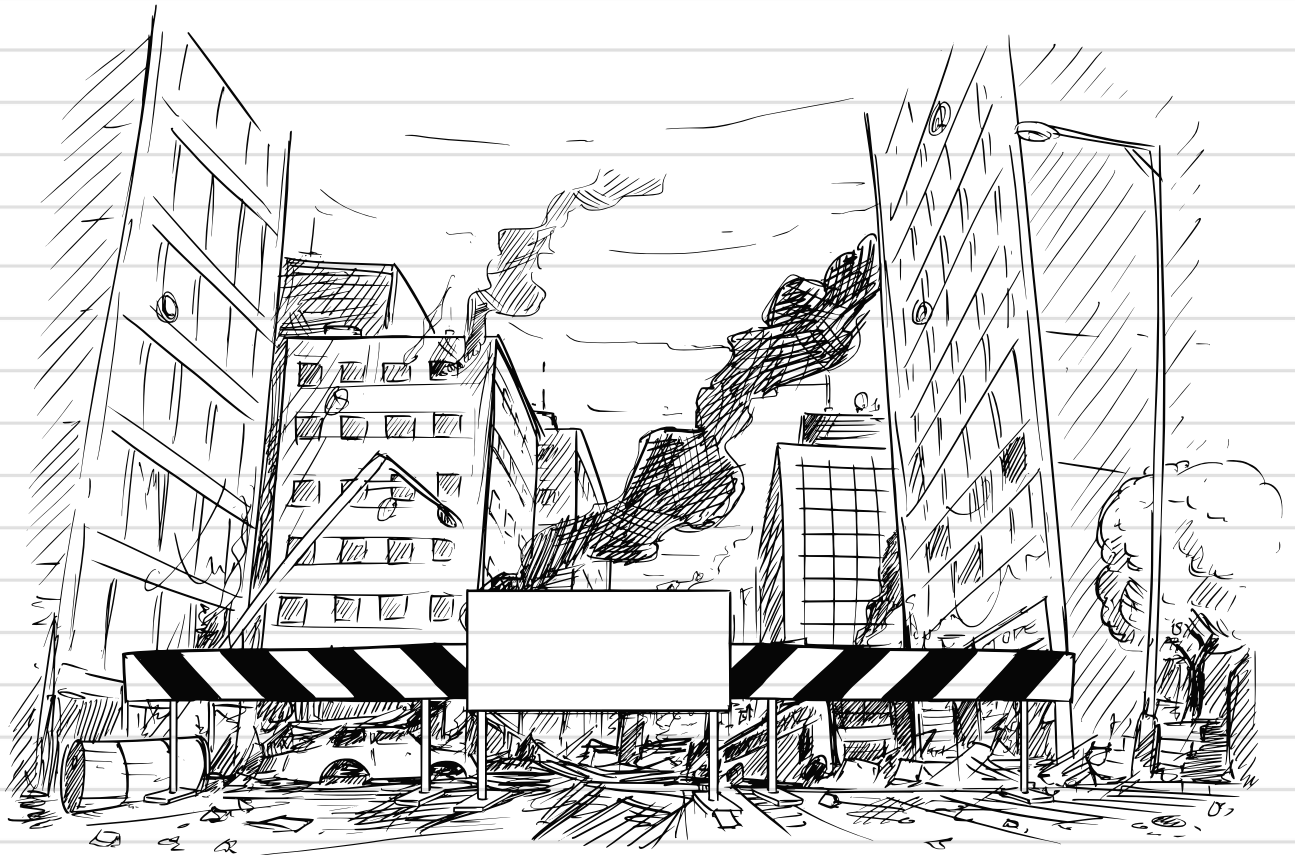


# LANGUAGE PAPER 1

## EXAM PACK 1

'Carrie's War': Source,  
paper and mark scheme



Name

## Source A

It is war-time and Carrie and her brother Nick have been sent away from their home in London, as evacuees<sup>1</sup>, to live in the safety of a village in Wales with Mr Evans and his sister. Here, after their first night, they meet Mr Evans.

- 1 He wasn't an Ogre<sup>2</sup>, of course. Just a tall, thin, cross man with a loud voice, pale, staring, pop-eyes, and tufts of spiky hair sticking out from each nostril. Councillor Samuel Isaac Evans was a bully. He bullied his sister. He even bullied the women who came into his shop, selling them things they didn't really want to buy and refusing to stock things that they did. 'Take it or leave it,' he'd say. 'Don't you  
5 know there's a war on?"
- 6 He would have bullied the children if he had thought they were frightened of him. But although Carrie was a little frightened, she didn't show it, and Nick wasn't frightened at all. He was frightened of Ogres and spiders and crabs and cold water and the dentist and dark nights, but he wasn't often frightened of people. Perhaps this was only because he had never had reason to be until he met Mr  
10 Evans, but he wasn't afraid of him, even after that first, dreadful night, because Mr Evans had false teeth that clicked when he talked. 'You can't really be scared of someone whose teeth might fall out,'  
12 he told Carrie.
- 13 The possibility that Mr Evans' teeth might fall out fascinated Nick from the beginning, from the moment Mr Evans walked into the kitchen while they were having breakfast their first morning and  
15 bared those loose teeth in what he probably thought was a smile. It looked to the children more like the kind of grin a tiger might give before it pounced on its prey. They put down their porridge spoons and stood up, politely and meekly.
- It seemed to please him. He said, 'You've got a few manners, I see. That's something! That's a bit of sugar on the pill<sup>3</sup>!'
- 20 They didn't know what to say to this so they said nothing and he stood there grinning and rubbing his hands together. At last he said, 'Sit down, then, finish your breakfast, what are you waiting for? It's a wicked Sin to let good food get cold. You've fallen on your feet, let me tell you, you'll get good food in this house. So no faddiness<sup>4</sup>, mind! No whining round my sister for titbits when my back's turned. Particularly the boy. I know what boys are! Walking stomachs! I told her, you fetch two girls now,  
25 there's just the one room, but she got round me, she said, the boy's only a babby!' He looked sharply at Nick. 'Not too much of a babby, I hope. No wet beds. That I won't stand!'
- Nick's gaze was fixed on Mr Evans' mouth. 'That's a rude thing to mention,' he said in a clear, icy voice that made Carrie tremble. But Mr Evans didn't fly into the rage she'd expected. He simply looked startled - as if a worm had just lifted its head and answered him back, Carrie thought.
- 30 He sucked his teeth for a minute. Then said, surprisingly mildly, 'All right. All right, then. You mind your P's and Q's, see, and I won't complain. As long as you toe the chalk line! Rules are made to be kept in this house, no shouting, or running upstairs, and no Language.' Nick looked at him and he went on - quickly, as if he knew what was coming, 'No *Bad* Language, that is. I'll have no foul mouths here. I don't know how you've been brought up but this house is run in the Fear of the Lord.'
- 35 Nick said, 'We don't swear. Even my father doesn't swear. And he's a Naval Officer.'

What an odd thing to say, Carrie thought. But Mr Evans was looking at Nick with a certain, grudging

respect. 'Oh, an Officer, is he? Well, well.'

'A Captain,' Nick said. 'Captain Peter Willow.'

'Indeed?' Mr Evans' teeth clicked – to attention, perhaps.

- 40 He said, grinning again, 'Then let's hope he taught you how to behave. It'll save me the trouble,' and turned on his heel and went back to the shop.

Silence fell. Miss Evans moved from the sink where she'd been all this time, standing quite still, and started to clear the plates from the table.

Nick said, 'You don't mind Language, do you? I mean, I don't know the deaf and dumb alphabet.'

- 45 'Don't be smart,' Carrie said, but Miss Evans laughed. Hand to her mouth, bright squirrel eyes watching the door as if she were scared he'd come back and catch her.

#### Glossary:

evacuees<sup>1</sup> – children who were moved out of the major towns and cities and sent to live in the countryside to avoid air-raids during the war.

Ogre<sup>2</sup> – a frightening giant.

sugar on the pill<sup>3</sup> – medicines were traditionally coated in sugar to hide their bitter taste and allow them to be easily swallowed.

faddiness<sup>4</sup> – fussiness/choosiness.

**END OF SOURCE**

**Section A: Reading**

Answer **all** questions in this section.

You are advised to spend about 45 minutes on this section.

0	1
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Read again the first part of the Source from **lines 1 to 5**.

List **four** things about Mr Evans from this part of the Source.

**[4 marks]**

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

He would have bullied the children if he had thought they were frightened of him. But although Carrie was a little frightened, she didn't show it, and Nick wasn't frightened at all. He was frightened of Ogres and spiders and crabs and cold water and the dentist and dark nights, but he wasn't often frightened of people. Perhaps this was only because he had never had reason to be until he met Mr Evans, but he wasn't afraid of him, even after that first, dreadful night, because Mr Evans had false teeth that clicked when he talked. 'You can't really be scared of someone whose teeth might fall out,' he told Carrie.

You could include the writer's choice of:

- [8 marks]**

[illegible]









A teacher, having read this section of the text, said: “I like how the writer helps my students to feel involved in this moment. It is as if they are in the room with the characters.”

In your response, you could:

- [20 marks]**

[illegible]







### Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0	5
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Your teacher wants you to contribute to a collection of creative writing. She will judge which pieces can go into the collection.

**Either:**

Write a description of young children leaving home as suggested by this picture:



**Or:**

Write a description about a person who has made a strong impression on you.

(24 marks for content and organisation)

16 marks for technical accuracy)

**[40 marks]**

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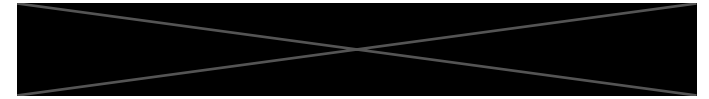
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## Section A: Reading

0	1
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Read again the first part of the Source from **lines 1 to 5**.

List **four** things about Mr Evans from this part of the Source.

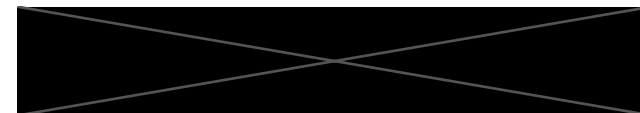
**[4 marks]**

Give 1 mark for each point about Mr Evans:

- responses must be true, and drawn only from lines 1 to 5 of the text
- responses must relate to **Mr Evans**
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 5 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

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

<b>AO1</b>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts.</li> </ul>
<b>This assesses bullet point 1 identify and interpret explicit and implicit information and ideas</b>	
<p>Indicative content; students may include:</p> <ul style="list-style-type: none"> <li>• he wasn't an ogre</li> <li>• he was tall</li> <li>• he was thin</li> <li>• he was a cross man</li> <li>• he had a loud voice</li> <li>• he had pale / staring / pop-eyes</li> <li>• he had tufts of spiky hair sticking out from each nostril</li> <li>• he was a councillor</li> <li>• he had a sister / which he bullied</li> <li>• he bullied his customers.</li> </ul> <p>Or any other valid responses that you are able to verify by checking the Source.</p>	



0	2
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Look in detail at this extract from **lines 6 to 12** of the Source.

(Extract in question paper)

How does the writer use language here to show us what Nick felt about being frightened?

You could include the writer's choice of:

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

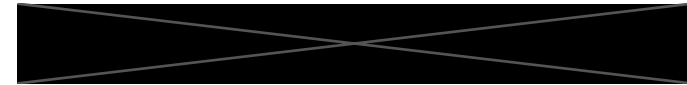
**[8 marks]**

## AO2

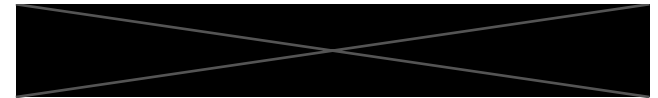
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

**This question assesses Language** ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
			This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4  Detailed, perceptive analysis 7-8 marks	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 textual detail</li> <li>• Makes sophisticated and accurate use of subject</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	The writer emphasises the things Nick actually is afraid of by using the device of a list of nouns which includes alliteration: 'Ogres and spiders and crabs and cold water and the dentist and dark nights'. The repetition of the conjunction 'and' further emphasises the individual fears but also develops the cumulative effect of all of them together. The varied list of fears helps to encompass most readers because they range from fantasy 'Ogres',



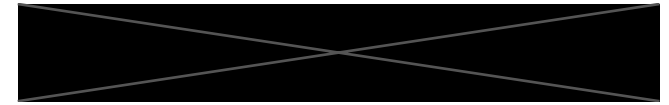
	terminology	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	to creepy-crawlies, to the commonplace 'dentist and dark nights'. The compound sentence is then balanced by the phrase that stresses the word 'but' in, 'but he wasn't often afraid of people'. This juxtaposition, containing the emphasis 'wasn't often' and the noun 'people' put Nick's feelings for Mr Evans, as no threat, into perspective.
Level 3 Clear, relevant explanation  5-6 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none"> <li>Explains clearly the effects of the writer's choices of <i>language</i></li> <li>Selects a range of relevant textual detail</li> <li>Makes clear and accurate use of subject terminology</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	The writer's use of the device of a list is effective because it builds up and emphasises a number of things Nick was afraid of. The nouns 'Ogres and spiders and crabs' seem disgusting and creepy, and most readers would be frightened of them. But when it says 'he wasn't often frightened of people', the word 'people' is different to the list, especially different to 'Ogres' which are not real anyway, so we understand that this is a time when Nick isn't afraid of Mr Evans.
Level 2 Some, Understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <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>	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.	The writer says that Nick had some things he was frightened of like 'Ogres and spiders and crabs and cold water'. The list of words is about things that lots of people find horrible and disgusting but the word 'people' is just ordinary, so Nick wasn't frightened of Mr Evans.
Level 1 Simple, limited comment  1-2 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"> <li>Offers simple comment on the effect of <i>language</i></li> <li>Selects simple references or textual details</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	It says that Nick 'was frightened of Ogres and spiders' which emphasises that there are horrible things Nick was frightened of, but he wasn't frightened of people like Mr Evans.



	<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 <i>language</i> . Nothing to reward		

AO2 content may include the effect of ideas such as:

- use of devices for emphasis
- employment of sentence forms
- use of, for example, nouns and adverbs to enhance description
- the cumulative effect of chosen words and phrases.



0	3
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You now need to think about the **whole** of the Source.

This text is from a novel and describes the first meeting of the main characters.

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

You could write about:

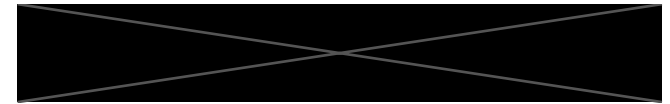
- what the writer focuses your attention on at the beginning
- how and why the writer changes the focus as the Source develops
- any other structural features that you think help to develop the meeting.

[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 how the writer has structured a text.</b> Structural features can be: at a whole text level eg. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / aspects of cohesion; and at a sentence level when judged to contribute to whole structure.			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed analysis  7-8 marks	Shows detailed and perceptive understanding of <i>structural</i> features: <ul style="list-style-type: none"> <li>• Analyses the effects of the writer's choice of <i>structural</i> features</li> <li>• Selects a judicious range of</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, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.  The text begins with a wide, general focus about what Mr Evans is like and how he treats people; it includes mention of his shop which is a different place to the breakfast room. Then we shift to Nick and his thoughts about what frightens him, and what doesn't (including Mr Evans).



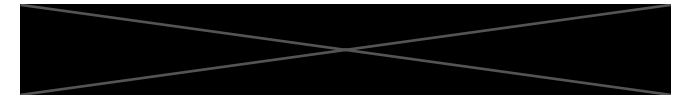
	<p>examples</p> <ul style="list-style-type: none"> <li>• Makes sophisticated and accurate use of subject terminology</li> </ul>	<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>Mr Evans and Nick then combine in the tense dialogue between them, during which the writer focuses down to Mr Evans' mouth: 'Nick's gaze was fixed on Mr Evans' mouth' and the humour associated with his clicking false teeth. This acts as a structural feature to add humour because it keeps focussing the reader on his teeth. It is a thread repeated to undermine him as a comic character.</p> <p>The next structural effect is the pause, 'Silence fell' when Mr Evans leaves the room; the tension subsides, Carrie and Miss Evans come to the fore.</p>
<p>Level 3 Clear, relevant explanation</p> <p>5-6 marks</p>	<p>Shows clear understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> <li>• Explains clearly the effects of the writer's choice of <i>structural</i> features</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>The story is structured through the characters inside the room, beginning with what Mr Evans is like, then focusing on the things that frighten Nick. The writing then shifts to a dialogue between Nick and Mr Evans where the tension rises as these two have an argument. During this there is a further narrowing down of focus to Mr Evans' mouth and teeth which is repeated throughout the text.</p> <p>Towards the end, Mr Evans leaves the room and the last focus is on Carrie and Miss Evans – as the tension lifts.</p>
<p>Level 2 Some, understanding and comment</p> <p>3-4 marks</p>	<p>Shows some understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> <li>• Attempts to comment on the effect of <i>structural</i> features</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>The writer writes about Mr Evans to begin with which makes the reader feel concerned about how the children will get on with him.</p> <p>Then the focus is on Nick's own fears and then the words between him and Mr Evans. This adds excitement and concern about what Nick says and how Mr Evans will react.</p> <p>Then the writer brings in the other characters towards the end – Carrie and Miss Evans.</p>



<p>Level 1 Simple, limited comment</p> <p>1-2 marks</p>	<p>Shows simple awareness of <i>structural features</i>:</p> <ul style="list-style-type: none"> <li>• Offers simple comment on the effect of <i>structure</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>The text is written in paragraphs which makes it easy to read. It starts with Mr Evans and what he is like, then brings in Carrie and Nick and how they react to Mr Evans.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of <i>structure</i> Nothing to reward</p>		

AO2 content may include the effect of ideas such as:

- movement from general characteristics to individuals
- shift to Nick and Mr Evans through dialogue – tension
- focus on Mr Evans' mouth / oral structure: shout – false teeth – dialogue – *bad* language – laughter
- bringing in Carrie and Miss Evans – release of tension.



**0 4** Focus this part of your answer on the second half of the Source from **line 13 to the end**.

A teacher, having read this section of the text said: “I like how the writer helps my students to feel involved in this moment. It is as if they are in the room with the characters.”

To what extent do you agree?

In your response, you could:

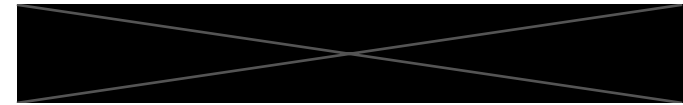
- consider your own impressions of the characters
- evaluate how the writer helps you to feel involved
- support your response with references to the text.

**[20 marks]**

<b>AO4</b> Evaluate texts critically and support this with appropriate textual references			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4  Perceptive, detailed evaluation  16-20 marks	Shows perceptive and detailed evaluation: <ul style="list-style-type: none"> <li>• Evaluates critically and in detail the effect(s) on the reader</li> <li>• Shows perceptive understanding of writer's methods</li> <li>• Selects a judicious range of textual detail</li> <li>• Develops a convincing and critical response to the focus of</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, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.  I can see why a teacher might have said what he has because as a student I too feel as if I am in the room with the characters. The writer has created a hero in the young Nick; a David taking on the Goliath of the bullying and self-centred Mr Evans. The writer achieves this partly by having Nick challenge and better Mr Evans verbally; partly by Nick establishing his (and Carrie's) social superiority through his heroic father: A Naval Officer, 'Captain Peter Willow' and partly through humour: the focus on Mr Evans' clicking false teeth. This school-boy motif recurs throughout – 'You can't



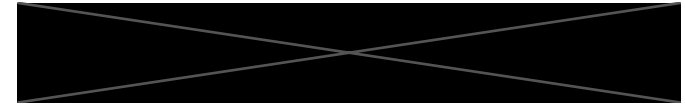
	the statement	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	really be scared of someone whose teeth might fall out’, ‘..bared those loose teeth’, ‘Nick’s gaze was fixed on Mr Evans’ mouth’, ‘Mr Evans’ teeth clicked-to attention perhaps’. The effect on the reader in the exchanges between these two characters is to juxtapose fear and tension with humour and relief. The ultimate victor is Nick; the defeated Mr Evans backs off to the delight of the reader.
Level 3  Clear, relevant evaluation  11-15 marks	Shows clear and relevant evaluation: • Evaluates clearly the effect(s) on the reader • Shows clear understanding of writer’s methods • Selects a range of relevant textual references • Makes a clear and relevant response to the focus of the statement	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.	I agree. The writer creates tension in the room with the stand-off between Mr Evans and Nick. The wittering, moaning, bullying Mr Evans who suggests having the children to stay is a bitter ‘pill’ to swallow, is ignorant and clueless about children. This alienates the reader, but this is balanced by the character of Nick. He is shown to be more clever, better behaved and braver than the bully. Nick shows his superiority with ‘Even my father doesn’t swear and he’s a Naval Officer’. The effect is that Mr Evans leaves the room – to the amusement of the reader.
Level 2  Some evaluation  6-10 marks	Shows some attempts at evaluation: • Makes some evaluative comment(s) on effect(s) on the reader • Shows some understanding of writer’s methods • Selects some appropriate textual reference(s) • Makes some response to the focus of the statement	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.	Yes, I think the writer does make me feel involved in the way he includes a lot of detail about Mr Evans to make us feel he is fearful, a bully, nasty to the children and somebody the reader will hate. But the character of Nick, even though he is only a child, balances this out. He bravely stands up to Mr Evans and even tells him off: “‘That’s a rude thing to mention,’ he said in a clear, icy voice...”
Level 1	Shows simple, limited evaluation:	At the top of the level, a student’s	I agree in that the characters are good because you



Simple, limited evaluation  1-5 marks	<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>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>can see what they are like. Mr Evans seems to be cross and fussy. The writer makes him seem nasty to the children but Nick stands up to him, which is funny in parts.</p>
Level 0 No marks	No relevant comments offered in response to the statement, no impressions, no evaluation.		

AO4 content may include the evaluation of ideas such as:

- the characteristics of Mr Evans revealing his unpleasant, bullying nature
- the characteristics of Nick counterbalancing this
- the interaction, through dialogue between Nick and Mr Evans producing tension
- the heroic and victorious words and actions of Nick through humour and the developed 'teeth' motif.



## Section B: Writing

**0 5**

Your teacher wants you to contribute to a collection of creative writing. She will judge which pieces can go into the collection.

**Either:**

Write a description of young children leaving home as suggested by this picture: *(picture of child evacuees at a train station)*

**Or:**

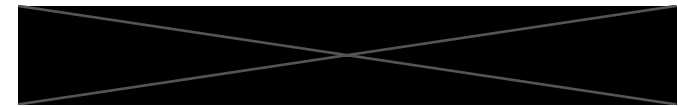
Write a description about a person who has made a strong impression on you.

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

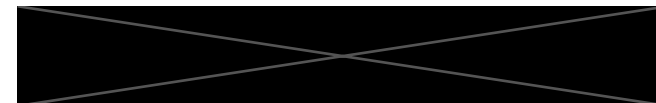
### AO5 Content and Organisation

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.

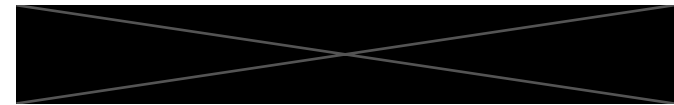
Level		Skills Descriptors	How to arrive at a mark
Level 4 19-24 marks <b>Compelling, Convincing</b>	Upper Level 4  22-24 marks	<b>Content</b> <ul style="list-style-type: none"> <li>Register is convincing and compelling for audience</li> <li>Assuredly matched to purpose</li> <li>Extensive and ambitious 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>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4</p>



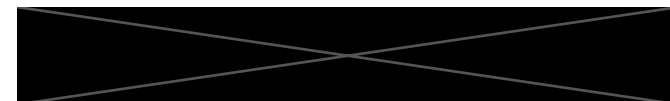
	<p>Lower Level 4</p> <p>19-21 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is convincingly matched to audience</li> <li>• Convincingly matched to purpose</li> <li>• Extensive vocabulary with conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Varied and effective structural features</li> <li>• Writing is highly engaging with a range of developed complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the 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 lower range of Level 4</p>
<p>Level 3</p> <p>13-18 marks</p> <p><b>Consistent, Clear</b></p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is consistently matched to audience</li> <li>• Consistently matched to purpose</li> <li>• Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Effective use of structural features</li> <li>• Writing is engaging, using a range of, clear connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3</p>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is generally matched to audience</li> <li>• Generally matched to purpose</li> <li>• Vocabulary clearly chosen for effect and appropriate use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Usually effective use of structural features</li> <li>• Writing is engaging, with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the 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 lower range of Level 3</p>



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



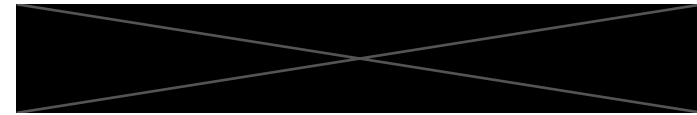
	<p>Lower Level 1  1-3 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Occasional sense of audience</li> <li>• Occasional sense of purpose</li> <li>• Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Limited or no evidence of structural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



### AO6 Technical Accuracy

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.)

Level	Skills Descriptors	How to arrive at a mark
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 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 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> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</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</p>



	<ul style="list-style-type: none"> <li>Varied use of vocabulary</li> </ul>	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 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.	