

## GCSE - AQA Style

# ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

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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.**

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 1 to 8**.

List four things from this part of the source about the strongman, Megalo Velisarios.

**[4 marks]**

Give 1 mark for each point about Megalo Velisarios:

- responses must be drawn from lines 1 to 8 of the source
- responses must be true statements from the extract
- responses must relate to **Megalo Velisarios**
- 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>	
Indicative content; candidates may include: <ul style="list-style-type: none"><li>• He was famous all over the Ionian islands</li><li>• He was dressed as a 'pantomime Turk'</li><li>• He was wearing 'pantaloon and curlicued slippers'</li><li>• He claimed he was 'the strongest man who had ever lived'</li><li>• His hair was 'prodigiously long'</li><li>• He was 'hopping on one leg in time to the clapping of hands'</li><li>• He was very strong 'stupendous bicep'</li><li>• He carried a full-grown man in each arm</li><li>• He had a six year old girl on his head</li><li>• His eyes were covered by the girl's (Lemoni's) hands</li></ul>	
Or any other valid responses that you are able to verify by checking the source.	

02

Look in detail at this extract, **lines 9 to 17** of the source.

(Extract in question paper)

How does the writer use language here to describe the character of Megalo Velisarios?

You could include the writer's choice of:

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

**[8 marks]**

<b>AO2</b>	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	
<b>This question assesses Language</b> i.e. Words / Phrases / Language Features / Language Techniques / Sentence Forms		
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<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.
<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 textural 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.

<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>The writer says, 'with one graceful movement like that of a swan' to describe the way Megalo Velisarios puts the men he was lifting on the ground. The word 'graceful' emphasises his skill. Megalo is presented as a kind man because he 'kissed her dramatically' this shows that he is fond of her because he kissed her twice.</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>Megalo Velisarios is a strongman who performs for the villagers. He lifts people off the ground and carries them on his shoulders and head. The word 'tossed' shows that he is strong. He also likes children because he gives Lemoni sweets.</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>	

03

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

This text is from chapter three of Captain Corelli's Mandolin.

How has the writer structured the text to interest you as a reader?

You could write about:

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

**[8 marks]**

<b>AO2</b>	Explain, comment on and analyse how writers use structure to achieve effects and influence readers, using relevant subject terminology.	
<p><b>This question assesses how the writer has structured a text.</b> 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.</p> <p>AO2 Content may include the effect of ideas such as:</p> <ul style="list-style-type: none"> <li>• The overall structure of the piece moving from individual focus to the collective villagers</li> <li>• The change in focus - relationship between Velisarios and Lemoni used to develop understanding of the strongman</li> <li>• Use of direct speech to present a challenge/create suspense, leading to a climax</li> <li>• The widening of the scene to involve the villagers - supporting our thoughts about Velisarios and ensuring emotional investment</li> <li>• The farcical ending linking back to the idea of pantomime hinted at it the opening</li> </ul>		
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<p><b>Level 4</b></p> <p><i>Perceptive, detailed analysis</i></p> <p><b>7-8 marks</b></p>	<p>Shows detailed and perceptive understanding of <i>structural features</i></p> <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>	<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><b>Level 3</b></p> <p><i>Clear, relevant explanation</i></p> <p><b>5-6 marks</b></p>	<p>Shows clear understanding of <i>structural features</i></p> <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>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>

<p><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>structural features</i></p> <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>	<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><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>structural features</i></p> <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>	<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><b>Level 0</b></p> <p><b>No marks</b></p>	<p>No comment offered on the use of <i>structural features</i>. Nothing to reward.</p>	



04

Focus this part of your answer on the second part of the source, **from line 16 to 30**.

A student, having read this section of the text, said: ‘The villagers are clearly entertained by the event. The writer really brings the scene to life for the reader.’

To what extent do you agree?

In your response, you could:

- consider your own impressions the villagers
- evaluate how the writer brings the scene to life
- support your opinions with quotations from the text

**[20 marks]**

<b>AO4</b>	<p>Evaluate texts critically and support this with appropriate textual references.</p> <p>AO4 Content may include the evaluation of ideas such as:</p> <ul style="list-style-type: none"> <li>• The villagers responses as a rehearsed collective</li> <li>• The use of direct speech - immediacy and intimacy</li> <li>• The pretence of sceptical villagers and ‘posturing’ strongman allowing entertainment to continue</li> <li>• Exaggerated actions of strongman</li> <li>• Sounds and visual images bring the scene to life</li> <li>• Reader moves through series of events with villagers, bringing the scene to life</li> </ul>	
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<p><b>Level 4</b></p> <p><i>Perceptive, detailed evaluation</i></p> <p><b>16-20 marks</b></p>	<p>Shows perceptive and detailed evaluation</p> <ul style="list-style-type: none"> <li>• Evaluates critically and in detail the effect(s) on the reader</li> <li>• Shows perceptive understanding of writer’s methods</li> <li>• Selects a judicious range of textual detail</li> <li>• Develops a convincing and critical response to the focus of the statement</li> </ul>	<p>At the top of the level, a student’s response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>
<p><b>Level 3</b></p> <p><i>Clear, relevant evaluation</i></p> <p><b>11-15 marks</b></p>	<p>Shows clear and relevant evaluation</p> <ul style="list-style-type: none"> <li>• Evaluates clearly the effect(s) on the reader</li> <li>• Shows clear understanding of writer’s methods</li> <li>• Selects a range of relevant textual references</li> <li>• Makes a clear and relevant response to the focus of the statement</li> </ul>	<p>At the top of the level, a student’s response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>

<p><b>Level 2</b></p> <p><i>Some evaluation</i></p> <p><b>6-10 marks</b></p>	<p>Shows some attempts at evaluation</p> <ul style="list-style-type: none"> <li>• Makes some evaluative comment(s) on effect(s) on the reader</li> <li>• Shows some understanding of writer's methods</li> <li>• Selects some appropriate textual reference(s)</li> <li>• Makes some response to the focus of the statement</li> </ul>	<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><b>Level 1</b></p> <p><i>Simple, limited evaluation</i></p> <p><b>1-5 marks</b></p>	<p>Shows simple, limited evaluation</p> <ul style="list-style-type: none"> <li>• Makes simple, limited evaluative comment(s) on effect(s) on reader</li> <li>• Shows limited understanding of writer's methods</li> <li>• Selects simple, limited textual reference(s)</li> <li>• Makes a simple, limited response to the focus of the statement</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>
<p><b>Level 0</b></p> <p><b>No marks</b></p>	<p>No relevant comment offered in response to the statement, no impressions, no evaluation.</p>	

## Section B: Writing

05

You are going to enter a creative writing competition run by a well-known radio station.

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



**OR:** Write a story about a group of friends experiencing a shared event. Focus on their different reactions to the experience and how they express their feelings.

(24 marks for content and organisation,  
16 marks for technical accuracy)  
**[40 marks]**

<b>A05</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</b> Level 4  22-24 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is convincing and compelling for audience</li> <li>Assuredly matched to purpose</li> <li>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>Varied and inventive use of structural features</li> <li>Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.  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.
	<b>Lower</b> Level 4  19-21 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is convincingly matched to audience</li> <li>Convincingly matched to purpose</li> <li>Extensive vocabulary with 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>	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.  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.
<b>Level 3</b>  <i>Consistent, Clear</i>  <b>13-18 marks</b>	<b>Upper</b> Level 3  16-18 marks	<b>Content</b> <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> <b>Organisation</b> <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>	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.  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.
	<b>Lower</b> Level 3	<b>Content</b> <ul style="list-style-type: none"> <li>Register is generally matched to audience</li> <li>Generally matched to purpose</li> </ul>	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.

	13-15 marks	<ul style="list-style-type: none"> <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>	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.
<b>Level 2</b>  <i>Some Success</i>  <b>7-12 marks</b>	<b>Upper Level 2</b>  10-12 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Some sustained attempt to match register to audience</li> <li>Some sustained attempt to match purpose</li> <li>Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Some use of structural features</li> <li>Increasing variety of linked and relevant ideas</li> <li>Some use of paragraphs and some use of discourse markers</li> </ul>	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2.</p>
	<b>Lower Level 2</b>  7-9 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Attempts to match register to audience</li> <li>Attempts to match purpose</li> <li>Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Attempts to use structural features</li> <li>Some linked and relevant ideas</li> <li>Attempts to write in paragraphs with some discourse markers; not always appropriate</li> </ul>	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have 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>  <b>1-6 marks</b>	<b>Upper Level 1</b>  4-6 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Simple awareness of register/audience</li> <li>Simple awareness of purpose</li> <li>Simple vocabulary; simple linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Evidence of simple structural features</li> <li>One or two relevant ideas, simply linked</li> <li>Random paragraph structure</li> </ul>	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1.</p>

	<p><b>Lower Level 1</b> 1-3 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Occasional sense of audience</li> <li>Occasional sense of purpose</li> <li>Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Limited or no evidence of structural features</li> <li>One or two unlinked ideas</li> <li>No paragraphs</li> </ul>	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have at least one of the skills descriptors for Content and Organisation from the upper range of Level 1.</p>
<p><b>Level 0</b> <b>No marks</b></p>	<p>Candidates will not have offered any meaningful writing to assess. Nothing to reward.</p>		

<b>AO6</b>	<p><b>Technical Accuracy</b> - Candidate 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.)</p>	
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<p><b>Level 4</b> 13-16 marks</p>	<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>
<p><b>Level 3</b> 9-12 marks</p>	<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>
<p><b>Level 2</b> 5-8 marks</p>	<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>

<p><b>Level 1</b> <b>1-4 marks</b></p>	<ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li> <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li> <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>
<p><b>Level 0</b> <b>No marks</b></p>	<p>Candidate's spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.</p>	