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**GCSE**  
**ENGLISH LANGUAGE**  
**8700/2**

Paper 2 Writers' viewpoints and perspectives

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Mark scheme

November 2024

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Version: 1.0 Final



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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.

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

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

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Introduction

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

### Level of response marking instructions

Level of response mark schemes for GCSE English Language are broken down into four levels (where appropriate). In the first column each level is identified with one or two key words that represent the differences in the skills then described. These key words show the progression from Level 1 to 4 and are:

|         |                      |
|---------|----------------------|
| Level 4 | Perceptive, detailed |
| Level 3 | Clear, relevant      |
| Level 2 | Some, attempts       |
| Level 1 | Simple, limited.     |

This is followed in the second column by a description of the different qualities required in the student's answer for that level. These are called the skills descriptors. In order to reach a given level, a student must fulfil one or more of the skills descriptors for that level.

The third column of the mark scheme is the Indicative Standard. This is an important feature of the mark scheme for GCSE English Language. It provides exemplification of the skills descriptors at each level and offers a small number of different comments at the required standard to give an indication of the quality of response that is typical for that level. It shows the progression from Level 1 to 4.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. Students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do not have to meet all the skill descriptors at that level.

The standardising scripts will further exemplify each of the levels. You must refer to the standardising material **throughout your marking.**

### Step 1 Annotate the response

When marking a response you should first read through the student's answer and annotate each section using the comments from the statement bank to show the qualities that are being demonstrated, as instructed during standardising. You can then award a level and a mark.

### Step 2 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

The Indicative Standard column in the mark scheme will help you determine the correct level. Remember, students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do **not** have to meet all the skill descriptors at that level. It

is not the number of references, but the quality of the comments that will determine the level. The annotation you added to the script at Step 1 will help you determine the correct level.

### Step 3 Determine a mark

Once you have assigned a level you need to decide on the mark. This requires you to fine tune within the level to see how well each of the skills descriptors for that level has been met. A student only has to meet a skills descriptor at a given level **once** to be awarded that level. Since responses rarely match a level in all respects, you need to balance out the range of skills achieved and allow strong performance in some aspects to compensate for other skills that may be only partially fulfilled. Again, the annotation added at Step 1 will help you determine the mark.

Reference to the standardising scripts throughout the marking period is essential. This will help you apply the level descriptors accurately and consistently. There will usually be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

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

### Advice

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

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.
2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.
3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.
4. Remember the key to accurate and fair marking is consistency.
5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

**SECTION A: READING – Assessment Objectives**

|     |   |
|-----|---|
| AO1 | <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                         | ✓                |

**0 1**Read again the first part of **Source A** from **lines 1 to 7**.Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

**[4 marks]**

- A** The team planned to leave the Valley of the Kings.  
**B** The discovery they made was disappointing.  
**C** Howard Carter was the first to arrive on site.  
**D** A wooden stairway was discovered.  
**E** The team became ill as they worked.  
**F** There was a huge amount of rubble to clear away.  
**G** There was no doubt that the stairway was the entrance to a tomb.  
**H** Howard Carter was concerned that the tomb might have been robbed.

|  |   |
|--|---|
| <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 question assesses the first bullet point identify and interpret explicit and implicit information and ideas.</b> |   |
| <b>A</b> The team planned to leave the Valley of the Kings.  | [T]   |
| <b>B</b> The discovery they made was disappointing.  | [F]   |
| <b>C</b> Howard Carter was the first to arrive on site.  | [F]   |
| <b>D</b> A wooden stairway was discovered.   | [F]   |
| <b>E</b> The team became ill as they worked.   | [F]   |
| <b>F</b> There was a huge amount of rubble to clear away.  | [T]   |
| <b>G</b> There was no doubt that the stairway was the entrance to a tomb.  | [T]   |
| <b>H</b> Howard Carter was concerned that the tomb might have been robbed.   | [T]   |

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

The robbers in **Source A** and the robber in **Source B** are different.

Use details from **both** sources to write a summary of what you understand about the differences between the robbers in Source A and the robber in Source B.

**[8 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 question assesses both bullets</b>                         |  |
| <b>Level</b>   | <p><b>Skills Descriptors</b></p> <p><b>Indicative Standard</b></p> <p>This indicative standard provides an exemplification of the skills descriptors at each level.<br/>It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.</p>   |
| <p>Level 4<br/>Perceptive, detailed summary<br/><br/>7–8 marks</p> | <p>Shows perceptive or detailed synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>makes perceptive inferences from both texts</li> <li>selects judicious references/use of textual detail relevant to the focus of the question</li> <li>statements show perceptive differences between texts.</li> </ul> <p>The gang of robbers in Source A are very confident when they are discovered by Carter and are not immediately submissive. However, after some negotiations, they respond to the ultimatum he gives and 'Eventually they saw reason and departed.' This shows that they only required a verbal warning to deter them from their criminal activity. The robber in Source B, on the other hand, appears to have complete confidence as he climbs the pyramid and ignores the verbal warning. It is only when he hears the pistol fired that he leaves – he responds to a violent physical threat instead of rational argument. 'the man immediately began to climb down.' His initial confidence makes him resistant to the verbal warning that Lane gives but the fact he disappears when Lane fires the pistol shows that he values his life more than the potential treasure he might steal.</p> |
| <p>Level 3<br/>Clear, relevant summary<br/><br/>5–6 marks</p>      | <p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>makes clear inferences from both texts</li> <li>selects clear references/textual detail relevant to the focus of the question</li> <li>statements show clear differences between texts.</li> </ul> <p>The robbers in Source A don't leave immediately, when they are found but 'Eventually they saw reason and departed' This is because they are confident at first, perhaps because there are eight of them and Carter is alone. The robber in Source B, on the other hand, is less confident and knows he is beaten because he is alone and has no back up: 'the man immediately began to climb down.' He loses his confidence when he realises that Lane also has a gun and he might lose his life.</p>  |

|  |   |  |
|--|---|--|
| <p>Level 2<br/>Some attempts at summary<br/><br/>3–4 marks</p> | <p>Shows some interpretation from one/both texts:</p> <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> | <p>The robbers in Source A want to stay. ‘Eventually they saw reason and departed.’ This shows that they have to be persuaded to leave. However, the robber in Source B leaves straight away because the pistol is fired. ‘the man immediately began to climb down.’ This shows that the robber in Source B is frightened and wants to get away.</p> |
| <p>Level 1<br/>Simple, limited summary<br/><br/>1–2 marks</p>  | <p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> <li>offers paraphrase rather than inference</li> <li>selects simple reference(s)/textual detail(s) from one/both texts</li> <li>statements show simple difference between texts.</li> </ul>                 | <p>The robbers in Source A do not leave straight away. ‘Eventually they saw reason and departed.’ This is different from the robber in Source B where he does leave. ‘the man immediately began to climb down.’ The robber in Source B walks away quickly.</p>   |
| <p>Level 0<br/>No marks</p>                                    | <p>Nothing to reward.</p>   |  |

### Note

- If the quality of the response is L1 but only deals with one text, the mark must be 1 not 2.
- If the quality of the response is L2 but only deals with one text, the mark must be 3 not 4.
- A candidate has to deal with both texts and address the correct focus of the question to achieve L3 or above.

The focus of this question is the differences between the robbers in Source A and the robber in Source B.

AO1 content may include ideas such as:

- the number of robbers
- how they are discovered
- their timing/frequency
- their equipment
- their planning
- their intentions
- their actions/reactions
- their proximity
- their experience
- their confidence
- their organisation

*Award candidates up to top of Level 2 if they identify Carter and Lane as the ‘robbers’ as this is not a clear interpretation.*

**0 3** You now need to refer only to **Source A** from **lines 23 to 35**.

How does the writer use language to describe his discovery?

[12 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 ie: Words/Phrases/Language Features/Language Techniques/Sentence Forms.</b> |  |   |
| <b>Level</b>   | <b>Skills Descriptors</b>  | <b>Indicative Standard</b>  |
|  |  | This indicative standard provides an exemplification of the skills descriptors at each level.<br>It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.   |
| Level 4<br>Detailed, perceptive analysis<br><br>10–12 marks  | Shows detailed and perceptive understanding of language: <ul style="list-style-type: none"> <li>analyses the effects of the writer's choices of language</li> <li>selects a range of judicious textual detail</li> <li>makes sophisticated and accurate use of subject terminology.</li> </ul> | The writer uses a metaphor to describe how the first sight of his discovery denies him the ability to think or speak: 'I was struck dumb with amazement.' The hyperbole 'amazement' suggests an overwhelming human emotion but there is also a physical effect. The verb 'struck' suggests the power of the discovery feels as shocking, as breathtaking and as violent as an assault or a lightning strike, enough to take away the power of speech. |
| Level 3<br>Clear, relevant explanation<br><br>7–9 marks  | Shows clear understanding of language: <ul style="list-style-type: none"> <li>explains clearly the effects of the writer's choices of language</li> <li>selects a range of relevant textual detail</li> <li>makes clear and accurate use of subject terminology.</li> </ul>                    | The writer uses a metaphor: 'I was struck dumb with amazement.' The verb 'struck' suggests the same powerful and sudden impact as a physical blow, as if he is instantly made speechless by the dazzling effect of his discovery.   |
| Level 2<br>Some understanding and comment<br><br>4–6 marks   | Shows some understanding of language: <ul style="list-style-type: none"> <li>attempts to comment on the effect of language</li> <li>selects some appropriate textual detail</li> <li>makes some use of subject terminology, mainly appropriately.</li> </ul>                                   | The writer uses different kinds of language. 'I was struck dumb with amazement.' He uses a metaphor to show that he was suddenly unable to speak. The word 'struck' shows that it was like he was hit really hard.  |

|   |  |  |
|---|--|--|
| <p>Level 1<br/>Simple, limited<br/>comment</p> <p>1–3 marks</p> | <p>Shows simple awareness of language:</p> <ul style="list-style-type: none"> <li>• offers simple comment on the effect of language</li> <li>• selects simple reference(s) or textual detail(s)</li> <li>• makes simple use of subject terminology, not always appropriately.</li> </ul> | <p>The writer says, 'I was struck dumb with amazement.' This is a metaphor to say how he was completely surprised.</p> |
| <p>Level 0<br/>No marks</p>                                     | <p>Nothing to reward.</p>  |  |

### Note

- If a student writes about language outside of the given lines or from the wrong source (but with the correct focus), the response should be placed in the appropriate level according to the quality of what is written, but placed at the bottom of the level.
- A student has to address the correct focus of the question to achieve L3 or above.

AO2 content may include the effect of language features such as:

- metaphors – 'threshold of a magnificent discovery', 'struck dumb', 'pierced the darkness'
- simile – 'excitement burning like the heat of a fever'
- light imagery – 'glint of gold', 'beam of light'
- hyperbole – 'amazing', 'bewildering', 'overwhelming', 'surely never', 'amazement', 'museumful'
- juxtaposition – 'for the moment – an eternity'
- alliteration – 'glint of gold'

**0 4**

For this question, you need to refer to the **whole of Source A** together with the **whole of Source B**.

Compare how the writers convey their similar attitudes and feelings about their experiences in Egypt.

In your answer, you could:

- compare the writers' similar attitudes and feelings about their experiences in Egypt
- compare the methods they use to convey their attitudes and feelings
- support your response with references to both texts.

**[16 marks]**

| AO3   |  | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.  |
|---|--|--|
| Level   | Skills Descriptors   | Indicative Standard  |
| Level 4<br>Perceptive,<br>detailed<br>comparison<br><br>13–16 marks | <p>Compares ideas and perspectives in a perceptive way:</p> <ul style="list-style-type: none"> <li>• analyses how writers' methods are used</li> <li>• selects a range of judicious supporting detail from both texts</li> <li>• shows a detailed and perceptive understanding of the similar ideas and perspectives in both texts.</li> </ul> | <p>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.</p> <p>In Source A, Carter recognises the privilege that entering the tomb offers him. 'Time is annihilated and you feel an intruder.' He is humbled by the experience and realises he is trespassing in a world that belongs to people from the past. The metaphor, 'Time is annihilated,' suggests that his experience, sharing the same air as ancient Egyptians, has enabled him to appreciate 'time' in a new way. The progress of time has been destroyed completely and it is like he and the Egyptians exist in the same moment. In Source B, Poole is also awed by witnessing ancient artefacts and, like Carter, the experience has affected her sense of time, reducing thousands of years of history to nothing. The phrase, 'the pyramids do not appear to be ancient: there is an appearance of freshness about them' suggests that time is a paradox as the words 'ancient' and 'freshness' are a contradiction: the pyramids cannot simultaneously be both old and new. For Poole, it is as if time has collapsed and the vivid 'appearance' of the pyramids has changed her perception of time so that thousands of years have simply vanished.</p> |

|  |  |   |
|--|--|---|
| <p>Level 3<br/>Clear, relevant comparison<br/>9–12 marks</p> | <p>Compares ideas and perspectives in a clear and relevant way:</p> <ul style="list-style-type: none"> <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 similar ideas and perspectives in both texts.</li> </ul>               | <p>The writer of Source A is thrilled by his experience in Egypt, which he thinks makes him feel closer to the people of ancient times who built the tomb. 'Time is annihilated and you feel an intruder.' This metaphor suggests that the huge distance in time between him and the ancient Egyptians is completely obliterated or 'annihilated,' because he is breathing the same air as them. In a similar way, the writer of Source B is excited by being able to experience objects made in ancient times, even though they appear to be almost new: 'the pyramids do not appear ancient: there is an appearance of freshness.' The writer uses juxtaposition to show how even though the pyramids are 'ancient', they appear to be 'fresh' which suggests they look so clean and bright that it is as if they have only recently been built. For her, it is like the pyramids were built yesterday and haven't changed at all, even though thousands of years have actually passed.</p> |
| <p>Level 2<br/>Some attempts at comparison<br/>5–8 marks</p> | <p>Attempts to compare ideas and perspectives:</p> <ul style="list-style-type: none"> <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>shows some understanding of similar ideas and perspectives.</li> </ul> | <p>The writer of Source A is shocked by his experience in Egypt and by how old the objects are. He says, 'Time is annihilated and you feel an intruder.' The metaphor, 'Time is annihilated' shows that nothing has changed even after a huge amount of time. Similarly, the writer of Source B is impressed by how old the pyramids are: 'the pyramids do not appear ancient: there is an appearance of freshness about them.' The adjective 'ancient' shows that they were built in the very distant past and this is what she finds most interesting about them, that they are really old but they still look fresh.</p>   |
| <p>Level 1<br/>Simple, limited comment<br/>1–4 marks</p>     | <p>Makes simple cross reference of ideas and perspectives:</p> <ul style="list-style-type: none"> <li>makes simple identification of writers' methods</li> <li>selects simple reference(s)/textual detail(s) from one or both texts</li> <li>shows simple awareness of ideas and/or perspectives.</li> </ul>                             | <p>The writer of Source A likes finding things from a long time ago. He says, 'Time is annihilated and you feel an intruder.' The word 'intruder' shows that he feels like he is intruding when he goes into the tomb. The writer of Source B also likes how old everything is. She says, 'the pyramids do not appear ancient.' The word 'ancient' means the pyramids are very old. The writer thinks that they don't look old even though they are.</p>  |
| <p>Level 0<br/>No marks</p>                                  | <p>Nothing to reward.</p>  |   |

**Note**

- If the quality of the response is L1 but only deals with one text, the maximum mark is 2.
- If the quality of the response is L2 but only deals with one text, the maximum mark is 6.
- A student has to deal with both texts to achieve L3 or above.
- References to the writers' methods may be implicit without specific mention of the writer.

AO3 content may include the comparison of ideas such as their attitudes and feelings about:

- the age/scale/magnificence of the monuments
- the nature of time/history
- the difficulties and dangers of visiting/working in Egypt
- the exploitation of Egypt by the West/colonial powers

and comments on methods such as:

- first person narrative/ use of second person/direct address
- descriptions in both sources
- whole text structure – apart from the flashback, Source A is linear; Source B is cyclical, beginning and ending with reflection on the pyramids.
- tone – emotive, enthusiastic in both sources
- language features – hyperbole in both sources with more figurative language in Source A and more objective, factual language, including statistics in Source B.

**0 5**

'The past is irrelevant to our generation and learning about it is a waste of time and effort. The future is in innovation, so that's where all our efforts should be directed.'

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

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

**[40 marks]**

|   |   |  |
|---|---|--|
| <b>A05</b>  | <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> |  |
| <b>Content and Organisation</b>   |   |  |
| <b>Level</b>  | <b>Skills Descriptors</b>   |  |
| Level 4<br><b>Compelling,<br/>convincing<br/>communication</b><br><br>19–24 marks | Upper Level 4<br>22–24 marks  | <b>Content</b> <ul style="list-style-type: none"> <li>Communication is convincing and compelling.</li> <li>Tone, style and register are assuredly matched to purpose and audience.</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> |
|   | Lower Level 4<br>19–21 marks  | <b>Content</b> <ul style="list-style-type: none"> <li>Communication is convincing.</li> <li>Tone, style and register are convincingly matched to purpose and audience.</li> <li>Extensive vocabulary with 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 use of paragraphs with integrated discourse markers.</li> </ul>  |

|   |                                      |  |
|---|--------------------------------------|--|
| <p>Level 3<br/><b>Consistent,<br/>clear<br/>communication</b></p> | <p>Upper Level 3<br/>16–18 marks</p> | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is consistently clear.</li> <li>• Tone, style and register are consistently matched to purpose and audience.</li> <li>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.</li> </ul> <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>13–18 marks</p>  | <p>Lower Level 3<br/>13–15 marks</p> | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is generally clear.</li> <li>• Tone, style and register are generally matched to purpose and audience.</li> <li>• Vocabulary clearly chosen for effect and appropriate use of linguistic devices.</li> </ul> <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>Level 2<br/><b>Some successful communication</b></p> <p>7–12 marks</p> | <p>Upper Level 2<br/>10–12 marks</p>   | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates with some sustained success.</li> <li>• Some sustained attempt to match tone, style and register to purpose and audience.</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>Lower Level 2<br/>7–9 marks</p>   | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates with some success.</li> <li>• Attempts to match tone, style and register to purpose and audience.</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>Level 1<br/><b>Simple, limited communication</b></p> <p>1–6 marks</p>  | <p>Upper Level 1<br/>4–6 marks</p>   | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates simply.</li> <li>• Simple awareness of matching tone, style and register to purpose and audience.</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>Lower Level 1<br/>1–3 marks</p>   | <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Limited communication.</li> <li>• Occasional sense of matching tone, style and register to purpose and audience.</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>Level 0<br/>No marks</p>   | <p>Students will not have offered any meaningful writing to assess.<br/>Nothing to reward.</p> |   |

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| <b>AO6</b>                | Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.<br>(This requirement must constitute 20% of the marks for each specification as a whole.)  |
| <b>Technical Accuracy</b> |   |
| <b>Level</b>              | <b>Skills Descriptors</b>   |
| Level 4<br>13–16 marks    | <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> |
| Level 3<br>9–12 marks     | <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>   |
| Level 2<br>5–8 marks      | <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>   |
| Level 1<br>1–4 marks      | <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>   |
| Level 0<br>No marks       | Students' spelling, punctuation etc is sufficiently poor to prevent understanding or meaning.   |