

---

## GCSE - AQA Style

# ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

---

**Commissioned by The PiXL Club Ltd.**

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold, or transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with, or endorsed by, any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.

## 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>
AO5	<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>

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	N/A
AO4	✓
	<b>Section B</b>
AO5	✓
AO6	✓

## Section A: Reading

01

Read again the first part of the source, **lines 4 to 6**.

List four things from this part of the source about the doll.

**[4 marks]**

Give 1 mark for each point about the doll.

- responses must be drawn from lines 4 to 6 of the source
- responses must be true statements from the extract
- responses must relate to the doll
- candidate may quote or paraphrase – each is acceptable
- a paraphrased response covering more than one point should be credited for each point made

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

<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; candidates may include:</p> <ul style="list-style-type: none"><li>• It was propped upright</li><li>• It sat against the cushions</li><li>• It had two arms</li><li>• It was wearing mittens on its hands</li><li>• It rested against a quilted coverlet</li><li>• It was a parody of childhood</li><li>• It was pathetic and sinister</li><li>• It had glossy irises</li></ul> <p>Or any other valid responses that you are able to verify by checking the source.</p>	

02

Look in detail at this extract, **lines 7 to 11** of the source. (Extract in question paper)

How does the writer use language here to describe the unusual appearance of the doll?

You could include the writer's choice of:

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

**[8 marks]**

AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.		
This question assesses Language i.e. Words / Phrases / Language Features / Language Techniques / Sentence Forms			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
			<i>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.</i>
<b>Level 4</b>  <i>Perceptive, detailed analysis</i>  <b>7-8 marks</b>	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 textural 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.	The writer employs a simile to describe the doll’s eyelashes that ‘lay like spiders’ which immediately creates an unusual, sinister and chilling tone as spiders aren’t usually associated with children. This adds to the dystopian nature of the text as spiders are more often connected with fear. Furthermore the passivity of the doll is highlighted through the verb ‘lay’ which accentuates the sinister appearance. This contrasts quite starkly to the ‘delicately tinted porcelain’ which connotes vulnerability and fragility. Metaphorically, this could reflect the fear of the women in society and the fact that they are powerless in their ability to become mothers. The unusual appearance of the doll highlights how distorted perceptions of reality have become.
<b>Level 3</b>  <i>Clear, relevant explanation</i>  <b>5-6 marks</b>	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 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 uses a simile to describe the unusual appearance of the doll (“eyelashes lay like spiders on the delicately tinted porcelain cheeks”), the contrast between the noun ‘spider’ suggesting something sinister and the delicate ‘porcelain’ cheeks creating an uneasy atmosphere.

<p><b>Level 2</b></p> <p><i>Some understanding and comment</i></p> <p><b>3-4 marks</b></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>In the extract the writer uses language to describe the unusual appearance of the doll ("bluer than those of any human eye"). This suggests that the doll is very beautiful and may be better than a human. The noun "blue" could imply the eyes are cold.</p>
<p><b>Level 1</b></p> <p><i>Simple, limited comment</i></p> <p><b>1-2 marks</b></p>	<p>Shows simple awareness of <i>language</i></p> <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>	<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>In the extract the doll is described weirdly as it says 'alien' and like a monster -- 'monstrous'.</p>
<p><b>Level 0</b></p> <p><b>No marks</b></p>	<p>No comment offered on the use of <i>language</i>. Nothing to reward.</p>		

AO2 Content may include the effect of ideas such as:

- Use of adjectives to focus on doll's eyes
- Simile 'like spiders' to create an unsettling tone
- Use of noun 'alien' to suggest something not human
- The phrase 'adult abundance' to symbolise the artificial nature of the doll

03

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

This text is taken from the middle of the novel.

How has the writer structured the text to interest the reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how / why the writer changes focus as the source develops
- any other structural features that interest you.

**[8 marks]**

AO2	Explain, comment on and analyse how writers use structure to achieve effects and influence readers, using relevant subject terminology.		
This question assesses how the writer has structured a text. Structural features can be: at a whole text level e.g. beginnings / endings / perspective shifts; at a paragraph level e.g. topic change / aspects of cohesion; and at sentence level when judged to contribute to whole structure.			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard <i>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.</i>
<b>Level 4</b>  <i>Perceptive, detailed analysis</i>  <b>7-8 marks</b>	Shows detailed and perceptive understanding of <i>structural features</i> <ul style="list-style-type: none"><li>Analyses the effects of the writer’s choices of <i>structural features</i></li><li>Selects a judicious range of examples</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.	Immediately, the use of an omniscient narrator and the clear focus on the precise location of the characters such as ‘Magdalen’ and ‘St John Street’ almost forces the reader into a false sense of security and creates a sense of familiarity with the setting which makes the events later on in the extract even more shocking. The focus on the doll establishes the ominous tone of the extract as it is ‘propped upright’ which could perhaps expose the doll as a victim and foreshadow the violent events that occur later in the extract.
<b>Level 3</b>  <i>Clear, relevant explanation</i>  <b>5-6 marks</b>	Shows clear understanding of <i>structural features</i> <ul style="list-style-type: none"><li>Explains clearly the effects of the writer’s choice of <i>structural features</i></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 opening sentence forces the reader to focus on the event (“it happened”) and this creates an enigma as we as readers are left to question what exactly the ‘it’ is, which arouses curiosity. The weather is used to signpost a shift in focus as the ‘pram hood’ is pushed down to reveal the doll which immediately interests the reader.

<b>Level 2</b>  <i>Some understanding and comment</i>  <b>3-4 marks</b>	Shows some understanding of <i>structural features</i> <ul style="list-style-type: none"> <li>Attempts to comment on the effect of <i>structural features</i></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.	Firstly the writer opens with a hook to engage the reader ("it happened on the fourth Wednesday in January"). Immediately we are left to ask what happened on this day and readers are interested as we know something important must have happened.
<b>Level 1</b>  <i>Simple, limited comment</i>  <b>1-2 marks</b>	Shows simple awareness of <i>structural features</i> <ul style="list-style-type: none"> <li>Offers simple comment on effect of <i>structural features</i></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.	At the start we are introduced to Theo and the writer has used the sentence "it happened on the fourth Wednesday in January". This is good as we want to read on to see who Theo is.
<b>Level 0</b> <b>No marks</b>	No comment offered on the use of <i>structural features</i> . Nothing to reward.		

AO2 Content may include the effect of ideas such as:

- use of the omniscient narrator and focus on setting
- The use of time shifts to establish the symbolic nature of the doll
- Sudden introduction of new characters
- Juxtapositions of the different responses from Theo and the mother



04

Focus this part of your answer on the second part of the source, **from line 21 to the end**.

A student, having read this part of the text, said: “This part of the story, where the women meet the baby, really captures the shock of the mother and the horror of the situation.”

To what extent do you agree?

In your response, you could:

- consider your own impressions of the women
- evaluate how the writer creates a sense of shock and grief
- support your opinions with quotations from 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> <i>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.</i>
<b>Level 4</b>  <i>Perceptive, detailed evaluation</i>  <b>16-20 marks</b>	Shows perceptive and detailed evaluation <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>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>I fully agree with the statement. Initially, we as readers are lulled into a false sense of security by the motherly appearance of the second woman who "tickled the doll beneath its chin". The gentle implication of the verb "tickled" leads the reader to believe this woman is of no threat. The adverb "suddenly" and the verb "seized" change the tone of the text and reflect the shock of the mother in this situation. The connotations of "seized" reinforce the idea that the mother is powerless in this situation, reflecting their vulnerable position in this dystopian society.</p>
<b>Level 3</b>  <i>Clear, relevant evaluation</i>  <b>11-15 marks</b>	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> </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</p>	<p>I wholly agree with the statement. The writer uses a simile to capture the woman's shock and grief ("gently trying to match them as she might a jigsaw"). It is clear that the doll is her most prized possession, symbolised by her desperation to piece it together and fix it. The adverb 'gently' works particularly well in this sentence as it highlights the woman's love and affection for her 'doll' and how precious it is to her, just as a baby would be.</p>

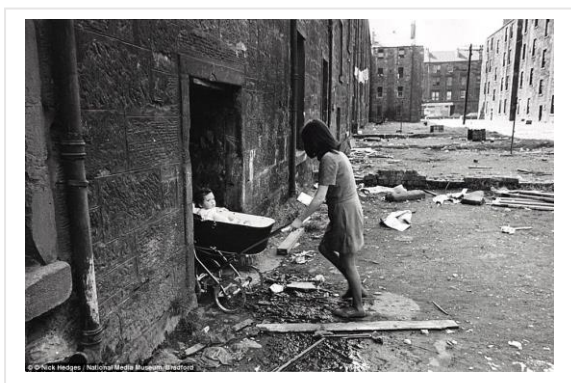


## Section B: Writing

05

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

**EITHER:** Write a description suggested by this picture:



**OR:** Write a story that is set in the future called '2021'.

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

**[40 marks]**

<b>AO5</b>		<b>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> <i>Compelling, Convincing</i>  <b>19-24 marks</b>	<b>Upper Level 4</b>	<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>	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.
	<b>22-24 marks</b>	<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 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><b>Lower Level 4</b></p> <p>19-21 marks</p>	<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 paragraphs with integrated 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 the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.</p>
<p><b>Level 3</b></p> <p><i>Consistent, Clear</i></p> <p><b>13-18 marks</b></p>	<p><b>Upper Level 3</b></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 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><b>Lower Level 3</b></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 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 the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3.</p>
<p><b>Level 2</b></p> <p><i>Some Success</i></p> <p><b>7-12 marks</b></p>	<p><b>Upper Level 2</b></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>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p>

		<b>Organisation</b> <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>	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.
	<b>Lower Level 2</b>  7-9 marks	<b>Content</b> <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> <b>Organisation</b> <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 the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2.</p>
<b>Level 1</b>  <i>Simple, Limited</i>  7-12 marks	<b>Upper Level 1</b>  4-6 marks	<b>Content</b> <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> <b>Organisation</b> <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>
	<b>Lower Level 1</b>  1-3 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Occasional sense of audience</li> <li>Occasional sense of purpose</li> <li>Simple vocabulary</li> </ul> <b>Organisation</b> <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 upper range of Level 1.</p>
<b>Level 0</b> No marks	Candidates will not have offered any meaningful writing to assess. Nothing to reward.		

<b>AO6</b>	<b>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>
<b>Level 4</b> <b>13-16 marks</b>	<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>
<b>Level 3</b> <b>9-12 marks</b>	<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>
<b>Level 2</b> <b>5-8 marks</b>	<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>
<b>Level 1</b> <b>1-4 marks</b>	<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>
<b>Level 0</b> <b>No marks</b>	Candidate's spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	