# GCSE
# ENGLISH LANGUAGE
# 8700/1

## Paper 1 Explorations in creative reading and writing

**Mark scheme**

November 2022

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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.<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 | **N/A** |
| AO4 | ✓ |
| | **Section B** |
| AO5 | ✓ |
| AO6 | ✓ |

**0 1** Read again the first part of the source, from **lines 1 to 5**.

List **four** things about the old man from this part of the source.

**[4 marks]**

Give 1 mark for each point about the old man:

- responses must be true, and drawn only from lines 1 to 5 of the text
- responses must relate to what we learn about the old man
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 5 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

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

| **AO1** | • Identify and interpret explicit and implicit information and ideas<br>• Select and synthesise evidence from different texts |
|---|---|
| **This assesses bullet point 1: identify and interpret explicit and implicit information and ideas**<br><br>**Indicative content**<br><br>Students may include:<br><br>• He is a fisherman<br>• He fishes /fished/ catches fish<br>• He is old<br>• He used to fish with a boy<br>• He fished in the sea<br>• He hadn't caught a fish for 84 days<br>• He hadn't caught a fish for ages/ a long time<br>• The old man is unlucky<br>• He is seen as being unlucky<br>• After 40 days the boys' parents said the old man was unlucky.<br>• [He had] a boy who fished **with him**<br>• The old man + another detail from lines 1-5<br>• In the first forty days, a boy had been fishing with him | One mark |
| • He fished (✓) in a skiff / boat (✓)<br>• He fished (✓) in the **Gulf Stream** (✓)<br>• He fished (✓) alone (✓)*<br>• The old man fished (✓) alone (✓) | Two marks<br><br>*if the student writes 'he fished' and then another point 'fished alone' do not credit 'fished' twice |

| | |
|---|---|
| • He was an old man (✓) who fished (✓) alone (✓) in a skiff (✓) in the Gulf Stream (✓) and had gone 84 days without catching a fish (✓). | Six ticks if they write out the whole sentence.<br>Please award marks for fewer of the details, but within a phrase/sentence from this quotation |
| Reject:<br>• He is a man<br>• His name is Santiago<br>• He fished in Cuba/the Caribbean<br>• The boy stopped fishing after 40 days<br>• The boy's parents told him that he could not fish with the old man | |
| Ask yourself the following questions:<br><br>• Does it tell you something about the old man?<br>• Is it from the correct part of the text?<br>• Is it true/accurate?<br>• If you precede the response with, 'The old man is…' or 'The old man has..' **does it make sense?** | |

**0 2** Look in detail at this extract, from **lines 10 to 15** of the source:

(Extract in question paper)

How does the writer use language here to describe the old man?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

**[8 marks]**

| **AO2**<br>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views | | |
|---|---|---|
| **This question assesses Language** ie: Words/Phrases/Language Features/Language Techniques/Sentence Forms | | |
| **Level** | **Skills Descriptors** | **Indicative Standard**<br>This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content. |
| Level 4<br>Perceptive and/or detailed analysis<br><br>7-8 marks | Shows perceptive and/or detailed 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 simile 'as old as erosions in a fishless desert' is used by the writer not only represent the physical decline of the old man, but to symbolise his recent lack of luck. The phrase 'as old as erosions' signifies both his age and the harshness of his profession, with the worn down scars emphasising the ravages of his past successes and failures struggling with huge fish. However the metaphor of the 'fishless desert', serves to emphasise that for him the sea has dried up, and his hard work is futile; as it is so long since he last caught a fish. |
| Level 3<br>Clear, relevant explanation<br><br>5-6 marks | Shows clear understanding of language:<br>• Explains clearly the effects of the writer's choices of language<br>• Selects a range of relevant textual detail<br>• Makes clear and accurate use of subject terminology | The writer uses the simile 'as old as erosions in a fishless desert' to describe the scars on the old man's hands. The words 'erosions' and 'old' suggest that the old man's skin has been worn away both by his age and the harshness of being a fisherman. The noun 'desert' reminds the reader of a dry, barren and lifeless place. The scars highlight his struggle to fish in such an unwelcoming environment. |

| | | |
|---|---|---|
| Level 2<br>Some understanding and comment<br><br>3-4 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 simile to describe the scars on the old man's hands, 'as old as erosions in a fishless desert'. Erosions are when something has been worn away, so this suggests that the old man's scarred hands have been worn away by years of being a fisherman, in a place where there is no fish. |
| Level 1<br>Simple, limited comment<br><br>1-2 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 says that the scars on the old man's hands were 'as old as erosions in a fishless desert' which shows that he has been a fisherman for a long time and he is old. |
| Level 0<br>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:

- adjectives: 'thin' 'gaunt', to suggest old age/vulnerability/experience
- alliteration: 'brown blotches', to emphasise physical impact of the sun on his skin
- imagery: 'deep-creased scars' to suggest suffering and physical toil
- short sentence: 'But none of these scars were fresh', to emphasise experience
- simile: 'as old as erosions in a fishless desert', to emphasise both the man's age and his profession
- juxtaposition: 'except his eyes … cheerful and undefeated', to show the mental strength and resilience his body lacks

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

This text is from the beginning 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**<br>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views |
|---|
| This question assesses 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**<br>This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content. |
|---|---|---|
| Level 4<br>Perceptive and/or detailed analysis<br><br>7-8 marks | Shows perceptive and/or detailed understanding of structural features:<br>• Analyses the effects of the writer's choices of structural features<br>• Selects a range of judicious examples<br>• Makes sophisticated and accurate use of subject terminology | The writer uses an interruption of the dialogue between the old man and the young boy to structurally emphasise a sense of failure in relation to the other fishermen. By deliberately shifting focus from the old man to the 'successful fishermen', staggering with the weight of the fish that they have caught, it serves as a brutal reminder of Santiago's decline. The sudden introduction of description in the middle of the conversation juxtaposes Santiago with the other fishermen who made fun of him. Ridicule is directed at him; now he only has nostalgic success. |
| Level 3<br>Clear, relevant explanation<br><br>5-6 marks | Shows clear understanding of structural features:<br>• Explains clearly the effects of the writer's choices of structural features<br>• Selects a range of relevant examples<br>• Makes clear and accurate use of subject terminology | In the middle of the extract the writer deliberately interrupts the dialogue between the old man and young boy to introduce the other fishermen on the Terrace. He shifts the focus to the 'successful fishermen' who, at this point in the story, are staggering with the weight of the fish they have caught. The great success of the other men highlights the failure of the old man. The writer highlights that they have success now, his is in the past. |

| | | |
|---|---|---|
| Level 2<br>Some understanding and comment<br><br>3-4 marks | Shows some understanding of structural features:<br>• Attempts to comment on the effect of structural features<br>• Selects some appropriate examples<br>• Makes some use of subject terminology, mainly appropriately | In the middle of the extract, during the conversation between the old man and the young boy, the writer shifts the focus from the old man to the other fishermen. By introducing the 'successful fishermen' at this point, it makes us realise that the old man is not a successful fisherman and makes the reader feel sorry for him. |
| Level 1<br>Simple, limited comment<br><br>1-2 marks | Shows simple awareness of structural features:<br>• Offers simple comment on the effect of structure<br>• Selects simple reference(s) or example(s)<br>• Makes simple use of subject terminology, not always appropriately | In the middle of the extract the old man and the young boy are talking. The writer changes the focus to what is going on around them, so that the reader can picture the scene. |
| Level 0<br>No marks | Nothing to reward | |

AO2 content may include the effect of ideas such as:

- Foreshadowing: themes of bad luck and failure introduced in opening paragraph
- Exposition: detailed physical description of the main character
- Omniscient third person narrator: all-seeing narrative with use of 'old man' and 'boy'
- Dialogue: used to reveal the relationship between the old man and the boy
- Focus shift: description of successful fishermen presents contrast with the old man
- Ending: juxtaposes the parents' view with that of the old man.
- Ending: juxtaposes the boy's good luck with the old man's lack of luck.

**0 4** Focus this part of your answer on the second part of the source, from **line 16 to the end**.

A student said, 'While it seems that the old man is widely seen as a failure, in this part of the story the writer shows that the boy still has faith in him and that they greatly respect each other.'

To what extent do you agree?

In your response, you could:

- consider your impressions of the old man as a failure
- evaluate how the writer presents the respect between the boy and the old man
- 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**<br>This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content. |
|---|---|---|
| Level 4<br>Perceptive and/or detailed evaluation<br><br>16-20 marks | Shows perceptive and/or detailed evaluation:<br>• Develops a convincing and critical response to the focus of the statement<br>• Shows perceptive understanding of writer's methods<br>• Evaluates critically and in detail the effect(s) on the reader<br>• Selects a range of judicious textual detail | The boy's memory of their first trip together when he was 'five' shows that his respect for the old man is profound and long-standing. The vividly descriptive memory acts as a shared history between them, with the childish repetition of 'I can remember' suggesting that the boy can recall every detail of the occasion their bond was established. This is further emphasised by the violent verb choices, 'slapping', 'banging', 'clubbing' which, despite the trauma of the experience, retrospectively help portray both the excitement and terror of the incident and the strength of the old man. The boy's confident assertion that 'I remember everything', independent of the fact that the old man has told him, shows how the writer emphasises that the genuine shared recollection of their past experiences is the foundation of their mutual respect. |
| Level 3<br>Clear, relevant evaluation<br><br>11-15 marks | Shows clear and relevant evaluation:<br>• Makes a clear and relevant response to the focus of the statement<br>• Shows clear understanding of writer's methods<br>• Evaluates clearly the effect(s) on the reader<br>• Selects a range of relevant textual references | The memory of the first fishing trip is used to show the reader that the faith and respect between them has been established as far back as when the boy was just 'five'. The boy repeats 'I can remember' to show how vividly he recalls every detail of this trip, as if this incident is the source of his continuing faith in the old man's ability. The use of violent verbs like 'clubbing' also show that he was in awe of the strength of the old man, forming a sense of respect. Given their shared experiences over a number of years, the writer suggests the boy needs the old man as much as the old man needs him. |

| | | |
|---|---|---|
| Level 2<br>Some, evaluation<br><br>6-10 marks | Shows some attempts at evaluation:<br>• Makes some response to the focus of the statement<br>• Shows some understanding of writer's methods<br>• Makes some evaluative comment(s) on effect(s) on the reader<br>• Selects some appropriate textual reference(s) | The boy's respect for the old man goes back to when they first went fishing together when he was 'five'. The writer describes the incident in detail, with powerful verbs like 'clubbing' to show that the boy found the trip memorable. This proves that, unlike the other fishermen who make fun of his failure, the boy continues to respect the old man and has faith in him. |
| Level 1<br>Simple, limited comment<br><br>1-5 marks | Shows simple, limited evaluation:<br>• Makes a simple, limited response to the focus of the statement<br>• Shows limited understanding of writer's methods<br>• Makes simple, limited evaluative comment(s) on effect(s) on reader<br>• Selects simple, limited textual reference(s) | The way that the boy talks about the fishing trip when he was 'five' shows that he has respect for the old man. The boy respects the old man because he talks about when they went fishing. The old man killed the fish and that showed he was not a failure .This means that he must respect the old man and has faith that things will get better for him in the future. |
| Level 0<br>No marks | Nothing to reward. | |

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

AO4 content may include the evaluation of ideas such as:

- The boy's eagerness to talk with the old man, starting each section of dialogue with 'Santiago'
- The symbolic nature of them sharing a beer 'between fishermen', emphasised by the fact it is the boy who buys them
- The role of old man as a father figure to the boy, shown by use of collective pronoun 'we' to show contrast to the boy's own parents
- The boy's insistence, with repeated use of questions, to show his willingness to help the old man
- The old man's refusal of help, with the use of 'baseball' as a childish contrast to the dangers of being at sea
- The memory of the first trip together, with the vivid description suggesting the strength of the boy's respect for the old man

**0 5** Your local newspaper is running a creative writing competition and the best entries will be published.

**Either**

Write a description of a fishing village, as suggested by this picture.

**or**

Write a story about an unlikely friendship.

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

**AO5 Content and Organisation**
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

| **Level** | | **Skills descriptors** |
|---|---|---|
| Level 4<br><br>19-24 marks<br><br>**Compelling, Convincing Communication** | Upper Level 4<br><br>22-24 marks | **Content**<br>• Communication is convincing and compelling<br>• Tone, style and register are assuredly matched to purpose and audience<br>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices<br><br>**Organisation**<br>• Varied and inventive use of structural features<br>• Writing is compelling, incorporating a range of convincing and complex ideas<br>• Fluently linked paragraphs with seamlessly integrated discourse markers |
| | Lower Level 4<br><br>19-21 marks | **Content**<br>• Communication is convincing<br>• Tone, style and register are convincingly matched to purpose and audience<br>• Extensive vocabulary with conscious crafting of linguistic devices<br><br>**Organisation**<br>• Varied and effective structural features<br>• Writing is highly engaging with a range of developed complex ideas<br>• Consistently coherent use of paragraphs with integrated discourse markers |

<table>
<tr><td rowspan="2">Level 3<br><br>13-18 marks<br><br>Consistent, Clear Communication</td><td>Upper Level 3<br><br>16-18 marks</td><td>Content<br>• Communication is consistently clear<br>• Tone, style and register are clearly and consistently matched to purpose and audience<br>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices<br><br>Organisation<br>• Effective use of structural features<br>• Writing is engaging, using a range of clear, connected ideas<br>• Coherent paragraphs with integrated discourse markers</td></tr>
<tr><td>Lower Level 3<br><br>13-15 marks</td><td>Content<br>• Communication is generally clear<br>• Tone, style and register are generally matched to purpose and audience<br>• Vocabulary clearly chosen for effect and appropriate use of linguistic devices<br><br>Organisation<br>• Usually effective use of structural features<br>• Writing is engaging, with a range of connected ideas<br>• Usually coherent paragraphs with range of discourse markers</td></tr>
<tr><td rowspan="2">Level 2<br><br>7-12 marks<br><br>Some Successful Communication</td><td>Upper Level 2<br><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><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><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><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>
</table>

<table>
<tr><td rowspan="2">Level 1<br><br>1-6 marks<br><br>Simple, Limited Communication</td><td>Upper Level 1<br><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><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><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><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 Technical Accuracy**<br>Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.) | |
|---|---|
| **Level** | **Skills descriptors** |
| Level 4<br><br>13-16 marks | • Sentence demarcation is consistently secure and consistently accurate<br>• Wide range of punctuation is used with a high level of accuracy<br><br>• Uses a full range of appropriate sentence forms for effect<br>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures<br><br>• High level of accuracy in spelling, including ambitious vocabulary<br>• Extensive and ambitious use of vocabulary |
| Level 3<br><br>9-12 marks | • Sentence demarcation is mostly secure and mostly accurate<br>• Range of punctuation is used, mostly with success<br><br>• Uses a variety of sentence forms for effect<br>• Mostly uses Standard English appropriately with mostly controlled grammatical structures<br><br>• Generally accurate spelling, including complex and irregular words<br>• Increasingly sophisticated use of vocabulary |
| Level 2<br><br>5-8 marks | • Sentence demarcation is mostly secure and sometimes accurate<br>• Some control of a range of punctuation<br><br>• Attempts a variety of sentence forms<br>• Some use of Standard English with some control of agreement<br><br>• Some accurate spelling of more complex words<br>• Varied use of vocabulary |
| Level 1<br><br>1-4 marks | • Occasional use of sentence demarcation<br>• Some evidence of conscious punctuation<br><br>• Simple range of sentence forms<br>• Occasional use of Standard English with limited control of agreement<br><br>• Accurate basic spelling<br>• Simple use of vocabulary |
| Level 0<br>No marks | Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning. |