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**GCSE**

**English Language**

Paper 2 Writers' viewpoints and perspectives

Mark Scheme

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8700

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Version 2.0

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Mark schemes are prepared by the Lead Assessment Writer.

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.

### **Marking methods**

In fairness to students, all teachers must use the same marking methods. The following advice may seem obvious, but all teachers must follow it as closely as possible.

1. Refer constantly to the mark scheme throughout marking.
2. Always credit accurate, relevant and appropriate answers which are not given in the mark scheme.
3. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
4. The key to good and fair marking is consistency. Do not change your standard of marking.

## 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.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses these terms effectively to aid the clarity and precision of the argument.

### Level of response marking instructions

Level of response mark schemes are broken down into four levels. There are two, three, four, five or six marks in each level; dependent upon question.

**Please note: The sample responses in each Indicative Standard/Content Descriptor column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.**

#### Step 1 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 descriptor for that level. The descriptor for the level indicates 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.

#### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. 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.

The Skills Descriptors column indicates the different skills that students need to demonstrate in their answer for that level. To achieve full marks in a level, students should meet all of the skills descriptors in that level. Students achieving marks at the bottom of a level will ideally have met all skills descriptors of the previous level and at least one of the skills descriptors in that level.

An answer which contains nothing of relevance to the question must be awarded no marks.

**SECTION A: READING – Assessment Objectives**

|     |   |
|-----|---|
| AO1 | <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts.</li> </ul>   |
| AO2 | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| AO3 | <ul style="list-style-type: none"> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> </ul>   |
| AO4 | <ul style="list-style-type: none"> <li>Evaluate texts critically and support this with appropriate textual references.</li> </ul>   |

**SECTION B: WRITING – Assessment Objectives**

|     |   |
|-----|---|
| AO5 | <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul> |
| AO6 | <ul style="list-style-type: none"> <li>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).</li> </ul>   |

| <b>Assessment Objective</b> | <b>Section A</b> |
|-----------------------------|------------------|
| AO1                         | ✓                |
| AO2                         | ✓                |
| AO3                         | ✓                |
| AO4                         | n/a              |
|                             | <b>Section B</b> |
| AO5                         | ✓                |
| AO6                         | ✓                |

**Section A: Reading**

0 1

Read again the first part of **source A**, lines 1 to 14.Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements.

- A Anton is standing in water, covered in mud.  
 B Anton is being carried away by the current.  
 C Glastonbury is a scene of near-total devastation.  
 D The moorings of the tents are floating down the hillside.  
 E The writer is shivering and caught in a thunderstorm.  
 F Half-naked people are running after their tents.  
 G At first, the writer was not pleased to be sent to Glastonbury.  
 H The writer was not surprised to find it was wet and muddy.

**[4 marks]**

|  |   |
|--|---|
| <b>AO1</b>   | <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas.</li> <li>• Select and synthesise evidence from different texts.</li> </ul> |
| <b>This assesses the first bullet point: identify and interpret explicit and implicit information and ideas.</b> |   |
| A  | Anton is standing in water, covered in mud. (T)   |
| B  | Anton is being carried away by the current. (F)   |
| C  | Glastonbury is a scene of near-total devastation. (T)   |
| D  | The moorings of the tents are floating down the hillside. (F)   |
| E  | The writer is shivering and caught in a thunderstorm. (F)   |
| F  | Half-naked people are running after their tents. (T)  |
| G  | At first, the writer was not pleased to be sent to Glastonbury. (T)   |
| H  | The writer was not surprised to find it was wet and muddy. (F)  |

0 2

You need to refer to **source A** and **source B** for this question:

The things to see and do at Glastonbury Festival and Greenwich Fair are different.

Use details from **both** sources to write a summary of the differences.

[8 marks]

| AO1   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul> |  |   |  |
| <b>This assesses both bullet points.</b>  |  |   |  |
| Level   | Skills Descriptors   | How to arrive at a mark   | Indicative Standard  |
| Level 4<br>Perceptive, summary<br>7-8 marks   | Shows perceptive synthesis and interpretation of both texts: <ul style="list-style-type: none"> <li>Makes perceptive inferences from both texts</li> <li>Makes judicious references/use of textual detail relevant to the focus of the question</li> <li>Statements show perceptive differences between texts</li> </ul> | At the top of the level, a student's response will meet all of the skills descriptors.<br><br>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors. | This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.<br><br>There are similar things to see and do at the two places but they happen in very different ways; music is an example. There are bands at Greenwich, each with three drums, all play 'different tunes at the same time' so it sounds like disorganised chaos and just a cacophony adding to the confusion. At Glastonbury, we get a different idea of the bands: including Elvis Costello and The Killers, who 'perform in tuxedo jackets and glitter', so this seems like it is more organised, with spectators actually watching. This creates a more refined atmosphere than at Greenwich. Also, couples can get married at the chapel of love and loathing. |
| Level 3<br>Clear, relevant  | Shows clear synthesis and interpretation of both texts: <ul style="list-style-type: none"> <li>Makes clear inferences from both texts</li> </ul>   | At the top of the level, a student's response will meet all of the  | The main thing to see and hear at Glastonbury is the music, with a list of the top bands playing including the   |

|   |   |   |   |
|---|---|---|---|
| summary<br>5-6 marks                              | <ul style="list-style-type: none"> <li>Selects clear references/textual detail relevant to the focus of the question</li> <li>Statements show clear differences between texts</li> </ul>  | skills descriptors.<br><br>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.  | rock band, The Killers and Coldplay. At Greenwich Fair there are also bands playing, but a main attraction is the stalls selling toys and food, such as the stall selling 'real spice nuts' with 'un-bonneted young ladies' whose job is to lure you there to buy some. |
| Level 2<br>Some, attempts at summary<br>3-4 marks | Shows some interpretation from one/both texts: <ul style="list-style-type: none"> <li>Attempts some inference(s) from one/both texts</li> <li>Selects some appropriate references/textual detail from one/both texts</li> <li>Statements show some difference(s) between texts</li> </ul> | At the top of the level, a student's response will meet all of the skills descriptors.<br><br>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors. | At Greenwich Fair there are lots of stalls, 'gaily lighted up' selling toys and things to eat, whereas there are lots of well-known bands playing at Glastonbury, suggesting that it is more about music.   |
| Level 1<br>Simple, limited summary<br>1-2 marks   | Shows simple awareness from one/both texts: <ul style="list-style-type: none"> <li>Offers paraphrase rather than inference</li> <li>Makes simple reference/textual details from one/both texts</li> <li>Statement(s) show a simple difference between texts</li> </ul>                    | At the top of the level, a student's response will meet all of the skills descriptors.<br><br>At the bottom of the level, a student will have at least one of the skills descriptors.             | Glastonbury has bands like Coldplay and Elvis Costello to see. The Greenwich Fair has lots of stalls selling things like gingerbread and toys.  |
| Level 0<br>No marks                               | Students in this band will not have offered any differences<br>Nothing to reward  |   |   |

AO1 Content may include ideas such as:

- the different types of musical things / bands to be seen at each event
- the various stalls and Richardson's booth at Greenwich and what can be seen and done there compared with ...
- the various areas, e.g. Lost Vagueness and Chapel of Love and Loathing disc-jockey booth at Glastonbury.



|  |   |  |   |
|--|---|--|---|
| <p>Level 3</p> <p>Clear, relevant explanation</p> <p>7-9 marks</p>     | <p>Shows clear understanding of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Explains clearly the effects of the writer's choices of <i>language</i></li> <li>Selects a range of relevant textual detail</li> <li>Makes clear and accurate use of subject terminology</li> </ul> | <p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p> | <p>Dickens' use of the pronoun 'you' in 'Five minutes walking brings you to the fair' has the effect of putting the reader firmly in the action and events, and the time reference of 'Five minutes' hurries the reader along quickly to the 'fair itself'. The description of the stalls as 'gaily lighted up' gives the sense of a bright, colourful and seductive scene which is also suggested by the word 'attractive' in the phrase 'the most attractive goods'. The alliteration in 'pennyworths of pickled salmon' helps it seem mouth-watering, whereas the word 'bilious' in 'species of snail floating in a somewhat bilious-looking green liquid' is revolting and also makes the reader feel sick.</p> |
| <p>Level 2</p> <p>Some, understanding and comment</p> <p>4-6 marks</p> | <p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Attempts to comment on the effect of <i>language</i></li> <li>Selects some appropriate textual detail</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>                | <p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p> | <p>The writer uses a list of descriptive nouns: 'the screams of the women, the shouts of the boys, the clanging of gongs ...' to build up the idea of noise and excitement for the reader.</p> <p>It says, 'you are in the very centre and heart of the fair' which has the effect of making the reader feel they were in the middle of it.</p>   |
| <p>Level 1</p> <p>Simple, limited comment</p> <p>1-3 marks</p>         | <p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Offers simple comment on the effects of <i>language</i></li> <li>Selects simple references or textual details</li> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>    | <p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>             | <p>It says the stalls were 'gaily lighted up' which makes you think they were bright.</p> <p>The writer uses a list to show that there were lots of things to see and buy, so making you feel that you were there.</p>  |
| <p>Level 0</p> <p>No marks</p>   | <p>No comments offered on the use of language<br/>Nothing to reward</p>   |  |   |

AO2 Content may include the effect of ideas such as:

- Dickens' use of descriptive words and phrases, imagery and extended vocabulary
- Dickens' use of linguistic features and devices such as lists and alliteration
- Dickens' evocation of atmosphere and character
- the extent to which the reader feels affected, involved, engaged with the text.

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 have conveyed their different views and experiences of the festival and fair they describe.

In your answer, you could:

- compare their different views and experiences
- compare the methods they use to convey those views and experiences
- support your ideas 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  | How to arrive at a mark   | Indicative Standard   |
|---|---|---|---|
| <p>Level 4</p> <p>Perceptive, detailed</p> <p>13-16 marks</p> | <ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a perceptive way</li> <li>• Analyses how writers' methods are used</li> <li>• Selects a range of judicious supporting detail from both texts</li> <li>• Shows a detailed understanding of the different ideas and perspectives in both texts</li> </ul> | <p>At the top of the level, a student's response will meet all of the skills descriptors.</p> | <p>This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.</p> <p>The journeys to the events have been presented from very different perspectives. Dickens describes a 'state of perpetual bustle and noise', and vehicles 'crammed with people ... at utmost speed' making the journey seem risky, perhaps dangerous, even lethal, but does so employing an extended list of lively sights and sounds, whereas Elizabeth Day, whose general tone is one of wry humour, describes her train journey to Castle Cary as the height of civilised calm, sophistication and quiet, with students 'sipping Pimms and making polite chit-chat'.</p> <p>This difference is connected to other events: The 'extremely dense crowd' would be common to both, but Dickens describes an invitation to the reader to be</p> |

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|---|--|---|---|
|   |  | At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.   | swung chaotically ‘to and fro, and in and out’. Elizabeth Day presents a different, civilised and controlled, 21st century version: ‘It’s a very safe, family-friendly atmosphere’ says Ed Thaw, and ‘the crowd remained good-humoured throughout.’ She cites peoples’ thoughts to reinforce her changing perspective. This perspective is, in contrast to the 19th century, ‘...almost nice’.  |
| Level 3<br>Clear,<br>relevant<br>9-12 marks | <ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a clear and relevant way</li> <li>• Explains clearly how writers’ methods are used</li> <li>• Selects relevant detail to support from both texts</li> <li>• Shows a clear understanding of the different ideas and perspectives in both texts</li> </ul> | At the top of the level, a student’s response will meet all of the skills descriptors.<br><br>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors. | From Elizabeth Day’s perspective, the idea of going to Glastonbury was one of ‘undiluted horror’, and her use of words like ‘horror’, ‘devastation’ and ‘terrible natural disaster’ to describe the scene reinforce this initial view. However, this changes as she realises that the experience is not as bad as she feared and language choices vary accordingly to describing Glastonbury as ‘almost civilised’ and, at the end, ‘almost nice’.<br><br>Dickens, on the other hand is positive, enthusiastic, and joyful about the Fair all the way through. Although he describes ladies ‘screaming’, complete chaos and a dangerous crowd ‘swinging you to and fro’, the tone is always one of joy and celebration and actually positive. |
| Level 2<br>Some,<br>attempts<br>5-8 marks   | <ul style="list-style-type: none"> <li>• Attempts to compare ideas and perspectives</li> <li>• Makes some comment on how writers’ methods are used</li> <li>• Selects some appropriate textual detail/references, not always supporting from one or both texts</li> <li>• Identifies some</li> </ul>                                 | At the top of the level, a student’s response will meet all of the skills descriptors.<br><br>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors. | Elizabeth Day thought Glastonbury was a nightmare when she got there because she describes the place as ‘a scene of near devastation’ and that the people ‘look like survivors of a terrible disaster’.<br><br>On the other hand, Dickens finds the Fair good fun and even says that dragging ‘young ladies up the steep hill’ and then dragging them down again, was amusing.  |

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|--|---|--|---|
|  | different ideas and perspectives  |  |   |
| Level 1<br>Simple,<br>limited<br>1-4 marks | <ul style="list-style-type: none"> <li>• Makes simple cross reference of ideas and perspectives</li> <li>• Makes simple identification of writers' methods</li> <li>• Makes simple references/ textual details from one or both texts</li> <li>• Shows simple awareness of ideas and/or perspectives</li> </ul> | <p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p> | <p>Elizabeth Day describes Glastonbury as being muddy and writes about seeing the music and other events, some of which she liked.</p> <p>Dickens also describes events and music enjoyed at Greenwich Fair but the music was different to Glastonbury.</p> |
| Level 0<br>No marks                        | No ideas offered about the differences<br>Nothing to reward   |  |   |

AO3 Content may include the ideas such as:

- Elizabeth Day's reluctance to go to Glastonbury and her choice of words and phrases to signal that
- Elizabeth Day's generally ironic / sardonic humour which designates the tone of her piece
- the change in the view Elizabeth Day has of the event, which affects the way she conveys the experience
- Dickens' (by contrast) consistent enthusiasm which determines his language and tone
- some obvious differences in what the writers do – the journey, the crowds, the entertainments etc.

**Section B: Writing****0 5**

'Festivals and fairs should be banned. They encourage bad behaviour and are disruptive to local communities.'

Write a letter to your local newspaper in which you argue for or against this statement.

(24 marks for content and organisation  
16 marks for accuracy)

**[40 marks]**

| <b>AO5 Content and Organisation</b>   |  |  |  |
|---|--|--|--|
| 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. |  |  |  |
| <b>Level</b>  |  | <b>Skills Descriptors</b>  | <b>How to arrive at a mark</b>   |
| Level 4<br>19-24 marks<br><br><b>Compelling,<br/>Convincing</b>   | Upper<br>Level 4<br><br>22-24<br>marks | <b>Content</b> <ul style="list-style-type: none"> <li>Register is convincing and compelling for audience</li> <li>Assuredly matched to purpose</li> <li>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Varied and inventive use of structural features</li> <li>Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul> | At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.<br><br>At the bottom of the upper range, a student's response will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4 |
|   | Lower<br>Level 4<br><br>19-21<br>marks | <b>Content</b> <ul style="list-style-type: none"> <li>Register is convincingly matched to audience</li> <li>Convincingly matched to purpose</li> <li>Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Varied and effective structural features</li> <li>Writing is highly engaging, with a range of developed complex ideas</li> <li>Consistently coherent paragraphs with integrated discourse markers</li> </ul>                           | At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.<br><br>At the bottom of the lower range, a student's response will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4 |

|   |   |  |   |
|---|---|--|---|
| <p>Level 3</p> <p>13-18 marks</p> <p><b>Consistent, Clear</b></p> | <p>Upper Level 3</p> <p>16-18 marks</p> | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Register is consistently matched to audience</li> <li>Consistently matched to purpose</li> <li>Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <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> | <p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3</p> |
|   | <p>Lower Level 3</p> <p>13-15 marks</p> | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Register is generally matched to audience</li> <li>Generally matched to purpose</li> <li>Vocabulary clearly chosen for effect and appropriate use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <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>                                     | <p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3</p> |
| <p>Level 2</p> <p>7-12 marks</p> <p><b>Some success</b></p>       | <p>Upper Level 2</p> <p>10-12 marks</p> | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Some sustained attempt to match register to audience</li> <li>Some sustained attempt to match purpose</li> <li>Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Some use of structural features</li> <li>Increasing variety of linked and relevant ideas</li> <li>Some use of paragraphs and some use of discourse markers</li> </ul>   | <p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 2 and at least one of</p>   |

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|--|--|---|---|
|  |  |   | the skills descriptors for Content and Organisation from the upper range of Level 2   |
|  | Lower Level 2<br>7-9 marks   | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Attempts to match register to audience</li> <li>Attempts to match purpose</li> <li>Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Attempts to use structural features</li> <li>Some linked and relevant ideas</li> <li>Attempt to write in paragraphs with some discourse markers, not always appropriate</li> </ul> | <p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2</p> |
| Level 1<br>1-6 marks<br><b>Simple, Limited</b> | Upper Level 1<br>4-6 marks   | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Simple awareness of register/audience</li> <li>Simple awareness of purpose</li> <li>Simple vocabulary; simple linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Evidence of simple structural features</li> <li>One or two relevant ideas, simply linked</li> <li>Random paragraph structure</li> </ul>  | <p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1</p> |
|  | Lower Level 1<br>1-3 marks   | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Occasional sense of audience</li> <li>Occasional sense of purpose</li> <li>Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Limited or no evidence of structural features</li> <li>One or two unlinked ideas</li> <li>No paragraphs</li> </ul>   | <p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have at least one of the skills descriptors for Content and Organisation from lower Level 1</p>   |
| Level 0<br>No marks                            | Students will not have offered any meaningful writing to assess<br>Nothing to reward |   |   |

**AO6 Technical Accuracy**

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.)

| Level                          | Skills Descriptors  | How to arrive at a mark  |
|--------------------------------|---|--|
| <p>Level 4<br/>13-16 marks</p> | <ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul> | <p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors</p> |
| <p>Level 3<br/>9-12 marks</p>  | <ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>   | <p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors</p> |

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| <p>Level 2<br/>5-8 marks</p> | <ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul> | <p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors</p> |
| <p>Level 1<br/>1-4 marks</p> | <ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li> <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li> <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>   | <p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors</p>             |
| <p>Level 0<br/>No marks</p>  | <p>Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.</p>   |  |