



GCSE ENGLISH LANGUAGE 8700/2

Paper 2 Writers' viewpoints and perspectives

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	✓
AO4	n/a
	Section B
AO5	✓
AO6	✓

0 1

Read again the first part of **Source A** from **lines 1 to 12**.

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

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

- A** The house was new and modern.
- B** The house was similar to many others in the neighbourhood.
- C** A large family lived in the house.
- D** The house was in poor condition.
- E** It was too expensive to paint the hallways.
- F** The hallways and stairs were carpeted.
- G** Concrete flooring and walls are now seen as fashionable.
- H** The writer's parents were explorers.

AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts
This question assesses the first bullet point identify and interpret explicit and implicit information and ideas.	
A The house was new and modern.	[F]
B The house was similar to many others in the neighbourhood.	[F]
C A large family lived in the house.	[T]
D The house was in poor condition.	[T]
E It was too expensive to paint the hallways.	[T]
F The hallways and stairs were carpeted.	[F]
G Concrete flooring and walls are now seen as fashionable.	[T]
H The writer's parents were explorers.	[F]

0 2You need to refer to **Source A** and **Source B** for this question.The house in **Source A** and the houses in **Source B** are worked on in different ways.Use details from **both** sources to write a summary of what you understand about the differences between the ways in which the houses were worked on.**[8 marks]**

AO1	<ul style="list-style-type: none">Identify and interpret explicit and implicit information and ideasSelect and synthesise evidence from different texts	
This question assesses both bullets		
Level	Skills Descriptors	Indicative Standard
		<p>This indicative standard provides an exemplification of the skills descriptors at each level.</p> <p>It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.</p>
<p>Level 4</p> <p>Perceptive, detailed summary</p> <p>7–8 marks</p>	<p>Shows perceptive or detailed synthesis and interpretation of both texts:</p> <ul style="list-style-type: none">makes perceptive inferences from both textsselects judicious references/use of textual detail relevant to the focus of the questionstatements show perceptive differences between texts.	<p>The work in Source A seems to be disastrous. Each of the many projects fails because there seems to be no plan for success or willingness to carry the work through to completion, showing the dad to be ridiculously disorganised and unprofessional – and not caring about what the house looks like. ‘He also built a garage at the side of the house but forgot to give it a roof.’ The work in Source B is entirely successful because there seems to be a more professional approach than in Source A; the random, incomplete projects of the father in Source A are completely different to the efficient, well-organised approach of the landlord in Source B who has a responsibility to their tenants to house them safely. ‘The roof, the plaster, the woodwork were all repaired; the staircase-walls were whitewashed; new fireplaces were fixed.’ The landlord takes their social responsibility for completing the long list of works very seriously as she is committed to renovating the houses for her tenants urgently to improve their terrible living conditions.</p>
<p>Level 3</p> <p>Clear, relevant summary</p> <p>5–6 marks</p>	<p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none">makes clear inferences from both textsselects clear references/textual detail relevant to the focus of the questionstatements show clear differences between texts.	<p>The work on the house in Source A is a failure and all the effort is wasted because it was never finished off, showing her dad is not determined enough to get the work done properly. ‘He also built a garage at the side of the house but forgot to give it a roof.’ On the other hand, the work in Source B is completed – everything that needed to be done was done, showing that they are more determined to get things done successfully for the tenants. ‘The roof, the plaster, the woodwork were all repaired; the staircase-walls were whitewashed; new fireplaces were fixed.’ In Source B, the landlord knows exactly what needs doing and manages to get all the work completed successfully and quickly, showing how committed they are to do a proper job.</p>

<p>Level 2</p> <p>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>In Source A, the work seems pointless as without a roof the garage is useless. 'He also built a garage at the side of the house but forgot to give it a roof.' In Source A the work is not finished but on the other hand, the work in Source B is finished. 'The roof, the plaster, the woodwork were all repaired; the staircase-walls were whitewashed; new fireplaces were fixed.' This shows that everything has been improved because of the work they have done.</p>
<p>Level 1</p> <p>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 • selects simple reference(s)/textual detail(s) from one/both texts • statements show simple difference between texts. 	<p>The work in Source A is done badly. 'He also built a garage at the side of the house but forgot to give it a roof.' On the other hand, the work in Source B is done well. 'The roof, the plaster, the woodwork were all repaired; the staircase-walls were whitewashed; new fireplaces were fixed.' This shows there is work being done on the houses.</p>
<p>Level 0</p> <p>No marks</p>	Nothing to reward.	

Note

- If the quality of the response is L1 but only deals with one text, the mark must be 1 not 2.
- If the quality of the response is L2 but only deals with one text, the mark must be 3 not 4.
- A candidate has to deal with both texts and address the correct focus of the question to achieve L3 or above.

The focus of this question is the difference between the ways in which the house is worked on in Source A and the ways in which the houses are worked on in Source B.

AO1 content may include ideas such as:

- the success of the repairs – unsuccessful/successful
- the quality of the repairs – poor/good
- the planning for the repairs – seemingly random/to solve a problem
- the person carrying out the repairs - a home owner/landlord
- the purpose of the repairs – improvement of own house/improvement of the houses of people living in poverty
- the scope of the repairs – limited/ambitious
- the difficulty of the repairs – simple/complicated
- the pace of the repairs – never finished/started straight away
- the number of unsuccessful/successful projects.

0 3 You now need to refer only to **Source B** from **lines 4 to 11**.

How does the writer use language to describe the houses and their surroundings?

[12 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 Detailed, perceptive analysis 10–12 marks	Shows detailed and perceptive understanding of language: <ul style="list-style-type: none">analyses the effects of the writer's choices of languageselects a range of judicious textual detailmakes sophisticated and accurate use of subject terminology.	The writer describes the damp as relentless and damaging: 'The damp crept up the outer walls...like a slow tide.' The verb 'crept' suggests the damp's slow, insidious movement, as though the damp is deliberately encroaching on the walls to erode them. It also implies stealth; the damp is moving without being noticed or being dealt with. The damp represents the overwhelming power of nature, relentlessly looking to reclaim the buildings.
Level 3 Clear, relevant explanation 7–9 marks	Shows clear understanding of language: <ul style="list-style-type: none">explains clearly the effects of the writer's choices of languageselects a range of relevant textual detailmakes clear and accurate use of subject terminology.	The writer uses a metaphor to describe the damaging effect of the damp. 'The damp crept up the outer walls...like a slow tide.' The word 'crept' suggests that the damp moved in a silent, sinister way like an intruder, creating the impression that it is invading the house.
Level 2 Some understanding and comment 4–6 marks	Shows some understanding of language: <ul style="list-style-type: none">attempts to comment on the effect of languageselects some appropriate textual detailmakes some use of subject terminology, mainly appropriately.	The writer uses different kinds of language. 'The damp crept up the outer walls...like a slow tide.' She uses a simile to suggest how the damp moved slowly and was creeping up the walls to make it sound nasty and disgusting.

<p>Level 1</p> <p>Simple, limited comment</p> <p>1–3 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 reference(s) or textual detail(s) • makes simple use of subject terminology, not always appropriately. 	<p>The writer says, ‘The damp crept up the outer walls...like a slow tide.’ This is a simile to say how the damp is slowly going up the walls.</p>
<p>Level 0</p> <p>No marks</p>	<p>Nothing to reward.</p>	

Note

- If a student writes about language outside of the given lines or from the wrong source (but with the correct focus), the response should be placed in the appropriate level according to the quality of what is written, but placed at the bottom of the level.
- A student has to address the correct focus of the question to achieve L3 or above.

The focus of this question is the houses and their surroundings.

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

- metaphors – ‘crept up the outer walls’; ‘clawed among the shavings’
- simile – ‘like a slow tide’
- emotive adjectives – ‘desolate’, ‘wretched’, ‘dilapidated’, ‘disgusting’, ‘disgraceful’
- emotive verbs – ‘broken-up’, ‘dragged’, ‘clawed’, ‘spread’, ‘dropping’
- syndetic and asyndetic listing – ‘shavings, and potato-peelings, and cabbage-leaves’.

0 4

For this question, you need to refer to the **whole of Source A** together with the **whole of Source B**.

Compare how the writers convey their different feelings and perspectives about their experiences of the houses they write about.

In your answer, you could:

- compare the writers' different feelings and perspectives about their experiences of the houses they write about
- compare the methods they use to convey their feelings and perspectives
- 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	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 Perceptive, detailed comparison</p> <p>13–16 marks</p>	<p>Compares feelings and perspectives in a perceptive way:</p> <ul style="list-style-type: none"> • analyses how writers' methods are used • selects a range of judicious supporting detail from both texts • shows a detailed and perceptive understanding of the different feelings and perspectives in both texts. 	<p>The writer in Source A looks back with nostalgia on the house she grew up in with a sense of gratitude and appreciation. She recognises as an adult that the house offered her an unconventional but supportive environment to grow up in, even if she didn't realise it at the time. 'It was a big, bustling, knockabout house that contained us all safely...' She describes the physical house almost as a symbol of her family, as they were also large and energetic; the house symbolises her childhood, her parents and their influence on her life. She offers a personal, subjective experience of living in the house, using an informal register and humorous tone to express her feelings about the house whereas in Source B the writer uses a more formal register and determined tone to reflect her more serious, objective experience of renovating the houses for other people. She says "Now that I have the power, I will enforce what is right" using a modal verb 'will' to emphasise her authority and the word 'enforce' to create an impression of certainty and discipline. It is clear that Hill feels a passionate sense of moral duty to improve the lives and characters of her tenants and appreciates the opportunity she has to make a difference to society.</p>

<p>Level 3</p> <p>Clear, relevant comparison</p> <p>9–12 marks</p>	<p>Compares feelings and perspectives in a clear and relevant way:</p> <ul style="list-style-type: none"> explains clearly how writers' methods are used selects relevant detail to support from both texts shows a clear understanding of the different feelings and perspectives in both texts. 	<p>The writer in Source A sees the house she grew up in as a home for all the family because the house was somewhere the whole family could live together comfortably. 'It was a big, bustling, knockabout house that contained us all safely...' The list of three adjectives builds towards the word 'knockabout' which suggests a boisterous sense of fun and freedom that the family enjoyed. The writer's experience is of actually living in the house but without any responsibility for it because she's just a child, whereas the writer in Source B doesn't live in the houses but she does have responsibility for their condition. 'Now that I have the power, I will enforce what is right.' The words 'power' and 'enforcement' show that she feels she has the authority to 'do what is right'. The writer is committed to ensuring that the houses are repaired and ready for the tenants as quickly as possible and nothing will stand in her way.</p>
<p>Level 2</p> <p>Some attempts at comparison</p> <p>5–8 marks</p>	<p>Attempts to compare feelings and perspectives:</p> <ul style="list-style-type: none"> makes some comment on how writers' methods are used selects some appropriate textual detail/references, not always supporting, from one or both texts shows some understanding of different feelings and perspectives. 	<p>The writer in Source A enjoyed the house she grew up in as it was a busy, happy, secure place. 'It was a big, bustling, knockabout house that contained us all safely...' The list of three adjectives shows how much fun and games the family had in the house. The writer in Source B, on the other hand, does not see the houses as safe places and she wants to change them. 'Now that I have the power, I will enforce what is right.' The words 'power' and 'enforce' suggest how much ability she has to make changes. She is pleased that she has the power to do what she likes to make the houses better.</p>
<p>Level 1</p> <p>Simple, limited comment</p> <p>1–4 marks</p>	<p>Makes simple cross reference of feelings and perspectives:</p> <ul style="list-style-type: none"> makes simple identification of writers' methods selects simple reference(s)/textual detail(s) from one or both texts shows simple awareness of feelings and/or perspectives. 	<p>The writer in Source A likes the house she grew up in. 'It was a big, bustling, knockabout house that contained us all safely...' She uses a list of three to show how good it was. However, the writer in Source B talks about power. 'Now that I have the power, I will enforce what is right.' The word 'power' shows she is powerful. She thinks she is doing the right thing.</p>
<p>Level 0</p> <p>No marks</p>	Nothing to reward.	

Note

- If the quality of the response is L1 but only deals with one text, the maximum mark is 2.
- If the quality of the response is L2 but only deals with one text, the maximum mark is 6.
- A student has to deal with both texts to achieve L3 or above.
- References to the writers' methods may be implicit without specific mention of the writer.

AO3 content may include the comparison of feelings and perspectives such as:

- pride in her home and family/pride in her work
- appreciation of the house as a home/appreciation of the houses as a responsibility to improve
- living as part of a large family and focusing on their wellbeing/operating alone and altruistically
- acceptance of the flaws in the house/compulsion to change the initial living conditions of her tenants
- in control of her own life because of her home's support/able to influence the lives of others
- acknowledgement of the flaws in the household/certainty in her ability to put matters right

and comments on methods such as:

- anecdote in Source A/descriptive approach in Source B
- comparison with another house in Source A/before and after comparison in Source B
- whole text structure – linear, leading to a reflective conclusion in A; in B pivots around a passage of reflection in the middle
- tone – humorous, empathetic/serious, passionate
- language features – hyperbole/humour/irony in A; shift from emotive to factual language in B
- register – more informal in Source A/more formal in Source B
- word choices.

0 5

'Happiness and success in life are the result of our own determination and hard work. Where we come from is far less important and luck has nothing to do with it.'

Write a speech for a meeting of young people in which you argue your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

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.	
Content and Organisation		
Level		Skills Descriptors
Level 4 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.

<p>Level 3 Consistent, clear communication</p>	<p>Upper Level 3 16–18 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Communication is consistently clear. • Tone, style and register are consistently matched to purpose and audience. • 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>13–18 marks</p>	<p>Lower Level 3 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 Some successful communication</p> <p>7–12 marks</p>	<p>Upper Level 2 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 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 Simple, limited communication</p> <p>1–6 marks</p>	<p>Upper Level 1 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 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 No marks</p>	<p>Students will not have offered any meaningful writing to assess. Nothing to reward.</p>	

AO6	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.)
Technical Accuracy	
Level	Skills Descriptors
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.
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.
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. • Some use of Standard English with some control of agreement. • Some accurate spelling of more complex words. • Varied use of vocabulary.
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.
Level 0 No marks	Students' spelling, punctuation etc is sufficiently poor to prevent understanding or meaning.