



GCSE ENGLISH LANGUAGE 8700/1

Paper 1 Explorations in creative reading and writing

Mark scheme

November 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Introduction

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Level of response marking instructions

Level of response mark schemes for GCSE English Language are broken down into four levels (where appropriate). In the first column each level is identified with one or two key words that represent the differences in the skills then described. These key words show the progression from Level 1 to 4 and are:

Level 4	Perceptive, detailed
Level 3	Clear, relevant
Level 2	Some, attempts
Level 1	Simple, limited.

This is followed in the second column by a description of the different qualities required in the student's answer for that level. These are called the skills descriptors. In order to reach a given level, a student must fulfil one or more of the skills descriptors for that level.

The third column of the mark scheme is the Indicative Standard. This is an important feature of the mark scheme for GCSE English Language. It provides exemplification of the skills descriptors at each level and offers a small number of different comments at the required standard to give an indication of the quality of response that is typical for that level. It shows the progression from Level 1 to 4.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. Students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do not have to meet all the skill descriptors at that level.

The standardising scripts will further exemplify each of the levels. You must refer to the standardising material **throughout your marking**.

Step 1 Annotate the response

When marking a response you should first read through the student's answer and annotate each section using the comments from the statement bank to show the qualities that are being demonstrated, as instructed during standardising. You can then award a level and a mark.

Step 2 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

The Indicative Standard column in the mark scheme will help you determine the correct level. Remember, students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do **not** have to meet all the skill descriptors at that level. It is not the number of references, but the quality of the comments that will determine the level. The annotation you added to the script at Step 1 will help you determine the correct level.

Step 3 Determine a mark

Once you have assigned a level you need to decide on the mark. This requires you to fine tune within the level to see how well each of the skills descriptors for that level has been met. A student only has to meet a skills descriptor at a given level **once** to be awarded that level. Since responses rarely match a level in all respects, you need to balance out the range of skills achieved and allow strong performance in some aspects to compensate for other skills that may be only partially fulfilled. Again, the annotation added at Step 1 will help you determine the mark.

Reference to the standardising scripts throughout the marking period is essential. This will help you apply the level descriptors accurately and consistently. There will usually be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

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

Advice

In fairness to students, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it closely.

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.
2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.
3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.
4. Remember the key to accurate and fair marking is consistency.
5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none"> 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.
AO3	<ul style="list-style-type: none"> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none"> 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.
AO6	<ul style="list-style-type: none"> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	N/A
AO4	✓
	Section B
AO5	✓
AO6	✓

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

List **four** things about the classroom from this part of the source.

[4 marks]

Give 1 mark for each point about the classroom:

- responses must be drawn only from lines 1 to 6 of the text
- responses must relate to what we learn about the classroom (not Hans, the narrator)
- 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</p> <p>Students may include:</p> <ul style="list-style-type: none"> • the walls are grey [✓] • there were lines on the walls [✓] • the classroom smells [✓] • his mates were in the classroom [✓] • the classroom is sour [✓] • the classroom is musty [✓] • his schoolmates were in the classroom [✓] • there were puddles [✓] • there was melted snow [✓] • the classroom has tables [✓] • there is an odour/smell [✓] • the classroom has heavy [✓] benches [✓] and tables [✓] • there are brownish-yellow [✓] lines [✓] • the classroom smells [✓] sour [✓] • there are puddles [✓] of melted snow [✓] • there are brownish-yellow [✓] lines [✓] on the walls [✓] • there are school [✓] children [✓] in the classroom [✓] • there is a sour [✓] , musty [✓] odour [✓] • the odour comes from forty [✓] damp [✓] winter [✓] overcoats [✓] 	

Reject:

- the walls are brownish-yellow (must mention lines)
- the lines are brown
- the lines are yellow
- the classroom has walls
- the floor is grey
- the narrator remembers the classroom
- the narrator sees the backs of his classmates
- the classroom is from 1932

Ask yourself the following questions:

- Does it tell you something about the classroom?
- Is it from the correct section of the text?
- Is it true/accurate?
- If you precede the response with 'The classroom is...' or 'The classroom has...' does it make sense?

0 2Look in detail at this extract, from **lines 7 to 15** of the source.

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

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	Indicative Standard This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed analysis 7–8 marks	Shows perceptive and detailed understanding of language: <ul style="list-style-type: none"> • Analyses the effects of the writer's choices of language • Selects a range of judicious textual detail • Makes sophisticated and accurate use of subject terminology 	The writer emphasises the vulnerability and desperation of the teacher with the comparison 'the expression of a mongrel dog in search of food'. The use of the animal image dehumanises the teacher as mongrel dogs are often seen as strays or of low value, which adds a sense of social inferiority or abandonment. The phrase 'in search of food' implies the teacher is needy, contrasting with the respect that students would be expected to have for a teacher.
Level 3 Clear, relevant explanation 5–6 marks	Shows clear understanding of language: <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 	The writer creates a pitiful impression of the teacher with the comparison 'the expression of a mongrel dog in search of food'. Animal imagery is used to make the teacher seem rejected as a mongrel dog is a lower quality animal. To make this worse, the phrase 'in search of food' makes the dog seem neglected as well as unwanted, creating an image of the teacher as badly treated and desperate.

<p>Level 2</p> <p>Some understanding and comment</p> <p>3–4 marks</p>	<p>Shows some understanding of language:</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>The writer compares the teacher to an animal when he says ‘the expression of a mongrel dog in search of food’. This makes the teacher sound like a hungry dog who isn’t wanted by its owner, just like the teacher isn’t wanted by his students.</p>
<p>Level 1</p> <p>Simple, limited comment</p> <p>1–2 marks</p>	<p>Shows simple awareness of language:</p> <ul style="list-style-type: none"> Offers simple comment on the effect of language Selects simple references or textual details Makes simple use of subject terminology, not always appropriately 	<p>The writer makes a comparison when he says ‘the expression of a mongrel dog in search of food’. This shows that the teacher is like a dog because the students don’t like him.</p>
<p>Level 0</p> <p>No marks</p>	Nothing to reward.	

Note: If a student writes only about language outside of the given lines, the response should be placed in either Level 1 or Level 2, according to the quality of what is written.

AO2 content may include the effect of language features such as:

- verbs: ‘condemned’ ‘accepted’ to suggest the teacher has no escape from this career
- adjectives: ‘tired’ ‘disillusioned’ ‘sad’ to suggest his lack of enthusiasm/energy
- colour imagery: ‘yellow-faced’ ‘tinged with grey’ to suggest age and decline
- animal imagery: ‘the expression of a mongrel dog in search of food’ to convey vulnerability or desperation
- contrast: ‘not more than fifty years old, to us he seemed eighty’ to emphasise the lack of connection between the teacher and his students
- verb: ‘despised’ to show how the boys thought of him despite the positive adjectives ‘kind’ and ‘gentle’.

0 3

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

This text is from the beginning of a novel.

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 of the source
- 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	Indicative Standard
		This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
<p>Level 4</p> <p>Perceptive, detailed analysis</p> <p>7–8 marks</p>	<p>Shows perceptive and detailed understanding of structural features:</p> <ul style="list-style-type: none"> • Analyses the effects of the writer's choices of structural features • Selects a range of judicious examples • Makes sophisticated and accurate use of subject terminology 	<p>The writer skilfully introduces the new boy in order to change the whole atmosphere of the source. The narrator has been so bored that he only stays awake by 'pulling a hair out of [his] head' but as soon as the boy enters it says 'we stared at him as if we had seen a ghost'. This juxtaposition takes the reader from the tedious ordinary world of the classroom to the new boy's unexpected entrance. This therefore marks the pivotal point of the extract, reminding us of the narrator's opening memory of how this boy 'came into my life' and changed it forever, 'as if he had come from another world.'</p>
<p>Level 3</p> <p>Clear, relevant explanation</p> <p>5–6 marks</p>	<p>Shows clear understanding of structural features:</p> <ul style="list-style-type: none"> • Explains clearly the effects of the writer's choices of structural features • Selects a range of relevant examples • Makes clear and accurate use of subject terminology 	<p>The pivotal point of the extract occurs when the writer shifts the focus from the boring classroom to the fascinating newcomer. It says 'we stared at him as if we had seen a ghost'. This introduces an element of intrigue as we don't know who this boy is and he hasn't done anything yet but it is clear that he instantly commands everyone's attention, as if he holds natural authority. Like Hans, the reader is immediately conscious that this moment will change things forever.</p>

<p>Level 2 Some understanding and comment</p> <p>3–4 marks</p>	<p>Shows some understanding of structural features:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of structural features Selects some appropriate examples Makes some use of subject terminology, mainly appropriately 	<p>The writer shifts the focus of the extract when the new boy arrives in the classroom. It says 'we stared at him as if we had seen a ghost'. This changes the mood because before this everybody seemed bored but now they want to see who the new boy is.</p>
<p>Level 1 Simple, limited comment</p> <p>1–2 marks</p>	<p>Shows simple awareness of structural features:</p> <ul style="list-style-type: none"> Offers simple comment on the effect of structure Selects simple reference(s) or example(s) Makes simple use of subject terminology, not always appropriately 	<p>The focus of the extract shifts when the new boy comes into the classroom. It says 'we stared at him as if we had seen a ghost'. This shows that everybody is now looking at this boy who has come into the classroom.</p>
<p>Level 0 No marks</p>	Nothing to reward.	

AO2 content may include the effect of structural features such as:

- narrative hook: the first lines reference a 'he' who changed the narrator's life but we don't know who this is or why he was so significant
- exposition: detailed descriptions of the classroom and teacher to establish a mundane atmosphere
- focus shifts: pivotal point when the boy enters, changing the mood from boredom to fascination
- perspective: use of first person to share Hans's thought process, especially his reaction to the newcomer
- climax: final line completes circular structure of story as we now know this is the boy who changed Hans's life forever.

0 4Focus this part of your answer on the second part of the source, from **line 20 to the end**.

A student said, “The new boy is clearly very different from the rest of the students and the writer suggests that everything about him is better than everybody else.”

To what extent do you agree?

In your response you could:

- consider your impressions of the new boy
- evaluate how the writer presents the new boy as better than everybody else
- support your response with references to the text.

[20 marks]**AO4**

Evaluate texts critically and support this with appropriate textual references.

Level	Skills Descriptors	Indicative Standard
		This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed evaluation 16–20 marks	Shows perceptive and detailed evaluation: <ul style="list-style-type: none"> • Develops a convincing and critical response to the focus of the statement • Shows perceptive understanding of writer’s methods • Selects a range of judicious textual detail • Evaluates critically and in detail the effect(s) on the reader 	The teacher acts with a deference to this new student that not only emphasises his difference from the others but also confirms his superior status. Herr Zimmermann, who has previously been portrayed as tired and disillusioned, addresses this newcomer ‘as if he had half a mind to bow but didn’t quite dare’. This use of the simile suggests subservience as the teacher considers acknowledging the boy’s superior social status through a formal act of courtesy but is hesitant to actually go through with it. This contrasts with the normal teacher-student relationship. The teacher has not only physically ‘stepped down’ from his desk to escort the new boy but has also metaphorically lowered himself in status to the rest of the class who look on in ‘amazement.’ The class are ‘amazed’ at the effect the new boy has had on Herr Zimmerman.

<p>Level 3 Clear, relevant evaluation</p> <p>11–15 marks</p>	<p>Shows clear and relevant evaluation:</p> <ul style="list-style-type: none"> • Makes a clear and relevant response to the focus of the statement • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Evaluates clearly the effect(s) on the reader 	<p>The fact that this boy is so different has an effect on the teacher as well as the other students. The teacher faces this newcomer 'as if he had half a mind to bow but didn't quite dare'. The simile compares his reaction to the way you would greet royalty, further emphasising the new boy's higher status. It is strange that he 'didn't quite dare' as this is the sort of phrase you would expect to use about a student's behaviour rather than that of a teacher, showing that the arrival of this new boy has made the teacher feel inferior and that the newcomer has an immediate sense of authority.</p>
<p>Level 2 Some, evaluation</p> <p>6–10 marks</p>	<p>Shows some attempts at evaluation:</p> <ul style="list-style-type: none"> • Makes some response to the focus of the statement • Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some evaluative comment(s) on effect(s) on the reader 	<p>The behaviour of the teacher towards the boy suggests that he must be very different. It says 'as if he had half a mind to bow but didn't quite dare'. This simile shows that the teacher is respecting this boy more than he does the rest of the students and this must be because he sees him as better than the rest.</p>
<p>Level 1 Simple, limited comment</p> <p>1–5 marks</p>	<p>Shows simple, limited evaluation:</p> <ul style="list-style-type: none"> • Makes a simple, limited response to the focus of the statement • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes simple, limited evaluative comment(s) on effect(s) on reader 	<p>The way that the teacher behaves proves that this boy is different from the rest. It says 'as if he had half a mind to bow but didn't quite dare'. This is a simile to show that the teacher is acting in a weird way because this boy is different from the other students.</p>
<p>Level 0 No marks</p>	<p>Nothing to reward.</p>	

Note: Reference to the writer's methods may be implicit without specific mention of the writer. Similarly, the evaluative 'I do/I don't agree' may be implicit. In both these cases credit should be given according to the quality of what is written.

If a student writes a section or whole response about events outside of the given lines, that section or whole response can only gain a mark in Level 1 or Level 2, depending on the quality of what is written.

If only a section of a response is outside of the given lines, the remainder of the response can attain in any of the levels according to the quality of what is written.

AO4 content may include the evaluation of ideas and methods such as:

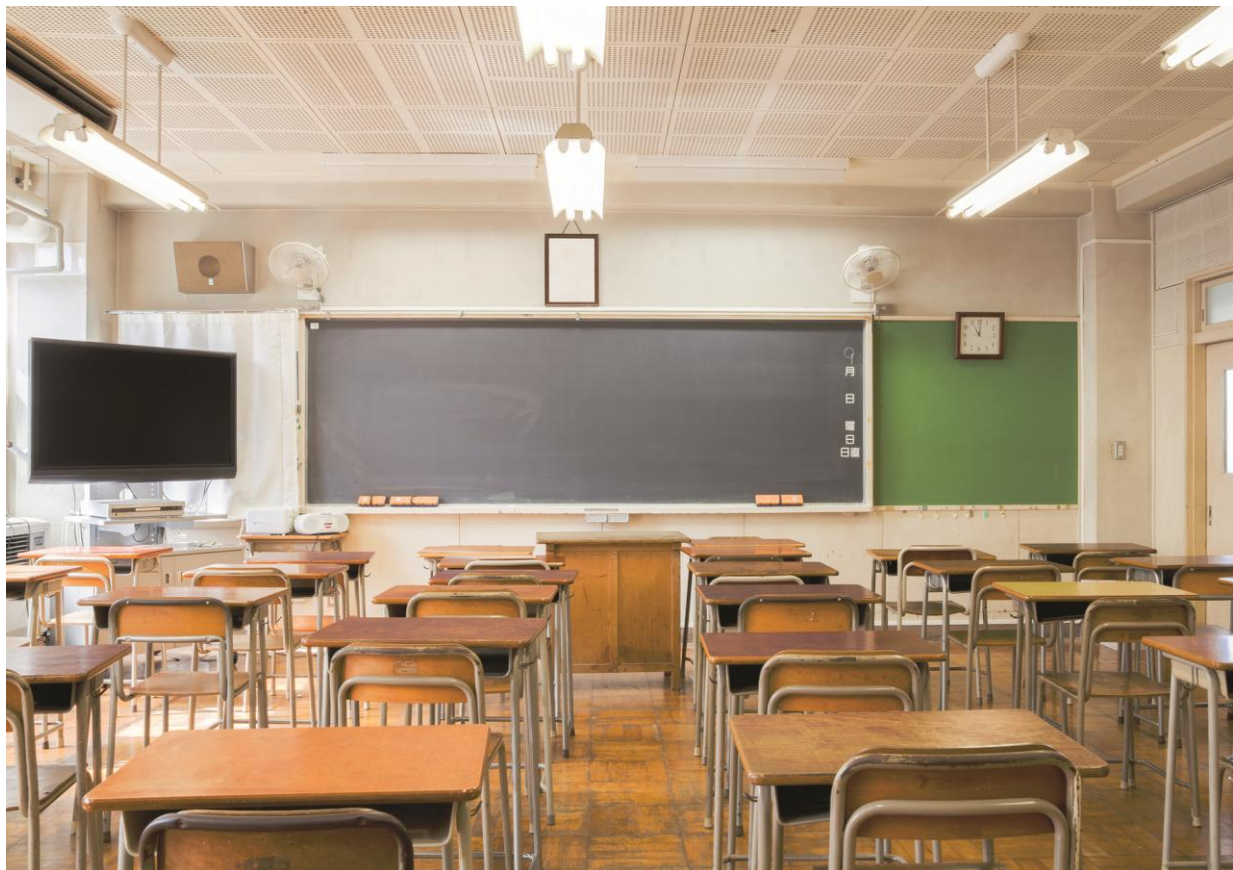
- initial description of the boy, presented through listing and adjectives such as 'self-assured' and 'aristocratic'
- juxtaposition between the boy and the other students, who are 'dreary' in comparison
- focus on clothing, with the boy's 'expensive' suit contrasted with the 'functional' clothing of the others
- the out of character and deferential behaviour of Herr Zimmermann who helps the new boy find his seat 'to the amazement of the class'
- the revelation that the new boy is a 'Count'
- final line with the simile 'as if he had come from another world' to complete the idea he is utterly different from the rest despite being the same age.

0 5

Your school newspaper is running a creative writing competition. The best entries will be published.

Either

Write a description of a classroom, as suggested by this picture:



or

Write a story called 'The Newcomer'.

(24 marks for content and organisation
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
Level 4 19–24 marks Compelling, Convincing Communication	Upper Level 4 22–24 marks	Content <ul style="list-style-type: none"> • Communication is convincing and compelling • Tone, style and register are assuredly matched to purpose and audience • 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
	Lower Level 4 19–21 marks	Content <ul style="list-style-type: none"> • Communication is convincing • Tone, style and register are convincingly matched to purpose and audience • Extensive vocabulary with conscious crafting of linguistic devices 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 use of paragraphs with integrated discourse markers
Level 3 13–18 marks Consistent, Clear Communication	Upper Level 3 16–18 marks	Content <ul style="list-style-type: none"> • Communication is consistently clear • Tone, style and register are clearly and consistently matched to purpose and audience • 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

	<p>Lower Level 3</p> <p>13–15 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Communication is generally clear • Tone, style and register are generally matched to purpose and audience • 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>Level 2</p> <p>7–12 marks</p> <p>Some successful Communication</p>	<p>Upper Level 2</p> <p>10–12 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Communicates with some sustained success • Some sustained attempt to match tone, style and register to purpose and audience • Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <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>Lower Level 2</p> <p>7–9 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Communicates with some success • Attempts to match tone, style and register to purpose and audience • Begins to vary vocabulary with some use of linguistic devices <p>Organisation</p> <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>Level 1</p> <p>1–6 marks</p> <p>Simple, Limited Communication</p>	<p>Upper Level 1</p> <p>4–6 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Communicates simply • Simple awareness of matching tone, style and register to purpose and audience • Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure
	<p>Lower Level 1</p> <p>1–3 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Limited communication • Occasional sense of matching tone, style and register to purpose and audience • Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs
<p>Level 0</p> <p>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
<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>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>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 • Some accurate spelling of more complex words • Varied use of vocabulary
<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>Level 0</p> <p>No marks</p>	<p>Students' spelling, punctuation etc is sufficiently poor to prevent understanding or meaning.</p>