

LANGUAGE PAPER 2

EXAM PACK 2

Ghosts: Sources, paper
and mark scheme



Name

Source A

20th Century non-fiction: a newspaper article called *Ghostbuster shatters the myths about Phantom* in which the writer, Jack Pleasant, interviews a ghost-hunter.

Ghostbuster shatters the myth about phantoms

by Jack Pleasant

1 Ghostly piano music in the middle of the night was terrifying the occupants of an old house, but
ghost hunter Andrew Green soon solved the mystery. His clues were mouse droppings and
rodent teeth marks inside the piano. He was convinced that mice gnawing felt pads attached to
the piano wires were causing the 'music' and, of course, he was proved right when a few traps
5 caught the culprits and their nightly performances ceased.

'As much as 98% of the hundreds of ghost investigations I've carried out have proved to have
non-occult¹ explanations,' said Mr Green as we chatted in his old cottage, appropriately next to
the churchyard at Mountfield in East Sussex. 'Once, four reports from motorists claiming to
have seen a ghost at a particular spot turned out to be simply a woman's dress left out on a
10 clothes line.'

It's that inexplicable two per cent that intrigues him. Like poltergeist² activity. The frighteningly
violent effects of this type of haunting have been experienced by several people, particularly
13 families with adolescent children.

14 The ghost-hunter claims that on one startling occasion, he actually watched a bowl of oranges
15 rise unaided off a sideboard, as if a clever magician had made his assistant float into the air.
The bowl then shattered into pieces as it plummeted to the ground and oranges bounced all
round the room. In another investigation, he and the family involved saw a heavy clock
mysteriously transport from one end of the mantelpiece to the other and back again. But he is
convinced that such occurrences have nothing to do with the spirits of the dead. He believes
20 they are caused by a type of energy we don't yet understand which is generated by tense
21 human emotions.

The typical poltergeist situation, he says, is a family who have recently moved house. The
husband and wife are probably worried about having to change jobs and shortage of money
because of the expense of moving. The young children are nervously trying to settle into new
25 schools. It all adds up to a tense, emotional atmosphere – and such peculiar effects as he
witnessed himself.

Not that Mr Green disbelieves in ghosts or that some people see them. It's simply that they are
electro-magnetism, he says, electrical impulses given off by people at times of stress.
Somehow this electrical energy remains in the area and from time to time manifests itself in the
30 form of an image.

Seeming to support his belief that ghosts are not spirits of the dead are his experiences with
'living' ones.

'I've investigated a number of cases where people have seen ghost-like figures of individuals
who were very much alive at the time, though elsewhere,' he says. 'Some people running an
35 old bakery reported seeing a ghostly shape by the ovens on a number of occasions.
Significantly, these sightings had only started after an old man who had worked in the bakery
for many years had retired. When he died some months later, they ceased. I believe that after

his retirement the old man had sat around with his former workplace constantly in his thoughts, and so strong was his yearning to be back that in some strange way his image was projected there. When he died, the cause of his 'haunting' no longer existed and it stopped.'

40

He has even been called out to investigate ghostly smells, like the posh London dental surgery where staff and patients often smelled bacon and eggs. There were no kitchens near enough to explain it, but again there was an explanation - the surgery had once been, Green discovered, the kitchen of a big house.

45 'It seems possible,' he says, 'that the hundreds of rashers of bacon and eggs cooked there years before had impregnated their smell in the chimney.'

As well as the sophisticated equipment he uses for ghost-hunting, such as tape-recorders, infra-red cameras and thermometers, he usually takes along a ruler and a bag of flour.

'The flour is to detect human footprints if I think a hoax is being carried out,' he says.

Glossary:

occult¹ – supernatural, not scientific

poltergeist² – a type of ghost that causes objects to move

Source B

19th Century literary non-fiction: an extract from a book called *From Matter to Spirit* in which the writer, Sophia Elizabeth de Morgan, published the results of her research into people who could communicate with the spirit world.

1 I now offer a trustworthy account, which has come to my own knowledge, of an appearance to someone present at the time of death.

Many years ago, Mrs D-----, a person in humble life, but of tried and proved truthfulness, and rather matter of fact, said to me in a conversation about ghosts and ghost-seeing, 'I never saw
5 a ghost, but I have seen a spirit rise.'

'If you tell me what you saw,' I said, 'I will write it as you speak, and will beg you to sign your name.'

This she did, and the present account is copied from her own words as I wrote them, and she put her signature:-

10 'When I was sixteen years old, I was nursing a child of seven who had been ill since his birth with disease of the head. He had been for some days expected to die, but was quite sensible. About noon I left him in a little back parlour on the ground floor. His mother and a friend were with him. I was returning from the kitchen to the child, and had just reached the top of the staircase, when I saw, coming from the door of the room, the form of a little child. It did not step
15 on the ground, but immediately went up over the staircase and disappeared from me. The bed on which the sick child had been lying was close to the door of the room, and that door was not more than about a foot from the top of the staircase which I came up. As I entered the room, his mother said, 'He is just gone.' The figure that I saw was a little child, fair and fresh-looking, and perfectly healthy. It looked fatter and younger than the little sick boy, and had a very
20 animated, happy expression. It was like a living child, only so light.'

Compare the above account of a vision by a girl of sixteen with the following narration of an imperfect vision of the same kind, which occurred, later in life, to the same person.

'More than twenty years after that, I was sitting up with the mother of a child who had been ill three or four days with fits. It was no more than two years old. The mother had one arm under
25 the child's head. I was on the other side of the bed, lying by the side of the baby, and the fire was burning brightly on the same side of the room as that on which the mother sat. Suddenly I saw the fire darkened by something that seemed to flutter or move backwards and forwards before it. I noticed this to the mother, who was between the bed and the fire; but she did not see it, and declared that the fire was bright. The fits left the child about six o'clock, and it lay
30 perfectly still till it had ceased to breathe about half-past ten. I saw the darkening of the fire for an hour before the child died, and the instant it expired the fire was distinctly visible.'

The seer of the above was an uneducated woman who could not account for the variation in her two visions, and who had certainly never heard of the different degrees of opening of the spirit sight. To me, therefore, the account of the second vision confirmed the truth of the first.
35 Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful. But she was not given to invention. I have known this woman for many years and her character for truthfulness is quite above suspicion.

END OF SOURCES

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 **Source A** from **lines 1 to 13**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
- Choose a maximum of **four** statements.

[4 marks]

- | | | |
|---|--|--------------------------|
| A | People living in an old house were scared when they heard music at night. | <input type="checkbox"/> |
| B | The only clue to the mystery that Andrew Green found was mouse droppings. | <input type="checkbox"/> |
| C | The cause of the 'music' was mice chewing on the felt pads of the piano. | <input type="checkbox"/> |
| D | The writer is surprised when Andrew Green solved the mystery. | <input type="checkbox"/> |
| E | Most of Andrew Green's ghost investigations are nothing to do with the supernatural. | <input type="checkbox"/> |
| F | Andrew Green lives in an old cottage next to a churchyard. | <input type="checkbox"/> |
| G | Four motorists claimed they saw a ghost and they were correct. | <input type="checkbox"/> |
| H | Families with very young children are most likely to experience poltergeists. | <input type="checkbox"/> |

The strange things that happen in both Sources are different.

[8 marks]

[illegible]

0	3
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You now need to refer **only** to **Source A** from **lines 14 to 21**.

How does the writer use language to describe the strange things witnessed by the ghost-hunter?

[12 marks]

[illegible]

[16 marks]

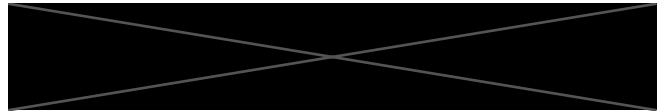
[illegible]

0	5
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[40 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]



Section A: Reading

0	1
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Read again **Source A** from lines **1 to 13**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

- A People living in an old house were scared when they heard music at night.
- B The only clue to the mystery that Andrew Green found was mouse droppings.
- C The cause of the 'music' was mice chewing on the felt pads of the piano.
- D The writer is surprised when Andrew Green solved the mystery.
- E Most of Andrew Green's ghost investigations are nothing to do with the supernatural.
- F Andrew Green lives in an old cottage next to a churchyard.
- G Four motorists claimed they saw a ghost and they were correct.
- H Families with very young children are most likely to experience poltergeists.

[4 marks]

AO1

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

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

- A People living in an old house were scared when they heard music at night. (T)
- B The only clue to the mystery that Andrew Green found was mouse droppings. (F)
- C The cause of the 'music' was mice chewing on the felt pads of the piano. (T)
- D The writer is surprised when Andrew Green solved the mystery. (F)
- E Most of Andrew Green's ghost investigations are nothing to do with the supernatural. (T)
- F Andrew Green lives in an old cottage next to a churchyard. (T)
- G Four motorists claimed they saw a ghost and they were correct. (F)
- H Families with very young children are most likely to experience poltergeists. (F)

0 2

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

The strange things that happen in both Sources are different.

Use details from **both** Sources to write a summary of the different strange things that happen.

[8 marks]

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 both bullet points.			
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"> Makes perceptive inferences from both texts Makes judicious references/use of textual detail relevant to the focus of the question Statements show perceptive differences between texts 	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. Both Sources deal with strange things that are very different. Source A covers a range of seemingly bizarre events that happen in random places and at various times, and they also target different senses: occupants of an old house hear 'ghostly piano music in the middle of the night', some motorists claim to have seen 'a ghost at a particular spot' and there are even investigations into 'ghostly smells' of bacon and eggs at a 'posh London dental surgery'. This is different from Source B, which focuses on just a vision of the spirits of children rising from the body at the precise time of death. Another difference is that in Source A there is a rational explanation for most of the strange happenings, for example, the 'ghost' seen by the motorists is actually

[illegible]



<p>Level 2 Some, attempts at summary</p> <p>3-4 marks</p>	<p>Shows some interpretation from one/both texts:</p> <ul style="list-style-type: none"> • Attempts some inference(s) from one/both texts • Selects some appropriate references/textual detail from one/both texts • Statements show some difference(s) between texts 	<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>In Source A there are lots of different types of strange things, for example, some motorists claim to have seen 'a ghost at a particular spot' and staff and patients at a 'posh London dental surgery' keep smelling bacon and eggs, which is strange at first. This is different to Source B because there is only one strange thing that happens there – when a child dies a spirit leaves his body. In Source A there is usually an explanation behind the strange things but in Source B there is no explanation.</p>
<p>Level 1 Simple, limited summary</p> <p>1-2 marks</p>	<p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> • Offers paraphrase rather than inference • Makes simple reference/textual details from one/both texts • Statements show simple difference between texts 	<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>In Source A there are strange things such as people at a 'posh London dental surgery' smelling bacon and eggs all the time, and in Source B there are spirits of dead people.</p>
<p>Level 0 No marks</p>	<p>Students in this band will not have offered any differences. Nothing to reward</p>		

AO1 content may include ideas such as:

- a range of strange happenings in Source A and just one type on two separate occasions in Source B
- an explanation for the strange happenings offered in Source A and a lack of any explanation in Source B.

You now need to refer only to **Source A** from **lines 14 to 21**.

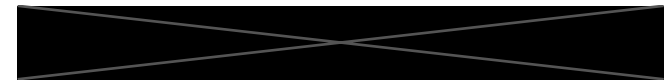
[12 marks]

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

[illegible]



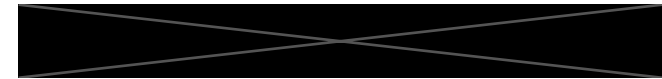
		at least one of the skills descriptors.	happenings are puzzling and completely inexplicable.
<p>Level 3 Clear, relevant explanation</p> <p>7-9 marks</p>	<p>Shows clear understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Explains clearly the effects of the writer's choices of language 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 describes several strange happenings witnessed by the ghost-hunter. He says Andrew Green saw 'a bowl of oranges rise unaided', with the adverb 'unaided' suggesting something supernatural has happened because the bowl moves by itself without anyone helping it. However, the writer then uses a simile 'as if a clever magician had made his assistant float into the air' to make it sound like it was some sort of conjuring trick. When the bowl 'shattered' and 'plummeted' to the ground, the violent verbs show the strength of the poltergeist activity and the damage that can be done. Also, the phrase 'mysteriously transport' indicates that when the clock moved from one end of the mantelpiece to the other, again all by itself, no one knows how or why it happened.</p>
<p>Level 2 Some, understanding and comment</p> <p>4-6 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of language 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 says the ghost-hunter saw 'a bowl of oranges rise unaided off a sideboard', and the word 'unaided' tells us the bowl moved all by itself. This makes it sound spooky. The bowl then 'shattered' when it fell to the ground, with the verb suggesting it broke. The ghost-hunter also saw a clock 'mysteriously transport from one end of the mantelpiece to the other' so it sounds really weird.</p>
<p>Level 1 Simple, limited comment</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> Offers simple comment on the effects of language 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>The writer says the ghost-hunter saw a bowl of oranges move in the air and the word 'shattered' tells us it broke when it fell down. It also says the oranges 'bounced' all round the room, which sounds funny.</p>



1-3 marks	<ul style="list-style-type: none">• Selects simple references or textual details• Makes simple use of subject terminology, not always appropriately	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 lack of human intervention
- use of violent verbs to convey the power of poltergeists
- imagery to compare the strange happenings to magical tricks.



0	4
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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 views on the strange things that happen.

In your answer, you could:

- compare their different views on the strange things that happen
- compare the methods the writers use to convey their different views
- support your response with references to both texts.

[16 marks]

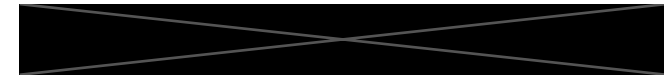
AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed 13-16 marks	<ul style="list-style-type: none"> • Compares ideas and perspectives in a perceptive way • Analyses how writers' methods are used • Selects a range of judicious supporting detail from both texts • Shows a detailed understanding of the different ideas and perspectives in both texts 	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. Both writers have different perspectives on the supernatural and use first-hand accounts from those who have witnessed strange happenings to convey these to the reader. The writer of Source A interviews a ghost-hunter, Andrew Green, who, despite his profession, is a sceptic when it comes to the supernatural. He believes people do see strange things but thinks there is usually a rational explanation. This is proven with the unexplained 'ghostly piano music in the middle of the night' that turns out, as Mr Green suspected, to be 'mice gnawing felt pads attached to the piano wires'. The writer makes the comment 'of course, he was



		<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>proved right', which suggests that he expected there to be a logical explanation and that he doesn't believe in the supernatural. The way he presents this case as if it's a who-done-it mystery, using the vocabulary of detective stories such as 'clues' and personifying the mice as 'culprits' at a crime scene, suggests he is amused by the idea of supernatural forces at work. However, the writer of Source B does believe in ghosts, or at least spirits. She, too, uses the method of a first-hand account, this time taken from Mrs D----- who twice saw spirits rise out of children at the moment of death. Mrs D-----'s factual accounts are twenty years apart, and the first is much more convincing than the second. However, the writer believes both the first and the second accounts. She says 'Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful'. The fact that Mrs D----- offered an 'imperfect vision' for the second account ironically makes the writer believe both.</p>
<p>Level 3 Clear, relevant 9-12 marks</p>	<ul style="list-style-type: none"> • Compares ideas and perspectives in a clear and relevant way • Explains clearly how writers' methods are used • Selects relevant detail to support from both texts • Shows a clear understanding of the different ideas and perspectives in both texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>Both writers use first-hand accounts of witnesses who claim to have seen strange happenings. In Source A the writer interviews a ghost-hunter, Andrew Green, and learns about the different investigations he's done, and the writer of Source B presents us with two factual accounts written by Mrs D----- where she's seen spirits coming out of children when they die. However, the writer of Source A doesn't seem to believe in ghosts whereas the writer of Source B does. When Andrew Green investigates 'ghostly piano music in the middle of the night', he thinks there must be a logical reason and when he finds 'mouse droppings</p>



		At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	and rodent teeth marks inside the piano' the mystery is solved. The writer then says 'of course, he was proved right', which suggests that he expected there to be a logical explanation and that he doesn't believe in the supernatural. The writer of Source B does, however, believe in the supernatural. Mrs D-----'s second account is not as detailed as her first and that, strangely, is what makes the writer think she is telling the truth. She says 'Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful'.
Level 2 Some, attempts 5-8 marks	<ul style="list-style-type: none"> Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used Selects some appropriate textual detail/references, not always supporting from one or both texts Identifies some different ideas and perspectives 	<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>	Both writers use the method of first-hand accounts from people who have actually seen strange things happening, which makes it seem realistic, but I don't think the writer of Source A believes in ghosts. He interviews a ghost-hunter called Andrew Green and nearly all the cases he talks about have a reason why they happened, eg 'ghostly piano music in the middle of the night' turns out to be just mice chewing on the piano wires. This is different in Source B. The writer gets two accounts from Mrs D----- with facts about how she saw spirits of dead children. I think she believes Mrs D----- because she says 'I have known this woman for many years'. She also repeats the word 'truthfulness' to emphasise this, so I think she does believe in ghosts.



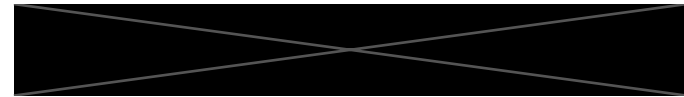
<p>Level 1 Simple, limited</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> • Makes simple cross reference of ideas and perspectives • Makes simple identification of writers' methods • Makes simple references/ textual details from one or both texts • Shows simple awareness of ideas and/or perspectives 	<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 newspaper article is about a ghost-hunter who has seen and heard lots of strange things like 'ghostly piano music in the middle of the night', and the writer interviews him about it. The writer of Source B believes in ghosts because a woman called Mrs D----- tells her about when she saw spirits of dead children. The writer writes it all down and makes Mrs D----- sign her name.</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 strange happenings in each Source and any possible explanations offered
- the writer's lack of belief in the supernatural in Source A and belief in Source B
- the different reasons why the writers hold the views they do.

And comment on methods such as:

- use of interview and personal factual accounts from witnesses
- use of descriptive language to reinforce points of view
- language choices to reinforce opinion
- contrasting tones – slightly amused at times in Source A and a formal, serious tone in Source B.



Section B: Writing

0 5

‘Ghosts don’t exist. Anyone who believes in them is being fooled.’

Write an article for your school magazine or website in which you argue for or against the statement.

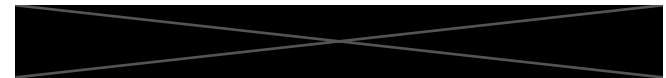
(24 marks for content and organisation

16 marks for accuracy)

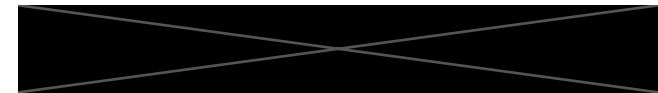
[40 marks]

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 upper range, a student’s response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a student’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.
	Lower Level 4 19-21 marks	Content <ul style="list-style-type: none"> Register is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with evidence of conscious crafting of linguistic devices 	At the top of the lower range, a student’s response will meet all of the skills descriptors for Content and Organisation.

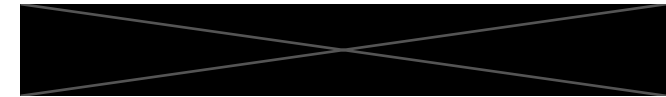
		Organisation <ul style="list-style-type: none"> Varied and effective structural features Writing is highly engaging, with a range of developed complex ideas Consistently coherent paragraphs with integrated discourse markers 	At the bottom of the lower range, a student's response will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4.
Level 3 13-18 marks Consistent, Clear	Upper Level 3 16-18 marks	Content <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 Organisation <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 	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a student'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.
	Lower Level 3 13-15 marks	Content <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 Organisation <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 	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the lower range, a student'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.



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 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>
	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 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>
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 Organisation <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure 	<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 Organisation.</p>



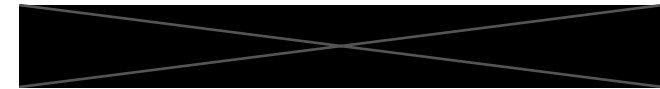
			Organisation from the upper range of Level 1.
	Lower Level 1 1-3 marks	Content <ul style="list-style-type: none"> Occasional sense of audience Occasional sense of purpose Simple vocabulary Organisation <ul style="list-style-type: none"> Limited or no evidence of structural features One or two unlinked ideas No paragraphs 	<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		



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"> • 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'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"> • 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'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"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms 	<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"> • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary 	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"> • 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'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.	