



---

# GCSE

# English Language

Paper 2 Writers' viewpoints and perspectives  
Mark Scheme

---

8700

---

Version 1.0

---

## 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, teachers 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 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 of the skills descriptors of the previous level and at least one of the skills descriptors in that level.

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

**SECTION A: READING – Assessment Objectives**

AO1	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts.</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> </ul>
AO4	<ul style="list-style-type: none"> <li>Evaluate texts critically and support this with appropriate textual references.</li> </ul>

**SECTION B: WRITING – Assessment Objectives**

AO5	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>
AO6	<ul style="list-style-type: none"> <li>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).</li> </ul>

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

**Section A: Reading****0 1**Read again **Source A** from lines **1 to 12**.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.

- A Base camp is a cosy and happy place.  
 B The temperature at base camp drops when the sun goes down.  
 C Salkeld was so cold that she needed to put on more clothes.  
 D The storm had hit Everest from the north.  
 E Salkeld was excited at the sight of the storm.  
 F Salkeld had often seen storms like this on Everest.  
 G They watched as the storm got closer to them.  
 H The approaching storm looked like something from the end of the world.

**[4 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> |
|------------|---|

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

- A Base camp is a cosy and happy place. (F)  
 B The temperature at base camp drops when the sun goes down. (T)  
 C Salkeld was so cold that she needed to put on more clothes. (T)  
 D The storm had hit Everest from the north. (F)  
 E Salkeld was excited at the sight of the storm. (F)  
 F Salkeld had often seen storms like this on Everest. (F)  
 G They watched as the storm got closer to them. (T)  
 H The approaching storm looked like something from the end of the world. (T)

0 2

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

The effects of the weather on people in both sources are very different.

Use details from **both** sources to write a summary of the different ways people are affected by the weather.

**[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 assesses both bullet points.</b>			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, summary  7-8 marks	Shows perceptive synthesis and interpretation of both texts: <ul style="list-style-type: none"> <li>Makes perceptive inferences from both texts</li> <li>Makes judicious references/use of textual detail relevant to the focus of the question</li> <li>Statements show perceptive differences between texts</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.  Source A conveys the horrific consequences of a sudden storm on Mount Everest when thirty climbers become trapped in the 'Death Zone' and are left exposed and 'fighting for their lives'. Three Indian climbers are 'stranded, exhausted and with their oxygen supplies running out', which suggests that they were caught unawares by the unexpected severity of the weather. Maybe more significantly, 'two commercial expeditions were strung out between the South Col and the summit', showing the weather attacks both recreational climbers and business enterprises, who would consider the safety of their clients as

		<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>important. This implies the effects are catastrophic for even the most prepared of people because there were eight fatalities: 'the greatest loss of life in any twenty-four hour period on the peak'. This is different to Source B which focuses on a less traumatic event: a heavy snowfall in London in the 1800s. The people are cold and wrapped in 'thick coats' but the effects are not life-threatening. Even the homeless girl who sleeps on a step is only 'cold as a frog' rather than hypothermic. Most people stay inside but those who do venture out are suffering little more than frozen beards, headaches and cold fingers. Overall, the people in Source B have some sense of control over the weather and it merely inconveniences their daily lives, whereas in Source A, it exposes the vulnerability of the climbers and is life-threatening.</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 clear inferences from both texts</li> <li>• Selects clear references/textual detail relevant to the focus of the question</li> <li>• Statements show clear differences between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>Source A shows the effect that a sudden storm can have on the people on Mount Everest, for example, thirty climbers become trapped in the 'Death Zone', fighting for their lives. Three Indian climbers are 'stranded, exhausted and with their oxygen supplies running out', which suggests that the weather has taken them by surprise because they are obviously not prepared for the storm. By the end of the following day eight people have been killed and from this we can infer that the weather can be fatal: if people don't have shelter they will die. However in Source B the weather is not dangerous. It does result in</p>

		At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	people wearing extra layers of clothing and some even stay indoors, but those who do go out only have to blow on their fingers and stamp their feet to keep the cold out. The main difference between the effects in Source A and those in Source B is that the storm on Everest can kill people but in London the snow is more likely to just freeze your beard or turn your hair white.
Level 2 Some, attempts at summary  3-4 marks	Shows some interpretation from one/both texts: <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 differences between texts</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.	In Source A, when the storm arrives it traps thirty climbers in the 'Death Zone' and after 'a night from hell', eight of them die. This is different to Source B because no one is killed because of the weather. The snow makes the writer's beard freeze and everyone has to put warm clothes on, but that's it. In Source A the weather has a dangerous effect on the people but in Source B it is not really a problem.
Level 1 Simple, limited summary  1-2 marks	Shows simple awareness from one/both texts: <ul style="list-style-type: none"> <li>Offers paraphrase rather than inference</li> <li>Makes simple reference/textual details from one/both texts</li> <li>Statements show simple differences between texts</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.	In Source A, eight climbers are killed in the storm, but in Source B no one is killed, so the effects of the weather are different. Someone gets a frozen beard in Source B.
Level 0 No marks	Students in this band will not have offered any differences. Nothing to reward		

AO1 content may include ideas such as:

- the devastating consequences of the weather in Source A and the more superficial cost in Source B
- the vulnerability of the climbers in Source A and the mere inconvenience of the snow in Source B.

0 3

You now need to refer only to **Source A** from **lines 13 to 23**.

How does the writer use language to describe the storm?

[12 marks]

<p><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</p>			
<p><b>This question assesses Language</b> ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms</p>			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
<p>Level 4</p> <p>Detailed, perceptive analysis</p> <p>10-12 marks</p>	<p>Shows detailed and perceptive understanding of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Analyses the effects of the writer's choices of language</li> <li>Selects a judicious range of textual detail</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</p>	<p>This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.</p> <p>The writer uses a long complex sentence to suggest the way in which the seemingly never-ending storm races through the camp leaving chaos and destruction in its wake. An extended metaphor of violence is used with a series of verbs such as 'whipped', 'plunging' and 'swept', all of which convey the power of the storm and the way in which it is seen as a vicious and brutal force of nature. The writer personifies the storm as trying to destroy the camp 'in a blinding fury of driving snow'. This suggests that the storm has embarked on a deliberate and savage attack: Mother Nature seems so enraged by their presence on the mountain that her anger is all consuming, depriving them of sight and possibly cutting them off from one another. This premeditated action is further enforced as the storm takes the mountain in 'its grip', which makes us</p>

		at least one of the skills descriptors.	visualise some powerful and menacing creature intent on keeping them in its clutches.
<p>Level 3 Clear, relevant explanation  7-9 marks</p>	<p>Shows clear understanding of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Explains clearly the effects of the writer's choices of language</li> <li>Selects a range of relevant textual detail</li> <li>Makes clear and accurate use of subject terminology</li> </ul>	<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>The writer describes the violence of the storm through a number of verbs. He says that the wind 'whipped into camp', with the word 'whipped' suggesting something brutal and aggressive. It implies the speed of the storm and also that the wind is determined to beat them, almost as if it is forcing them off the mountain. Also, the phrase 'in a blinding fury of driving snow' suggests that the storm is angry and deliberately targeting them so that they cannot see. The use of personification to describe the storm holding the mountain in its 'grip' conveys how it has taken control, and makes the reader fear for the safety of the climbers as they are in the hands of this powerful monster.</p>
<p>Level 2 Some, understanding and comment  4-6 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Attempts to comment on the effect of language</li> <li>Selects some appropriate textual detail</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>	<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 that the storm 'whipped into the camp' and the verb 'whipped' tells us how it blew in quickly. It makes us think that the storm was dangerous. Later the writer says the storm had the mountain in its 'grip'. It sounds like a monster. Then the storm 'took control' so it sounds as if it's in charge of what's happening.</p>
<p>Level 1 Simple, limited comment  1-3 marks</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> <li>Offers simple comment on the effects of language</li> <li>Selects simple references or textual details</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>The writer describes how the storm moved into the camp. He uses the word 'whipped' to tell us it was going fast.</p>

	<ul style="list-style-type: none"> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>	At the bottom of the level, a student will have at least one of the skills descriptors.	
Level 0 No marks	No comments offered on the use of language. Nothing to reward		

AO2 content may include the effect of ideas such as:

- use of vocabulary to suggest the danger of the storm
- use of violent verbs to convey the power of the wind
- personification to suggest the deliberate action of the storm.

**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 different perspectives on the extreme weather conditions.

In your answer, you could:

- compare their different perspectives on the extreme weather conditions
- compare the methods the writers use to convey their different perspectives
- support your response with references to both texts.

**[16 marks]**

<b>AO3</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>	<b>Indicative Standard</b>
Level 4 Perceptive, detailed  13-16 marks	<ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a perceptive way</li> <li>• Analyses how writers' methods are used</li> <li>• Selects a range of judicious supporting detail from both texts</li> <li>• Shows a detailed understanding of the different ideas and perspectives in both texts</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.  The writers of Source A and Source B have contrasting perspectives on the weather due to their very diverse circumstances: Matt Dickinson is facing a life and death ordeal on Everest and Arthur Munby is exploring the silent snowscape of 1867 London. By employing the first person in the form of a factual account and a diary extract, the writers offer an insight into their different perspectives on time, place and atmosphere. In Source A, Dickinson conveys a strong feeling of vulnerability when faced with an unprecedented storm. He achieves this through personifying the wind as a 'bullying force', thus implying Mother Nature is

		<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>treating the climbers with contempt, punishing them, maybe even toying with them, until they experience nothing but fear and intimidation. This is in complete contrast to the writer of Source B who walks the streets of London in contemplative silence. His focus is on its aesthetic charm rather than its debilitating effects on the city and its homeless. Far from Dickinson's view of the weather as a life-threatening force, Munby appreciates the positive transformation which the weather brings, using the phrase 'an exquisite tracery of white branches' to describe the beauty of the scene. As well as the visual changes, he is delighted at the muted sounds that the snow brings in comparison to the 'roar and rush of wheels' that the city usually suffers. This is in direct contrast to the writer of Source A, who is terrified by the noise of the storm. His fear of this almost supernatural force is again shown through the use of personification. The choice of the nouns 'scream' and 'howl', words which are more commonly used as adjectives, emphasises the horror of the situation, a horror that culminates in the death of eight climbers.</p>
<p>Level 3 Clear, relevant  9-12 marks</p>	<ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a clear and relevant way</li> <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 different ideas and perspectives in both texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>Source A is a factual account of an unusually strong storm on Everest which leaves eight climbers dead whilst Source B is a diary extract that follows the writer's journey through the streets of London after a heavy snowfall in 1867. Using first person accounts, both writers offer very different perspectives of the extreme weather conditions, providing the reader with a strong sense of place and atmosphere. Matt Dickinson's reaction to the sudden intense storm is shock and horror as he realises the danger faced by the climbers. This</p>

		At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	is reinforced through the use of onomatopoeic words such as ‘scream’ and ‘howl’, suggesting the wind is personified as a supernatural being sent there to punish them. He is also devastated by the number of people killed as a consequence of the sudden blizzard. The writer of Source B has a very different perspective on the weather; he finds the snowfall peaceful and enjoyable. Using adjectives like ‘beautiful’, ‘exquisite’ and ‘charming’ suggests how he appreciates the positive impact that the snow has on the city, which contrasts with the negative, dangerous impact of Source A. He loves the atmosphere created by the snow which transforms a noisy, bustling street into ‘absolute silence’.
Level 2 Some, attempts  5-8 marks	<ul style="list-style-type: none"> <li>• Attempts to compare ideas and perspectives</li> <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>• Identifies some different ideas and perspectives</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>	Source A is a factual account of a terrible snow storm on Mount Everest and Source B is an extract from a diary written when snow fell in London in 1867. Both writers use the first person to describe the extreme weather conditions, so we get their different points of view. In Source A, Matt Dickinson hates the weather because it is dangerous and people were killed. He describes the ‘scream of the storm’ which is a metaphor that makes it sound noisy and scary. The writer of Source B has a different opinion when snow falls in London because he uses adjectives like ‘beautiful’ to show how pretty it is and how much he enjoys it. London is usually full of noisy traffic and he really likes it when everything goes quiet because of the weather.

<p>Level 1 Simple, limited</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> <li>• Makes simple cross reference of ideas and perspectives</li> <li>• Makes simple identification of writers' methods</li> <li>• Makes simple references/ textual details from one or both texts</li> <li>• Shows simple awareness of ideas and/or perspectives</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>Source A is told like a story and Source B is a diary. In Source A, there is a big storm on the mountain and the writer Matt Dickinson doesn't like it, but in Source B when it snows in London the writer uses the word 'beautiful' which tells us he thinks it's nice.</p>
<p>Level 0 No marks</p>	<p>No ideas offered about the differences. Nothing to reward</p>		

AO3 content may include ideas such as:

- the weather conditions in each source and the differences in extremity
- the writer's sense of shock and horror at the intensity of the storm in Source A and the reflection on the beauty of the snow in Source B
- the different atmospheres created by the snow.

And comment on methods such as:

- use of different narrative perspectives in Source A and a first person account in Source B
- use of descriptive language to create a sense of place
- language choices to reinforce perspective
- contrasting tones – the seriousness of a life-threatening situation in Source A and a contemplative silence in Source B.

**Section B: Writing****0 5**

‘Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.’

Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

(24 marks for content and organisation

16 marks for accuracy)

**[40 marks]**

<b>AO5 Content and Organisation</b>			
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.			
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.			
<b>Level</b>		<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
Level 4 19-24 marks <b>Compelling, Convincing</b>	Upper Level 4  22-24 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is convincing and compelling for audience</li> <li>• Assuredly matched to purpose</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Varied and inventive use of structural features</li> <li>• Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.</p>
	Lower Level 4  19-21 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is convincingly matched to audience</li> <li>• Convincingly matched to purpose</li> <li>• Extensive vocabulary with evidence of conscious crafting of linguistic devices</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><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 paragraphs with integrated discourse markers</li> </ul>	<p>At the bottom of the lower range, a student's response will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4.</p>
<p>Level 3 13-18 marks <b>Consistent, Clear</b></p>	<p>Upper Level 3  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's response 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>Lower Level 3  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 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's response will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3.</p>

<p>Level 2</p> <p>7-12 marks</p> <p><b>Some success</b></p>	<p>Upper Level 2</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><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's response 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>
	<p>Lower Level 2</p> <p>7-9 marks</p>	<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>• Attempt 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's response will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2.</p>
<p>Level 1</p> <p>1-6 marks</p> <p><b>Simple, Limited</b></p>	<p>Upper Level 1</p> <p>4-6 marks</p>	<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's response will have the lower range of Level 1 and at least one of the skills descriptors for Content and</p>

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

<b>AO6 Technical Accuracy</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>Level</b>	<b>Skills descriptors</b>	<b>How to arrive at a mark</b>
Level 4 13-16 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently 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>	<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's response will have Level 3 and at least one of the skills descriptors.</p>
Level 3 9-12 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly 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>	<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's response will have Level 2 and at least one of the skills descriptors.</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>

	<ul style="list-style-type: none"> <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>	At the bottom of the level, a student's response will have Level 1 and at least one of the skills descriptors.
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>	<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's response will have at least one of the skills descriptors.</p>
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	