temporary place for treating wounded soldiers. In Source B, the nurse is treating 'a poor artilleryman stretched upon a wooden pallet'. This means the place where she works only has limited equipment for the nurse to try to do her job and make the patients comfortable as best she can. |

| | | |
|---|---|---|
| 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 doctor is part of a busy hospital. It says 'book an MRI scan, refer to rheumatology, arrange an ECG test', showing there are lots of options for helping people. However, the wharf in Source B is very different as there are not so many options because it says 'a poor artilleryman stretched upon a wooden pallet'. This suggests a much more basic place without as much equipment. |
| 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 doctor is in a hospital because it says 'book an MRI scan, refer to rheumatology, arrange an ECG test', which shows there is a lot of things. This is different to Source B because she is on a wharf where there is 'a poor artilleryman stretched upon a wooden pallet', which shows there isn't very much there. |
| 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 of this question is the difference between the places in which the doctor and the nurse are working.

AO1 content may include ideas such as:

- their surroundings
- their purpose
- their level of permanence
- the working conditions
- their equipment
- their facilities
- their atmosphere
- other staff/level of supervision.

**0 3** You now need to refer only to **Source A** from **lines 30 to 39**.

How does the writer use language to describe working night shifts at the hospital?

**[12 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**<br>This indicative standard provides an exemplification of the skills descriptors at each level.<br>It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content. |
|---|---|---|
| Level 4<br>Detailed, perceptive<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 range of judicious textual detail<br>• makes sophisticated and accurate use of subject terminology. | The writer develops an extended metaphor to compare working a night shift to a nightmarish voyage at sea. He begins the metaphor with 'sailing the ship alone', juxtaposing the huge scale of a 'ship', in this case representing his overwhelming responsibility, with the isolated sense of being 'alone', with no support to lean on. This is further developed when he describes this metaphorical ship as 'enormous, and on fire'. The destructive image of being 'on fire' suggests the huge danger and urgency of his helpless situation as fire on board a ship is a horrific and inescapable fate. |
| Level 3<br>Clear, relevant<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 a metaphor to emphasise the scale of the task of working the night shift in the hospital. By comparing his role to 'sailing the ship alone', it suggests a huge responsibility for the treatment of all of his patients, just like a ship's captain is responsible for the safety of their passengers. |
| Level 2<br>Some, attempts<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 a metaphor to compare the difficulty of working on the night shift to 'sailing the ship alone'. The use of 'ship' suggests that he has a big job to do and there is nobody there to help him with it. |

| | | |
|---|---|---|
| Level 1<br>Simple, limited<br><br>1–3 marks | Shows simple awareness of language:<br>• offers simple comment on the effect of language<br>• selects simple reference(s) or textual detail(s)<br>• makes simple use of subject terminology, not always appropriately. | The writer describes working night shifts when he says 'sailing the ship alone'. This is a metaphor that he uses to compare working on the night shift in a hospital to sailing a ship by himself. |
| Level 0<br>No marks | Nothing to reward. | |

**Note**

- If a student writes about language outside of the given lines or from 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:

- juxtaposition/comparison – 'made Hell look like Disneyland'
- extended metaphor – 'sailing the ship alone... enormous and on fire'
- adjectives – 'unrelenting', 'endless'
- repetition – 'ward after ward, nurse after nurse, with emergency after emergency'
- listing/triplet – 'one-man, mobile, essentially untrained A&E department'
- metaphor – 'stream of… patients'; 'unrelenting nightmare'
- direct address – 'Your senior colleagues…'
- onomatopoeia – 'bleep'

**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 feelings and perspectives on providing medical care.

In your answer, you could:

- compare their different feelings and perspectives on providing medical care
- compare the methods they use to convey their feelings and perspectives
- 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.<br>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 doctor in Source A describes his constantly shifting perspective, switching from the relentless horror of night shifts to the exhilaration of actually surviving the shift. His miserable life as a doctor is hammered home by a list: 'Sure it was hard work, sure the hours were bordering on inhumane and sure I saw things that have scarred my retinas to this day,' with adjectives like 'inhumane' suggesting the brutal cruelty of his work. However, this is undercut by the deliberately casual use of 'Sure...' to indicate his tolerance of such suffering and by the proud assertion 'but I was a doctor now', indicating that he sees it as a badge of honour. This is very different to the perspective of Source B, as the nurse is entirely concerned with the welfare of her patients and embraces her own humble position, whereas the doctor in Source A is primarily concerned with his own professional prestige. The nurse's sense of awe is shown when she describes 'the sympathy and brotherly love shown by the strong to the weak' revealing the camaraderie and devotion of the doctors, with the word 'brotherly' suggesting the unquestioning, self-sacrificial commitment of a family member in caring for their patients. For Seacole, medicine seems like a spiritual vocation rather than a professional career as she feels they are bringing compassion and kindness to patients in a desperate situation of war and conflict. |

| | | |
|---|---|---|
| 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 doctor in Source A has mixed feelings about working in a hospital. He knows it's traumatic but he focuses on the practical issues and realises that they are all part of the job. He uses the list 'Sure it was hard work, sure the hours were bordering on inhumane and sure I saw things that have scarred my retinas to this day,' to illustrate just how demanding his work is, although he finishes with 'but I was a doctor now', putting the previous list into perspective, showing that he accepts that these experiences are necessary. Although the nurse in Source B recognises the practical issues too, she mainly focuses on the emotional experience of providing medical care, using the phrase 'the sympathy and brotherly love shown by the strong to the weak'. The adjective 'brotherly' suggests that the doctors are as caring and committed as if they were treating someone in their own family. This suggests that she has a very optimistic view of the role of medical staff, because they are so caring in coming to the aid of those affected by war. |
| 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 doctor in Source A had a tough experience training to be a doctor. He says, 'Sure it was hard work, sure the hours were bordering on inhumane and sure I saw things that have scarred my retinas to this day, but I was a doctor now.' This list shows that he had some difficult experiences on his way to being a doctor. However, in Source B, the nurse is glad to have helped the wounded soldiers. She says 'the sympathy and brotherly love shown by the strong to the weak'. She uses the word 'brotherly' to describe how they treat the patients as if they were as close as brothers. This shows that she was impressed by how caring they were. |
| 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 doctor in Source A finds working in the hospital hard. He uses repetition 'Sure it was hard work, sure the hours were bordering on inhumane and sure I saw things that have scarred my retinas to this day, but I was a doctor now', which shows that it wasn't an easy job to do. However, in Source B the nurse is more positive because she says 'the sympathy and brotherly love shown by the strong to the weak'. The word 'sympathy' shows that she feels sorry for them but she is still having a better time. |
| 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 ideas such as:

- their motivation
- the nature of their work
- their experiences of treating others
- their training
- their purpose

and comments on methods such as:

- tone – Source A as humorous, sarcastic, caustic; Source B as emotive, serious, worthy
- use of first person, but use of direct address in both for different purposes
- use of speech in Source B to bring the scene to life
- structural shifts in both pieces, moving from training/arrival to actual practice
- language features – metaphor, hyperbole, repetition in Source A; emotive language, rhetorical question, exclamations in Source B
- word choices.

**0 5** 'Choosing a future career should be based on helping others and making a positive contribution to society, not achieving status or making lots of money.'

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

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

| **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. |
|---|---|

| **Content and Organisation** | | |
|---|---|---|
| **Level** | | **Skills Descriptors** |
| Level 4<br>**Compelling, convincing communication**<br><br>19–24 marks | Upper Level 4<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>**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>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>**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. |

<table>
<tr><td rowspan="2">Level 3<br>Consistent, clear communication<br><br>13–18 marks</td><td>Upper Level 3<br>16–18 marks</td><td>Content<ul><li>Communication is consistently clear.</li><li>Tone, style and register are consistently matched to purpose and audience.</li><li>Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.</li></ul>Organisation<ul><li>Effective use of structural features.</li><li>Writing is engaging, using a range of clear, connected ideas.</li><li>Coherent paragraphs with integrated discourse markers.</li></ul></td></tr>
<tr><td>Lower Level 3<br>13–15 marks</td><td>Content<ul><li>Communication is generally clear.</li><li>Tone, style and register are generally matched to purpose and audience.</li><li>Vocabulary clearly chosen for effect and appropriate use of linguistic devices.</li></ul>Organisation<ul><li>Usually effective use of structural features.</li><li>Writing is engaging, with a range of connected ideas.</li><li>Usually coherent paragraphs with range of discourse markers.</li></ul></td></tr>
</table>

<table>
<tr><td rowspan="2">Level 2<br>Some successful communication<br><br>7–12 marks</td><td>Upper Level 2<br>10–12 marks</td><td>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>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.</td></tr>
<tr><td>Lower Level 2<br>7–9 marks</td><td>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>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.</td></tr>
<tr><td rowspan="2">Level 1<br>Simple, limited communication<br><br>1–6 marks</td><td>Upper Level 1<br>4–6 marks</td><td>Content<br>• Communicates simply.<br>• Simple awareness of matching tone, style and register to purpose and audience.<br>• Simple vocabulary; simple linguistic devices.<br>Organisation<br>• Evidence of simple structural features.<br>• One or two relevant ideas, simply linked.<br>• Random paragraph structure.</td></tr>
<tr><td>Lower Level 1<br>1–3 marks</td><td>Content<br>• Limited communication.<br>• Occasional sense of matching tone, style and register to purpose and audience.<br>• Simple vocabulary.<br>Organisation<br>• Limited or no evidence of structural features.<br>• One or two unlinked ideas.<br>• No paragraphs.</td></tr>
<tr><td>Level 0<br>No marks</td><td colspan="2">Students will not have offered any meaningful writing to assess.<br>Nothing to reward.</td></tr>
</table>

| **AO6** | Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.<br>(This requirement must constitute 20% of the marks for each specification as a whole.) |
|---|---|
| **Technical Accuracy** | |
| **Level** | **Skills Descriptors** |
| Level 4<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>• 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>• High level of accuracy in spelling, including ambitious vocabulary.<br>• Extensive and ambitious use of vocabulary. |
| Level 3<br>9–12 marks | • Sentence demarcation is mostly secure and mostly accurate.<br>• Range of punctuation is used, mostly with success.<br>• Uses a variety of sentence forms for effect.<br>• Mostly uses Standard English appropriately with mostly controlled grammatical structures.<br>• Generally accurate spelling, including complex and irregular words.<br>• Increasingly sophisticated use of vocabulary. |
| Level 2<br>5–8 marks | • Sentence demarcation is mostly secure and sometimes accurate.<br>• Some control of a range of punctuation.<br>• Attempts a variety of sentence forms.<br>• Some use of Standard English with some control of agreement.<br>• Some accurate spelling of more complex words.<br>• Varied use of vocabulary. |
| Level 1<br>1–4 marks | • Occasional use of sentence demarcation.<br>• Some evidence of conscious punctuation.<br>• Simple range of sentence forms.<br>• Occasional use of Standard English with limited control of agreement.<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. |