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# GCSE ENGLISH LANGUAGE 8700/2

Paper 2 Writers' viewpoints and perspectives

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Mark scheme

November 2023

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Introduction

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

### Level of response marking instructions

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

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

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

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

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

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

### Step 1 Annotate the response

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

### Step 2 Determine a level

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

The Indicative Standard column in the mark scheme will help you determine the correct level. Remember, students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do **not** have to meet all the skill descriptors at that level. It is not the number of references, but the quality of the comments that will determine the level. The annotation you added to the script at Step 1 will help you determine the correct level.

### **Step 3 Determine a mark**

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

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

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

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

### **Advice**

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

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

**SECTION A: READING – Assessment Objectives**

AO1	<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 9**.

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 writer is about to sit his chemistry exam.
- B** The writer has just returned from Mount Stewart.
- C** The writer has been busy and is feeling very tired.
- D** The writer is trying to make sense of his recent experiences.
- E** It is a warm day.
- F** There are ducks sitting on nests of eggs.
- G** The writer believes that humans can learn about relationships from trees.
- H** The writer finds the wonders of nature stop him being worn down.

**AO1**

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

**This question assesses the first bullet point identify and interpret explicit and implicit information and ideas.**

- |          |   |     |
|----------|---|-----|
| <b>A</b> | The writer is about to sit his chemistry exam.                            | [F] |
| <b>B</b> | The writer has just returned from Mount Stewart.                          | [F] |
| <b>C</b> | The writer has been busy and is feeling very tired.                       | [T] |
| <b>D</b> | The writer is trying to make sense of his recent experiences.             | [T] |
| <b>E</b> | It is a warm day.   | [F] |
| <b>F</b> | There are ducks sitting on nests of eggs.                                 | [F] |
| <b>G</b> | The writer believes that humans can learn about relationships from trees. | [T] |
| <b>H</b> | The writer finds the wonders of nature stop him being worn down.          | [T] |

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

**Both** sources describe the similar ways nature can help people.

Use details from **both** sources to write a summary of what you understand about the similar ways nature can help people.

**[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. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.</p>
<p>Level 4 Perceptive, detailed summary  7–8 marks</p>	<p>Shows perceptive or detailed synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>makes <b>perceptive inferences</b> from both texts</li> <li>selects judicious references/use of textual detail relevant to the focus of the question</li> <li>statements show <b>perceptive similarities</b> between texts.</li> </ul> <p>Both sources show that nature is beneficial by providing a respite from the stresses of a modern, industrialised working life. In Source A, these stresses come from the ‘fast-paced and competitive world’ but connecting to nature allows them to appreciate the spiritual and timeless value of gifts like the ‘earth’ and ‘birdsong’. This idea that nature has the power to improve people’s well-being by transcending the harshness of daily life is also seen in Source B where ‘Birdsong is soothing’ to those who have ‘escaped’ work. This suggests that nature is a maternal figure who helps workers, through the sensory appeal of birdsong, because birdsong calms and reassures, like a lullaby.</p>
<p>Level 3 Clear, relevant summary  5–6 marks</p>	<p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>makes <b>clear inferences</b> from both texts</li> <li>selects clear references/textual detail relevant to the focus of the question</li> <li>statements show <b>clear similarities</b> between texts.</li> </ul> <p>In Source A, nature helps people by making them feel less stressed ‘In a competitive and fast-paced world, we need to feel grounded’. Nature does this by helping people to feel more balanced and to see the importance of simple things around them like the ‘earth’ and ‘birdsong’. This idea that nature can help people by providing them with a break from the difficulties of life is also seen in Source B where ‘Birdsong is soothing’. This suggests that the sounds of nature bring comfort and relief to people who are working hard because it helps them to relax.</p>

<p>Level 2 Some, attempts summary  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 similarity(ies) between texts.</li> </ul>	<p>In Source A, nature helps people by giving them some peace and quiet to enjoy, 'In a fast-paced and competitive world, we need to feel grounded. We need to feel the earth and hear birdsong'. In Source B, it has a similar idea about enjoying nature. This is shown in 'Birdsong is soothing' which means that nature makes people feel better.</p>
<p>Level 1 Simple, limited summary  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 similarity between texts.</li> </ul>	<p>In Source A nature helps people because it is good to listen to birds. This is shown in, 'In a fast-paced and competitive world, we need to feel grounded. We need to feel the earth and hear birdsong'. In a similar way, Source B also says birdsong is good. This is shown in, 'Birdsong is soothing' which means it is nice to hear.</p>
<p>Level 0 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 similarity in how nature can help people.

AO1 content may include ideas such as:

- nature as comforting to humans
- nature providing humans with an escape from work and stress
- nature teaching humans how to live better
- nature making humans less self-absorbed
- nature as a restorative, improving mental and physical health
- nature as having aesthetic appeal for humans
- nature as inspiration for humans
- nature as encouraging collective action.

**0 3** You now need to refer only to **Source A** from **lines 10 to 20**.

How does the writer use language to describe his experience in London?

**[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. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Detailed, perceptive analysis  10–12 marks	Shows detailed and perceptive understanding of language: <ul style="list-style-type: none"> <li>• analyses the <b>effects</b> 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 the metaphor, 'We hand over our hearts, beating on a platter, for nothing' to describe the frustration at how his innermost feelings are being ignored. 'Hearts', as traditional symbols of intense feelings, as the core of our being, are used by the writer to represent the sacrifice he has made. The writer's heart is still 'beating' suggesting the energy and vitality of his passion. The image is a gruesome one, depicting the painful gift of the 'hearts', served on a platter, as if they were a ritual offering.
Level 3 Clear, relevant explanation  7–9 marks	Shows clear understanding of language: <ul style="list-style-type: none"> <li>• explains clearly the <b>effects</b> 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 the metaphor, 'We hand over our hearts, beating on a platter, for nothing' to describe how he and other young people offer their most precious feelings and are disappointed when adults do not act. The heart symbolises passion and our most treasured beliefs, so the writer is suggesting their deepest feelings are being ignored.
Level 2 Some understanding and comment  4–6 marks	Shows some understanding of language: <ul style="list-style-type: none"> <li>• attempts to comment on the <b>effect</b> of language</li> <li>• selects some appropriate textual detail</li> <li>• makes some use of subject terminology, mainly appropriately.</li> </ul>	The writer uses lots of different language to describe his experience. He uses the metaphor, 'We hand over our hearts, beating on a platter, for nothing' to show how he thinks that sharing his feelings is like giving his heart and it hurts when adults do not do anything.

<p>Level 1 Simple, limited comment  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 describes his experience in London as ‘We hand over our hearts, beating on a platter, for nothing’. This is a metaphor which the writer uses to describe how bad he feels about the meeting.</p>
<p>Level 0 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:

- adjectives – ‘bizarre’, ‘persuasive’, ‘grandiose’, ‘tangible’
- repetition of ‘late’ and minor sentence ‘Very late’
- metaphor and alliteration – ‘tripping off the tongue with ease’
- metaphor – ‘shapeshift’ and ‘translated into action’
- rhetorical question – ‘but where are they now?’
- verbs – ‘swept up’, ‘dole’
- simile – ‘like a hollow hat-tip’
- listing – ‘share their ideas, hopes, dreams, anguish’
- metaphor – ‘we hand over our hearts, beating on a platter’
- repetition of ‘nothing’.

**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 feelings and ideas about environmental issues.

In your answer, you could:

- compare their similar feelings and ideas about environmental issues
- compare the methods the writers use to convey their feelings and ideas
- support your response with references to both texts.

**[16 marks]**

<b>AO3</b>	<b>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</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. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed comparison  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>The writer of Source A feels increasingly desperate because if humans do not act urgently then it will lead to a breakdown of our relationship with the planet – an environmental apocalypse, 'It feels like a ticking bomb to extinction'. He uses this warlike simile of a 'ticking bomb' as a severe warning that time is running out for the planet, but the simile offers hope that humans can do something, as a bomb can be deactivated, and the explosion avoided. Similarly, the writer of Source B also uses imagery to convey his concern that the end of the world is caused by the irresponsible actions of humans, but they disagree whether the effects are inevitable or not. The metaphor of 'eating our cake' leaving 'our descendants' to 'cry' is less violent than the bomb simile in Source A and focuses on the emotional impact of the damage of over-consumption on people by describing their tears rather than the explosive impact of environmental damage. This confirms the writer's feeling that humans cannot just keep on greedily consuming the resources of the natural world. He despairs that these effects are irreversible.</p>

<p>Level 3 Clear, relevant comparison  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 feels that environmental issues could lead to the destruction of the planet, 'It feels like a ticking bomb to extinction'. The writer uses the adjective 'ticking' in this simile to stress the passing of time and the urgent need to do something quickly before the world explodes like a bomb. In a similar way, the writer of Source B feels that there will be nothing left in the future because of people's thoughtless attitudes to the environment. He uses the metaphor of 'eating our cake' to convey how people have eaten or used up all the good things in the world, like cake, and left nothing for anyone else. This shows his feeling that people are being greedy in their selfish use of the world's natural resources.</p>
<p>Level 2 Some attempts at comparison  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 worried about the environment as he says, 'It feels like a ticking bomb to extinction'. This simile suggests that the problems are serious like a bomb about to explode and we need to stop them. This is similar to Source B where the writer feels that environmental issues also make him very anxious. He says, 'we are eating our cake'. This metaphor suggests we are eating up too much cake like using up too much coal. This shows his feeling that we have used up too many things without thinking about the future.</p>
<p>Level 1 Simple, limited comment  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 feels that environmental issues are not going well as he says, 'It feels like a ticking bomb to extinction'. This is a simile which shows that he thinks it is like a bomb. This is similar to Source B as the writer also feels that the environment is going badly. He says, 'we are eating our cake' which is comparing it to the boy who ate the cake and then he cried. This shows that the writer thinks that when the cake is gone there is nothing left.</p>
<p>Level 0 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 their feelings and ideas about:

- how those in authority respond
- how to tackle the issues and what can be done
- the interconnectedness of humans and their environment
- the impact of the issues
- aspects of the environment – animals, trees, fossil fuels
- local and global perspective.

and comment on methods such as:

- factual language used in both Source A and Source B
- narrative perspective – starts as singular first person in Source A but becomes collective plural at the end, plural first person throughout Source B
- language features – emotive, metaphorical, rhetorical and descriptive language in both Source A and Source B
- structure – individual diary record and reflection with some flashback in Source A, collective commentary and exploration of concerns in Source B
- structural shift – moves from internal anxiety to external action in Source A, starts with fin de siècle overview and ends with dire vision of the future in Source B
- tone – serious, subjective, earnest, anxious, emotional, appreciative, hopeful, moral, optimistic, active, rallying in Source A, serious, objective, moral, resigned, passive, appreciative, pessimistic in Source B.

**0 5**

‘Young people have the energy, enthusiasm and ideas to change our world for the better in so many ways. However, they are powerless because adults do not really listen to them, or take them seriously.’

Write a speech to be given at a meeting with the leaders of your country 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>AO5</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>
<p>Level 4 <b>Compelling, convincing communication</b></p> <p>19–24 marks</p>	<p>Upper Level 4 22–24 marks</p> <p><b>Content</b></p> <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> <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>Lower Level 4 19–21 marks</p> <p><b>Content</b></p> <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> <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>Level 3 <b>Consistent, clear communication</b> 13–18 marks</p>	<p>Upper Level 3 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>Lower Level 3 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 <b>Some successful communication</b> 7–12 marks</p>	<p>Upper Level 2 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 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 <b>Simple, limited communication</b></p>	<p>Upper Level 1 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>1–6 marks</p>	<p>Lower Level 1 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 No marks</p>	<p>Students will not have offered any meaningful writing to assess. Nothing to reward.</p>	

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