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**GCSE**

**English Language**

Paper 1 Explorations in creative reading and writing  
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, 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	<b>N/A</b>
AO4	✓
	<b>Section B</b>
AO5	✓
AO6	✓

**Section A: Reading****0 1**Read again the first part of the source, **lines 1 to 3**.List **four** things from this part of the source about Hale.**[4 marks]**

Give 1 mark for each point about Hale:

- responses must be true, and drawn only from lines 1 to 3 of the text
- responses must relate to the **character, Hale**
- 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 text from lines 1 to 3 verbatim should not be credited any marks as this does not provide 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.

<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 bullet point 1: Identify and interpret explicit and implicit information and ideas</b>	
<p>Indicative content; students may include:</p> <ul style="list-style-type: none"> <li>• he knew he was going to be murdered</li> <li>• he is in Brighton</li> <li>• he has inky fingers</li> <li>• he has bitten nails</li> <li>• he has a cynical manner</li> </ul> <p>Or any other valid responses that you are able to verify by checking the source.</p>	

0 2

Look in detail at this extract **from lines 4 to 11** of the source:

(Extract in question paper)

How does the writer use language here to describe Brighton on that day?

You could include the writer's choice of:

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

**[8 marks]**

<b>AO2</b> 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			
<b>This question assesses Language</b> i.e: Words / Phrases / Language Features / Language Techniques / Sentence Forms			
Level	Skills Descriptors	How to arrive at a mark	Indicative standard
Level 4  Detailed, perceptive analysis  7-8 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> <li>• Analyses the effects of the writer's choices of <i>language</i></li> <li>• Selects a judicious range of textual detail</li> <li>• Makes sophisticated and accurate use of subject terminology</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  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.  The first paragraph consists of a single complex sentence which rolls out a list of sights, perhaps suggesting the onward movement of the crowd on the tram as they make their way into Brighton. The idea that, for the crowd, this is a pilgrimage, is suggested by the biblical noun, 'multitudes' and that their 'bewilderment' is partly due to their disorientation at seeing the sights of Brighton set out before them – their paradise for the day.
Level 3  Clear, relevant explanation  5-6 marks	Shows clear understanding of <i>language</i> : <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</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	The opening complex sentence includes a list of what the crowd experienced as they arrived in Brighton. The writer uses the noun 'multitudes' to suggest that there are thousands of visitors, packed together, and the verb 'rocked' gives the idea that they were swaying from side to side on the tops of the 'little trams', making the reader think that it



	accurate use of subject terminology	At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	was a bit dangerous. This is relieved with the description, 'fresh and glittering air', which sounds healthy and exciting – just what the crowd have come to Brighton for.
Level 2 Some understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <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>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The words 'every five minutes' emphasises how often the crowd arrived on that day and shows how busy it would have been in Brighton. The verb 'rocked' suggests that the 'little trams' were so crowded they were swaying from side to side. When they got off the trams, the crowd were 'bewildered' because they weren't sure where they were in Brighton so it makes us feel sorry for them.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"> <li>Offers simple comment on effect of <i>language</i></li> <li>Selects simple references or textual detail</li> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have at least one of the skills descriptors.	The writer says that 'Fifty thousand people besides himself were down for the day'. The words 'fifty thousand' emphasise that it was very crowded on that day and that Hale was just one of them.
Level 0 No marks	No comments offered on the use of <i>language</i> . Nothing to reward		



		level, a student will have Level 3 and at least one of the skills descriptors.	his journey again – but the reader knows he’s no further away from being murdered than he was on the first line. So the journey ends where it began.
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>structural</i> features: <ul style="list-style-type: none"> <li>Explains clearly the effects of the writer’s choice of <i>structural</i> features</li> <li>Selects a range of relevant examples</li> <li>Makes clear and accurate use of subject terminology</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	The writer begins with a focus on one person – Hale, the main character, his feelings and what he is like, so that the reader can identify with him. Then the scene widens out to the ‘multitudes’ of the crowd and to the streets of Brighton. Then these elements come together as the reader understands Hale’s job as ‘Kolly Kibber’ and that he is trying to use the crowd and the places to avoid his fate.  As the extract develops, it narrows down again to Hale’s thoughts and puts the crowd at a distance from him – so he ends up alone, like he was at the beginning.
Level 2 Some understanding and comment 3-4 marks	Shows some understanding of <i>structural</i> features: <ul style="list-style-type: none"> <li>Attempts to comment on the effect of <i>structural</i> features</li> <li>Selects some appropriate examples</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The writer introduces Hale in the first paragraph so that the reader has a clear idea of the main person in the story and what he is like. It then moves on to the crowd in Brighton and follows through, in chronological order, some of the places Kolly Kibber goes, and explains to the reader what he is doing. So the story widens out but keeps Hale in the centre of the action by following him through that day.
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of <i>structural</i> features: <ul style="list-style-type: none"> <li>Offers simple comment on effect of <i>structural</i> features</li> <li>Selects simple references or examples</li> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have at least one of the skills descriptors.	The text tells us about Hale, and so introduces us to the main character. The writer then moves on to the crowd and the reader can follow what happens during that day in Brighton.
Level 0 No marks	No comments offered on the use of <i>structure</i> . Nothing to reward		

AO2 Content may include the effect of ideas such as:

- the overall structure of Hale's journey
- the change of structural focus from Hale to the crowd and the streets of Brighton
- the consistent reminder of the time and Hale's nervousness / fate
- narrowing down the focus to the individual again and returning to the beginning.

0 4

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

A student, having read this section of the text, said: “This part of the text, explaining what Hale is doing, shows how nervous and unsafe he feels. It reminds me of the first line.”

To what extent do you agree?

In your response, you could:

- consider your own impressions of how Hale feels
- evaluate how the writer creates an unsafe atmosphere
- support your opinions with references to the text.

[20 marks]

<b>AO4</b>			
Evaluate texts critically and support this with appropriate textual references			
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>	<b>Indicative standard</b>
<p>Level 4</p> <p>Perceptive, detailed evaluation</p> <p>16-20 marks</p>	<p>Shows perceptive and detailed evaluation:</p> <ul style="list-style-type: none"> <li>• Evaluates critically and in detail the effect(s) on the reader</li> <li>• Shows perceptive understanding of writer’s methods</li> <li>• Selects a judicious range of textual detail</li> <li>• Develops a convincing and critical response to the focus of the statement</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>I agree with the student in that I also feel that the writer is asking me to think about the significance of the opening line, that ‘they meant to murder him’ by focussing my attention at the end of the extract on his ‘bitten nails and inky fingers’. In this way, I feel the writer is successful in conveying Hale’s nervousness to the reader. Hale’s feelings about his situation in the crowd are ambivalent. An atmosphere of fear and tension is created because, ironically, his loyalty to The Messenger makes him do his duty amongst the crowd, yet somebody in the crowd – he knows – is going to kill him. The writer creates a further irony because, to do his ‘duty’, Hale has to wear the same hat he has on in the paper’s photograph and be at precise places at precise times – in so doing, he comes conspicuous for his killer. A further irony is the use of various forms of the word ‘challenge’ – the ‘big prize’ will, in fact, be for the murderer who carries out the</p>

		At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	challenge on Hale's life. His feelings for the crowd are also ambivalent and show his unease. He feels he must be fair to them, but also describes them, cynically, as uncoiling 'like a twisted piece of wire'. So I ask myself as a reader, why is the writer contrasting the fun of the seafront with the sinister possibility of Hale's murder?
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: <ul style="list-style-type: none"> <li>Evaluates clearly the effect(s) on the reader</li> <li>Shows clear understanding of writer's methods</li> <li>Selects a range of relevant textual references</li> <li>Makes a clear and relevant response to the focus of the statement</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	I agree with the statement. I'm not sure why the writer emphasises Hale's nervousness when everyone else is having fun around him. It helps me to wonder whether what is said in the first line will happen. Hale seems to be torn between wanting to be in the crowd, to do 'his duty' and because there is safety in numbers, and the knowledge that somebody in the crowd is going to kill him. This dilemma creates a tense and nervous atmosphere which is reinforced by the writer's use of the words like 'hastily' to describe Hale's actions, and 'a clock struck eleven' indicating that maybe he is running out of time. The repetition of the word 'challenge' in various forms also has an uneasy, double meaning – an innocent challenged by somebody for Hale's life.
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: <ul style="list-style-type: none"> <li>Makes some evaluative comment(s) on effect(s) on the reader</li> <li>Shows some understanding of writer's methods</li> <li>Selects some appropriate textual reference(s)</li> <li>Makes some response to the focus of the statement</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	It's a good opening to a novel, I agree. It didn't make me think when I read it too much about the opening line but I can see that Hale is nervous. I think Hale stays with the crowd because he feels he has to do his job properly but also because maybe he's nervous and thinks he'll be safer. But the writer creates a tense atmosphere by saying that even in the crowd, 'there were reasons why he didn't feel safe' – that someone is out to kill him.

<p>Level 1</p> <p>Simple, limited evaluation</p> <p>1-5 marks</p>	<p>Shows simple, limited evaluation:</p> <ul style="list-style-type: none"> <li>• Makes simple, limited evaluative comment(s) on effect(s) on reader</li> <li>• Shows limited understanding of writer's methods</li> <li>• Selects simple, limited textual reference(s)</li> <li>• Makes a simple, limited response to the focus of the statement</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>Yes I agree. I think that Hale is nervous and worried because the writer makes it clear that 'he didn't feel too safe in Brighton, even in a Whitsun crowd', and in the beginning it says he knew somebody was going to murder him. Being in the crowd doesn't seem to help.</p>
<p>Level 0</p> <p>No marks</p>	<p>No relevant comments offered in response to the statement, no impressions, no evaluation.</p>		

AO4 Content may include the evaluation of ideas such as:

- Hale's feelings about his situation, his job, and the crowds in Brighton
- the overall atmosphere of the piece – and the atmosphere at particular points
- the linguistic choices, including, eg. ironic effects, made by the writer
- how the writer has used, for example, language, structure, tone to make an impression on the reader.

**Section B: Writing**

**0 5** Your school or college is asking students to contribute some creative writing for its website.

**Either:** Write a description suggested by this picture: (*picture of a busy beach*)

**Or:** Describe an occasion when you felt unsure or challenged. Focus on the thoughts and feelings you had at that time.

(24 marks for content and organisation  
16 marks for technical 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. 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>
<b>Level 4</b> 19-24 marks <b>Compelling, Convincing</b>	Upper Level 4  22-24 marks	<p><b>Content</b></p> <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> <p><b>Organisation</b></p> <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>	<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 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</p>
	Lower Level 4  19-21 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Register is convincingly matched to audience</li> <li>Convincingly matched to purpose</li> <li>Extensive vocabulary with conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <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 use of</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 will have upper range Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4</p>



		paragraphs with integrated discourse markers	
Level 3 13-18 marks <b>Consistent, Clear</b>	Upper Level 3 16-18 marks	<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 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>
	Lower Level 3 13-15 marks	<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 a 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 will have upper range Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3</p>

Level 2 7-12 marks <b>Some success</b>	Upper Level 2 10-12 marks	<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 will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2</p>
	Lower Level 2 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>Attempts 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 will have upper range Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2</p>
Level 1 1-6 marks <b>Simple, Limited</b>	Upper Level 1 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 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 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 will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1</p>

Level 0 No marks	Students will not have offered any meaningful writing to assess. Nothing to reward
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<b>AO6 Technical Accuracy</b>		
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.)		
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
Level 4  13-16 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a wide 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>
Level 3  9-12 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is 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>
Level 2  5-8 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is 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>

