

LANGUAGE PAPER 1

EXAM PACK 2

'Propping up the line':
Source, paper and mark scheme



Name

Source A

Alfred, a young British soldier finds himself alone in the trenches of France during World War One...

1 Alfred felt something move. It came out of the mud in the dark behind his back where he sat cold and drowsily slumped against the trench wall. Something small and warmly alive pushed itself between the wooden slats and his battledress jacket. It touched for an instant the small exposed area of his pale dirty skin just where his jacket and vest were folded and rucked up together. He could feel something struggling and pushing to get past him. He shot up in
5 revulsion – he knew just what it was: a filthy...

'Rat!' he shouted to no one in particular.

8 He saw it there, pushing through and twisting its head, saw the wet greasy fur and its mean red eyes. He kicked at it and missed. The rat scuttled out from the tiny gap between the slat
10 supports and ran across the mud. Normally Alfred would have let it go. Rats were, after all, commonplace but something, whether pent-up anger... hate... loss... pain... boredom, whichever it was made him give chase after it.

The creature appeared sluggish, as if it were weighed down with overeating. It had most likely been feeding on what was caught, left behind, in the lines and coils of barbed wire which
15 stretched for miles beyond the trench. The terrible sad debris of dead soldiers. The remains
16 that were left behind after a 6am push.

17 Before it was light, after the heavy artillery bombardments and the whistles and the bright spray of the flares and the shouting and the Very lights¹, the men streamed over, filtered through the narrow gaps in the wire. Whole portions of them however were miraculously left
20 behind – bits of men hooked up and hanging there for all to see, like the display in an awful butcher's shop window; or if there were enough shreds and rags of uniform still attached to the limbs, then it was more like the washing on the line flapping on a Monday morning at home.

Alfred had grown almost used to such sights.

Almost used to seeing the remains of men he had sometimes known and shared fag time and
25 mugs of tea with.

Almost used to them being suddenly torn apart and scattered around here and there or falling like rain into the mud.

Almost used to them being thrown up in the air along with the astonishingly loud shellbursts.

Used to seeing the remains chucked around among the living like so much discarded offal.
30 Used to seeing legs, hands, heads and sometimes faces stare up at him blankly from the grey mud. Used to seeing his pals' insides suddenly all spilled out from between their buttons, or poking through the rips and gaps in their uniforms. Used to seeing their innards fully exposed in the cold light of the outside where they didn't belong at all. Where they were never meant to be seen. He knew it was wrong to be even remotely used to such sights, or to any of it, even
35 for a second, let alone for ever.....

The rat zigzagged through the mud down the service trench, passed a wooden sign. It hesitated at the base of a trench ladder, and Alfred finally smashed it down into the mud. He felt its tiny backbone crack under his boot and he had a moment of fleeting sympathy for it; just another dirty dead thing, another of God's creatures that had given up the ghost in the mud like
40 so many others, and no one there to grieve its loss but him. He twisted his boot on the rat, pushing its bloated little body further into the mire.

Very lights¹ – brilliant white flares used at night to show the approaching enemy

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 6**.

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

[4 marks]

1 _____

2 _____

3 _____

4 _____

He saw it there, pushing through and twisting its head, saw the wet greasy fur and its mean red eyes. He kicked at it and missed. The rat scuttled out from the tiny gap between the slat supports and ran across the mud. Normally Alfred would have let it go. Rats were, after all, commonplace but something, whether pent-up anger... hate... loss... pain... boredom, whichever it was made him give chase after it.

How does the writer use language here to describe the rat?

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

[illegible]

This text is the opening of a short story.

You could write about:

- [8 marks]**

[illegible]

[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

Your teacher wants you to contribute to a collection of creative writing to be published in the school magazine.

Either:

Write a story about conflict as suggested by this picture:



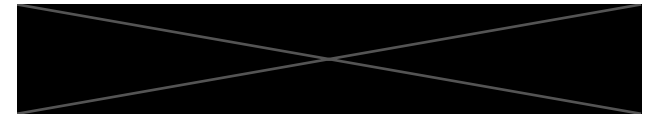
Or:

Describe a place that has had a long lasting effect on you.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]



Section A: Reading

0	1
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Read again the first part of the Source from **lines 1 to 6**.

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

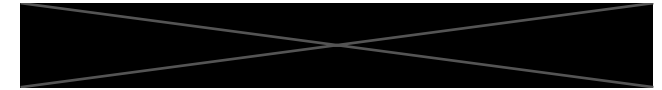
[4 marks]

Give 1 mark for each point about Alfred:

- responses must be true, and drawn only from lines 1 to 6 of the text
- responses must relate to **Alfred**
- 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 6 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.

AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts.
This assesses bullet point 1 identify and interpret explicit and implicit information and ideas	
<p>Indicative content; students may include:</p> <ul style="list-style-type: none"> • he felt something move • he was cold • he was sitting in the mud and the dark • he was slumped against the trench wall • he was wearing a battledress jacket • he had pale dirty skin • he could feel something struggling and pushing to get past him • he stood up fast • he felt revulsion. <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 8 to 16** of the Source:

(Extract in paper)

How does the writer use language here to describe the rat?

You could include the writer's choice of:

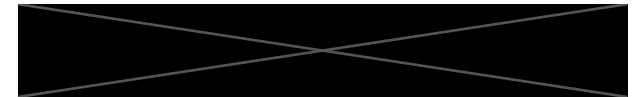
- words and phrases
- language features and techniques
- sentence forms.

[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
Level 4 Detailed, perceptive analysis 7-8 marks	Shows detailed and perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> • Analyses the effects of the writer's choices of <i>language</i> • Selects a judicious range of textual detail 	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 writer describes the rat as if it is intent on doing harm. It is 'pushing through and twisting its head', which suggests it is determined to squirm its way into the trench. The use of adjectives in 'wet greasy fur' tells us the creature is oily and slippery, not just literally but also metaphorically, implying that it is sly and cunning, and 'mean red eyes' suggest its



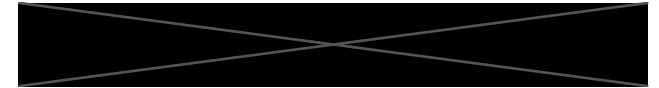
	<ul style="list-style-type: none"> Makes sophisticated and accurate use of subject terminology 	<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>evil nature - red eyes that glow in the dark have connotations of the devil. The rat could even symbolise the enemy at this point as it becomes a focus for Alfred's 'pent-up anger' and aggression when he kicks it and chases it across the mud. It has invaded his territory and is the foreigner that doesn't belong there. All the unpleasant vocabulary used to describe the creature reinforces our preconceived idea of rats being common, dirty vermin. Even the way it moves in a scurrying manner as it 'scuttled out from the tiny gap' repulses us. Although the rat is running away, the adjective 'sluggish' suggests it is quite lethargic and struggling to gather speed.</p>
<p>Level 3 Clear, relevant explanation 5-6 marks</p>	<p>Shows clear understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Explains clearly the effects of the writer's choices of <i>language</i> Selects a range of relevant textual detail Makes clear and accurate use of subject terminology 	<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's use of adjectives to describe the rat conveys how disgusting it is. The phrase 'wet greasy fur' tells us the creature is slimy and slippery, and 'mean red eyes' implies it is nasty and almost evil like the devil. Because it's dark, the red eyes would glow, and this makes it sound like something out of a horror movie, which is appropriate because Alfred is encountering this rat in the trenches of World War One. The idea of the rat being disgusting is reinforced by the writer's choice of verbs. It 'scuttled' out of the trench like some dirty creature scurrying away.</p>
<p>Level 2 Some, Understanding and comment 3-4 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of <i>language</i> Selects some appropriate textual detail Makes some use of subject terminology, mainly appropriately 	<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 uses negative language to describe the rat. He says it has 'wet greasy fur' and 'mean red eyes'. The adjective 'greasy' tells us it is slimy and disgusting, and 'mean' suggests it is nasty. We feel sorry for Alfred because he's stuck in the trenches with this horrible rat.</p>



<p>Level 1 Simple, limited comment</p> <p>1-2 marks</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> • Offers simple comment on the effect of <i>language</i> • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately 	<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 writer uses language to make the rat sound bad. He uses the words 'wet greasy fur'. The rat has 'mean red eyes' which makes it sound horrible.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of <i>language</i>. Nothing to reward</p>		

AO2 content may include the effect of ideas such as:

- use of adjectives to repulse the reader
- use of verbs to indicate the precise movements of the rat
- symbolic nature of the rat.



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

This text is the opening of a short story.

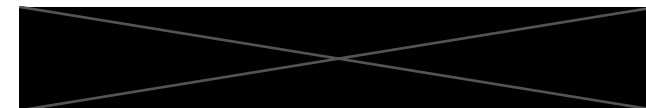
How is the text structured to interest you as a reader?

You could write about:

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

[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 how the writer has structured a text. 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"> • Analyses the effects of the writer's choice of <i>structural</i> features • Selects a judicious range of 	At the top of the level, a student's response will meet all of the skills descriptors.	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. There is an air of uncertainty at the beginning of the text because character and place are established, (Alfred is in the trenches of WW1) but the reader is uncertain as to what exactly is crawling over him. We then experience, in real-time, his sudden revulsion at discovering it is a rat, which creates an effective opening. The action then shifts from the trench wall to a wider perspective of the trench system as Alfred chases through the mud after the creature, and there



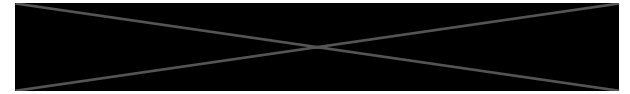
	<p>examples</p> <ul style="list-style-type: none"> • Makes sophisticated and accurate use of subject terminology 	<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>follows a repulsive description of it. The rat links the two halves of the passage together – it is ‘sluggish’ in running away because it has feasted on the corpses of the soldiers who were killed in that morning’s ‘6am push’, and this leads to a flashback as we go inside Alfred’s mind and he remembers the details of the battle. There is a one sentence paragraph, ‘Alfred had grown almost used to such sights’, followed by three more that begin ‘Almost used to...’ and then a dreadful detail of what has happened to the men he knew. This has a cumulative effect, building up the horrendous ways the men died and overwhelming us with the cruelty of war.</p>
<p>Level 3 Clear, relevant explanation 5-6 marks</p>	<p>Shows clear understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> • Explains clearly the effects of the writer’s choice of <i>structural</i> features • Selects a range of relevant examples • Makes clear and accurate use of subject terminology 	<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 text begins inside a WW1 trench and focuses on the main character of Alfred. He can feel something crawling over him but he doesn’t yet know what it is, and at that stage nor do we. When he realises and yells out ‘Rat’, we experience the sudden revulsion at the same time he does. The action then widens from the trench wall to the rest of the trench system as Alfred chases through the mud after the rat. In the middle of the passage we get a repulsive description of the rat and in particular why it was ‘sluggish’: it has eaten the bodies of the soldiers who were killed that morning. This leads to a flashback as we go inside Alfred’s mind and he remembers what happened. There is a one sentence paragraph, ‘Alfred had grown almost used to such sights’, followed by three more that begin ‘almost used to...’ and then a detail of what has happened to the men. This structural feature builds up the horrendous ways the men died and reinforces the cruelty of war.</p>



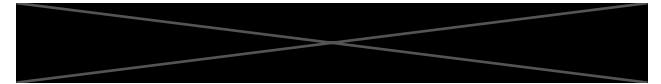
<p>Level 2 Some, understanding and comment</p> <p>3-4 marks</p>	<p>Shows some understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> • Attempts to comment on the effect of <i>structural</i> features • Selects some appropriate examples • Makes some use of subject terminology, mainly appropriately 	<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 story begins inside a WW1 trench and we learn that something is crawling over Alfred but we don't know what. This keeps us in suspense until he finally yells 'Rat'. Then the action shifts to a different part of the trench because the rat 'scuttled out from the tiny gap between the slat supports' and Alfred chases after it. In the middle of the passage we get a description of the rat and the reason why it was 'sluggish' when it was running away. It makes Alfred flashback to what happened that morning and the writer uses lots of gory details like 'bits of men hooked up and hanging there' to tell us what Alfred remembers. We feel really sorry for Alfred and all the dead soldiers.</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"> • Offers simple comment on the effect of <i>structure</i> • Selects simple references or examples • Makes simple use of subject terminology, not always appropriately 	<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 structured in long and short paragraphs. It starts with Alfred in the trenches, and then he chases a rat across the mud. Then it is about all the soldiers who have been killed and it's full of gory details like 'bits of men hooked up and hanging there' so we feel sorry for them.</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 structural features such as:

- the contrast of external action and Alfred's internal thoughts
- the use of flashback to show the brutality of war
- repeated paragraph openings to reinforce points



- use of the rat to act as a link between the two halves of the text
- the circular nature of the passage, beginning and ending with the rat.



0	4
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Focus this part of your answer on the second half of the Source from **line 17 to the end**.

A student said, 'This part of the text where Alfred remembers the battle shows the horror of war and the dreadful effect it has on him.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of what Alfred remembers and its effect on him
- evaluate how the writer shows the horror and dreadful effect war has on Alfred
- support your response with references to the text.

[20 marks]

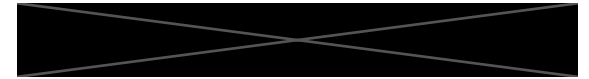
AO4 Evaluate texts critically and support this with appropriate textual references			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: <ul style="list-style-type: none"> • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer's methods • Selects a judicious range of textual detail • Develops a convincing and 	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 don't see how anyone could disagree with the student's statement that this part of the text conveys the horror of war and the dreadful effect it has on Alfred. He remembers every detail in a flashback of that morning's battle and the description is graphic. The writer says there were 'bits of men hooked up and hanging there for all to see, like the display in an awful butcher's shop window', a simile to convey that the men were blown into pieces with their raw flesh almost exhibited on the wire fence as if for sale. It reduces real people to mere objects, and shows how dehumanising the

[illegible]

6-10 marks	<ul style="list-style-type: none"> Shows some understanding of writer's methods Selects some appropriate textual reference(s) Makes some response to the focus of the statement 	At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	them and for Alfred because they were his friends. The writer shows the effect it has on Alfred when he says he was 'used to seeing the remains chucked around among the living like so much discarded offal.' The noun 'remains' again shows us that the men had been blown up, and the effect it has on Alfred is that he has got used to seeing things like this.
<p>Level 1</p> <p>Simple, limited evaluation</p> <p>1-5 marks</p>	<p>Shows simple, limited evaluation:</p> <ul style="list-style-type: none"> Makes simple, limited evaluative comment(s) on effect(s) on reader Shows limited understanding of writer's methods Selects simple, limited textual reference(s) Makes a simple, limited response to the focus of the statement 	<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>	I think the student is right. This part of the text shows the horror of war because the men were blown up. There are lots of short paragraphs of horrible things that happened to them to create a good effect on the reader, and it says the bodies were 'chucked around among the living like so much discarded offal'. This is a bad memory for Alfred.
<p>Level 0</p> <p>No marks</p>	No relevant comments offered in response to the statement, no impressions, no evaluation.		

AO4 content may include the evaluation of ideas such as:

- the way Alfred's flashback shows the reader what happened in the battle
- the use of graphic language to emphasise the horrors of war
- the use of structure to show how Alfred had become immune to the dreadful sights.



Section B: Writing

0 5

Your teacher wants you to contribute to a collection of creative writing to be published in the school magazine.

Either:

Write a story about conflict as suggested by this picture:

Or:

Describe a place that has had a lasting effect 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 Compelling, Convincing	Upper Level 4 22-24 marks	Content <ul style="list-style-type: none"> Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers 	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation 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



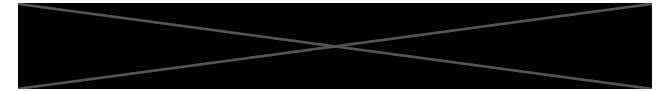
	<p>Lower Level 4</p> <p>19-21 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers 	<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>Consistent, Clear</p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers 	<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>Content</p> <ul style="list-style-type: none"> • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers 	<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</p>



			Content and Organisation from the lower range of Level 3
Level 2 7-12 marks Some success	Upper Level 2 10-12 marks	Content <ul style="list-style-type: none"> • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers 	<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	Content <ul style="list-style-type: none"> • Attempts to match register to audience • Attempts to match purpose • Begins to vary vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate 	<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 Simple, Limited	Upper Level 1 4-6 marks	Content <ul style="list-style-type: none"> • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices 	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p>



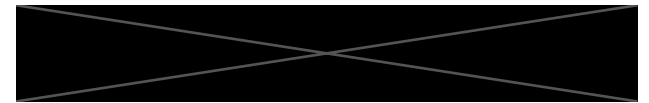
		Organisation <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure 	At the bottom of the range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation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



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
<p>Level 4</p> <p>13-16 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary 	<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>Level 3</p> <p>9-12 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<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>Level 2</p> <p>5-8 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement 	<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</p>



	<ul style="list-style-type: none"> • Some accurate spelling of more complex words • Varied use of vocabulary 	will have Level 1 and at least one of the skills descriptors
<p>Level 1</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary 	<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>Level 0</p> <p>No marks</p>	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	