



## **Mark Scheme for AQA GCSE English Language Hybrid Examination**

### **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.

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is not required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses these terms effectively to aid the clarity and precision of the argument.

### **Level of response marking instructions**

Level of response mark schemes are broken down into four levels. There are two, three, four, five or six marks in each level; dependent upon question.

**Please note: The sample responses in each Indicative Standard/Content Descriptor column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.**

### **Step 1 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 descriptor for that level. The descriptor for the level indicates 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.

### **Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. 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.

The Skills Descriptors column indicates the different skills that students need to demonstrate in their answer for that level. To achieve full marks in a level, students should meet all of the skills descriptors in that level. Students achieving marks at the bottom of a level will ideally have met all skills descriptors of the previous level and at least one of the skills descriptors in that level.

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

**This Hybrid Paper 1 and Paper 2 Examination meets all AQA Assessment Objectives:**

**SECTION A: READING – Assessment Objectives**

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

**SECTION B: WRITING – Assessment Objectives**

AO5	<ul style="list-style-type: none"><li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li><li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li></ul>
AO6	<ul style="list-style-type: none"><li>• 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).</li></ul>

### Question 1

<b>AO1</b>	<ul style="list-style-type: none"><li>• Identify and interpret explicit and implicit information and ideas.</li><li>• Select and synthesise evidence from different texts.</li></ul>
<b>This assesses the first bullet point identify and interpret explicit and implicit information and ideas.</b>	

Read again the Source A, from lines 6 to 21

Choose four statements below which are TRUE.

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

- A. Samantha Miller describes her fatigue as like having the flu all the time (T)
- B. Samantha used to teach at a primary school (F)
- C. Samantha was a keen horse rider (F)
- D. Samantha was a keen mountain biker (T)
- E. Samantha is a perfectionist (T)
- F. Samantha underwent a back operation (T)
- G. Whilst in hospital, Samantha contracted Hepatitis A (F)
- H. Samantha went into hospital with a low temperature (F)

4 marks

## Question 2

You need to refer to Source A and Source B for this question. Use details from both sources. Write a summary of the differences between chronic fatigue in source A and intellectual fatigue in source B.

8 marks

<b>AO1</b>			
<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> </ul>			
<b>This assesses both bullet points.</b>			
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>	<b>Indicative Content</b>
Level 4 Perceptive summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: <ul style="list-style-type: none"> <li>• Makes perceptive inferences from both texts</li> <li>• Makes judicious references/use of textual detail relevant to the focus of the question</li> <li>• Statements show perceptive differences between texts</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.  Chronic fatigue is described in source A as "being exhausted all the time", lasting "for months", emphasising that this is a long-term condition from which it is very difficult to recover. In contrast, source B describes intellectual fatigue as momentary "passing hallucinations" which "disappear" after a short period, enabling a patient to recover and resume normal activities. This suggests that intellectual fatigue is far less serious than physical fatigue and it is something which can be overcome. Although source B tells us that "the same thing happens with the brain as with the muscles", source A stresses in contrast that physical symptoms are far more life-restricting; "couldn't sit up...having lost the use of her legs" sound much more disabling for the victim of this illness than intellectual fatigue when the "power of attention are dried up, and the flow of ideas is sluggish".
Level 3 Clear, relevant summary 5-6 marks	Shows clear synthesis and interpretation of both texts: <ul style="list-style-type: none"> <li>• Makes clear inferences from both texts</li> <li>• Selects clear references/textual detail relevant to</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will	Source A stresses how painful chronic fatigue is: "couldn't sit up...having lost the use of her legs" suggest a restricted, suffering patient who will never be able to walk again. Source B, in contrast, does not focus on physical pain, instead complaining about "the flow of ideas" being "sluggish". This implies that intellectual fatigue is more of an emotional and psychological affliction

	the focus of the question • Statements show clear differences between texts	have Level 2 and at least one of the skills descriptors.	and perhaps it is therefore less serious than physical fatigue.
Level 2 Some attempts at summary 3-4 marks	Shows some interpretation from one/both texts: • 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	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	Source A describes chronic fatigue as leaving the patient feeling "overwhelmed and vulnerable – she couldn't sit up, listen to the radio or answer the door". This suggests that chronic fatigue is both emotionally and physically painful, emphasising the extent of the suffering. Intellectual fatigue, however, only seems to affect a patient's mind in source B: "as soon as attention reawakens; and then for a little we are allowed to resume work".
Level 1 Simple, limited summary 1-2 marks	Shows simple awareness from one/both texts: • Offers paraphrase rather than inference • Makes simple reference/textual details from one/both texts • Statements show simple difference between texts	At the top of the level, a student's response will meet all of the skills descriptors.  At the bottom of the level, a student will have at least one of the skills descriptors.	Chronic fatigue can stop people from being able to "sit up" whereas intellectual fatigue only affects someone's "attention" and "ideas" so it's not as bad.
Level 0 No marks	Students in this band will not have offered any differences. Nothing to reward.		

AO1 content may include ideas such as:

- The physical pain of chronic fatigue/ the emotional pain of intellectual fatigue
- The long-lasting effects of chronic fatigue/ the short-term struggles of intellectual fatigue
- The way people with chronic fatigue rely on their family, friends, carers and medical professionals / the relative independence and autonomy of people with intellectual fatigue in coping with their symptoms

**Question 3:**

You now need to refer only to **Source B**. How does the writer use language to describe intellectual fatigue?

An able dramatic writer once told me that when he composes he has to shut himself up in his study, because he is obliged to make his characters continually talk aloud. He receives them as if on the stage, shakes hands with them, offers them a chair, follows them in every little gesture, laughs or cries with them as occasion demands. When he writes he always hears the voices of his actors, but faintly. If they become loud, he at once stops writing and goes for a walk. Experience has taught him that this is a premonitory\* symptom of fatigue, and that he must cease working if he does not wish to spend a sleepless night. When he was writing one of his dramas, the composition of which exhausted him greatly, he fell into such a morbid state that he not only heard his actors talk when he summoned them in order to write or revise the scenes, but he found that some of them would not be quiet again. He did not trouble himself much about this phenomenon, being convinced that it was simply the result of fatigue; he went off for a little holiday and the hallucinations completely disappeared.

12 marks

<b>AO2</b>			
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views			
<b>This question assesses Language</b> ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms			
Level	Skills Descriptors	How to arrive at a mark	Indicative Content
Level 4  Detailed, perceptive analysis  10-12 marks	Shows detailed and perceptive understanding of language: <ul style="list-style-type: none"> <li>Analyses the effects of the writer's choices of language</li> <li>Selects a judicious range of textual detail</li> <li>Makes sophisticated and accurate use of subject terminology</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.          At the bottom of the level, a student will have Level 3 and at least one of the	This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.  The writer describes intellectual fatigue as an unsettling illness defined by "hallucinations". This noun repeatedly conveys the idea of intellectual fatigue being difficult to control. Furthermore, "hallucinations" have sinister and ghostly connotations which are developed by the writer referring to intellectual fatigue as a "phenomenon" and a "morbid state". The noun "phenomenon" sounds both awful and awe-inspiring; as a Professor, perhaps the writer is equally concerned by and interested in this condition. The



		skills descriptors.	fact that the hallucinations “would not be quiet again” creates an image of supernatural haunting, confirming that this “morbid” condition can feel relentless and have destructive consequences. The writer’s use of sensory imagery to describe “loud” voices makes intellectual fatigue sound intimidating, mysterious and overwhelming – a kind of echo-chamber of despair.
Level 3  Clear, relevant explanation  7-9 marks	Shows clear understanding of language: <ul style="list-style-type: none"> <li>• Explains clearly the effects of the writer’s choices of language</li> <li>• Selects a range of relevant textual detail</li> <li>• Makes clear and accurate use of subject terminology</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	The writer describes intellectual fatigue as something which is difficult to understand. The nouns “hallucinations” and “phenomenon” both have mysterious and even supernatural connotations, perhaps representing that humans do not yet fully understand this affliction. The seriousness of the condition is emphasised by the adjective “morbid”, conveying the pain and destruction felt by sufferers.
Level 2  Some understanding and comment  4-6 marks	Shows some understanding of language: <ul style="list-style-type: none"> <li>• Attempts to comment on the effect of language</li> <li>• Selects some appropriate textual detail</li> <li>• Makes some use of subject terminology, mainly appropriately</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The writer uses language to show how terrible intellectual fatigue is. The writer uses the senses to describe “voices” which “become loud” in a “sleepless night” which creates an image of horror for the reader.
Level 1  Simple, limited comment  1-3 marks	Shows simple awareness of language: <ul style="list-style-type: none"> <li>• Offers simple comment on the effects of language</li> <li>• Selects simple references or textual details</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.	The writer makes intellectual fatigue sound really bad and very serious by describing it as “morbid”.

	<ul style="list-style-type: none"> <li>• Makes simple use of subject terminology, not always appropriately</li> </ul>	At the bottom of the level, a student will have at least one of the skills descriptors.	
Level 0 No marks	No comments offered on the use of language. Nothing to reward.		

AO2 content may include the effects of ideas such as:

- Emotive language to describe pain
- Word choices to connote struggle
- Metaphor, symbolism and imagery to describe mystery and horror
- Anecdotes to describe recovery



#### **Question 4**

For this question you need to refer to the whole of Source A and the whole of Source B. Compare how the two writers have conveyed their different views and experiences of fatigue.

In your answer you could:

- Compare their different views and experiences
- Compare the methods they use to convey those views and experiences
- Support your ideas with references to both texts

16 marks

<b>AO3</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>	<b>Indicative Content</b>
			This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.
Level 4 Perceptive, detailed  13-16 marks	<ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a perceptive way</li> <li>• Analyses how writers' methods are used</li> <li>• Selects a range of judicious supporting detail from both texts</li> <li>• Shows a detailed understanding of the different ideas and perspectives in both texts</li> </ul>	At the top of the level, a student's response will meet all of the skills descriptors.	The writer of source A emphasises how serious and life-threatening fatigue is. The writer crafts a turning point in her article when she tells us that "with no life, and no hope of recovery, Miller called on her partner and her twin sister. She asked them to help her to kill herself.". The repetition of "no" here really stresses how much someone with fatigue loses; the absence of choice, health and livelihood is evoked to stress how much these patients lack and miss out on. Moreover, the dramatic short sentence "she asked them to help her to kill herself" is poignant in its simple assertion that some chronic fatigue patients feel that their life is just not worth living. In contrast, there is no such long-term devastation in source B. The



Some, attempts 5-8 marks	<p>perspectives • Makes some comment on how writers' methods are used • Selects some appropriate textual detail/references, not always supporting from one or both texts</p> <ul style="list-style-type: none"> <li>• Identifies some different ideas and perspectives</li> </ul>	<p>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>strongly suggests death – as though it is impossible to live with the pain of chronic fatigue. However, in source B fatigue is described as something which people can live with; often they just need a rest, sleep or “holiday” to recover. The source B writer is much less serious when he describes how to recover from fatigue when compared with the source A writer who stresses how long different treatment methods take and how they are not always successful straight away.</p>
Level 1 Simple, limited 1-4 marks	<ul style="list-style-type: none"> <li>• Makes simple cross reference of ideas and perspectives</li> <li>• Makes simple identification of writers' methods</li> <li>• Makes simple references/ textual details from one or both texts</li> <li>• Shows simple awareness of ideas and/or perspectives</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>Source A views fatigue as a physical torment like being “buried alive”. The writer stresses that people's lives are ruined by this. However, the source B writer does not seem to think that the pain of fatigue lasts long and he does talk about how some people find quick ways of recovering from intellectual fatigue.</p>
Level 0 No marks	<p>No ideas offered about the differences. Nothing to reward.</p>		

AO3 content may include ideas such as:

- Source A's view that fatigue is painful and debilitating in a physical way / source B's focus on the psychological effects of fatigue
- Source A's focus on fatigue as a long-term condition / source B's opinion that intellectual fatigue is only a short-term problem
- Source A's emphasis on the help and support people with fatigue need / source B's focus on individuals dealing with their fatigue alone
- Source A's opinion that it takes a long time to recover from fatigue / source B's view that there are some quick and efficient ways of dealing with fatigue

And comment on methods such as:

- Tone / perspective
- Use of humour
- Anecdotes
- Sentences lengths, types and turning points
- Imagery, metaphor, simile, symbolism and word choices

## Question 5

This question refers to Source A from line 30 to the end.

A student, having read this section of the text said: “The writer makes the reader think that fatigue is a never-ending, painful and debilitating experience which it is impossible to fully recover from”.

To what extent do you agree?

In your response you could:

- Write about your own impressions of fatigue
- Evaluate how the writer has created these impressions
- Support your opinions with references to the text.

20 marks

<b>AO4 Evaluate texts critically and support this with appropriate textual references</b>			
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>	<b>Indicative Content</b>
			This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level.
Level 4  Perceptive, detailed evaluation  16-20 marks	Shows perceptive and detailed evaluation: • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer’s methods • Selects a judicious range of textual detail • Develops a convincing and critical response to the focus of the statement	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	I agree partially with the interpretation of source A; there is no doubt that the writer describes the pain of chronic fatigue. I interpret the “big picture on the wall – an Oxfordshire landscape that she had painted herself” which the fatigue patient stares at as a particularly poignant symbol of how debilitating fatigue is. The “landscape” represents natural freedom, a bittersweet view for Samantha who is certainly debilitated by her condition which leads her to lose “the use of her legs completely” – a detail which the writer uses to confirm how far away Samantha’s restriction is from the liberation of the landscape she stares at. However, the writer does not solely focus on Samantha’s pain and confinement; a tone of optimism does creep into the extract when Samantha starts receiving gradually effective treatment. The writer increases this more hopeful tone to peak in the final line of the extract: “it took five years of grim determination, but she finally clawed her way out of the fatigue and back into a normal life”. Here the verb

			“clawed” paints a picture of Samantha as a strong, resilient, almost animalistic survivor who has overcome what once felt like a never-ending disease.
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: <ul style="list-style-type: none"> <li>• Evaluates clearly the effect(s) on the reader</li> <li>• Shows clear understanding of writer’s methods</li> <li>• Selects a range of relevant textual references</li> <li>• Makes a clear and relevant response to the focus of the statement</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	I agree to some extent that the writer of source A makes chronic fatigue sound painful and never-ending. The fact that Samantha wanted to “kill herself” is a key turning point in the extract when the writer makes us realise how unlikely a full recovery from fatigue is. Samantha’s anguish and despair are emphasized by painful descriptions of “being poisoned” – the toxic verb creating the impression that fatigue is fatally destructive. However, I disagree that it is never-ending because Samantha shows “grim determination” with her treatment and recovers to resume a “normal life”. The writer ends the article on an image of survival by elevating Samantha to the status of a recovered hero, not a suffering victim.
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: <ul style="list-style-type: none"> <li>• Makes some evaluative comment(s) on effect(s) on the reader</li> <li>• Shows some understanding of writer’s methods</li> <li>• Selects some appropriate textual reference(s)</li> <li>• Makes some response to the focus of the statement</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.  At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	I mostly agree that the writer of source A makes chronic fatigue sound painful because of the phrase “symptoms got worse” and the verb “poisoned”. It sounds like Samantha’s life is being gradually destroyed with constant suffering and despair eating away at her physically and emotionally. However, the writer gives us hope with the Doctor’s certain reassurance that Samantha “will” “get better”. The positivity this part of the extract gives us makes me disagree that fatigue can never be recovered from.
Level 1 Simple, limited evaluation 1-5 marks	Shows simple, limited evaluation: <ul style="list-style-type: none"> <li>• Makes simple, limited evaluative comment(s) on effect(s) on reader</li> <li>• Shows limited understanding of writer’s methods</li> </ul>	At the top of the level, a student’s response will meet all of the skills descriptors.	Source A’s writer does make chronic fatigue sound like a never-ending, painful and debilitating experience. Samantha doesn’t think she will ever “get better” so she wants to “kill herself” which really shows readers how awful chronic fatigue is.

	<ul style="list-style-type: none"> <li>• Selects simple, limited textual reference(s)</li> <li>• Makes a simple, limited response to the focus of the statement</li> </ul>	At the bottom of the level, a student will have at least one of the skills descriptors.	
Level 0 No marks	No relevant comments offered in response to the statement, no impressions, no evaluation.		

AO4 content may include the evaluation of ideas such as:

- The writer's use of metaphor, imagery and symbolism to describe the pain and suffering of fatigue
- The writer's use of word connotations to describe the long-term effects of fatigue
- The writer's use of time references and anecdotes to describe the recovery process
- The writer's use of structure to vary the tone of the extract, particularly in reference to treatment and recovery



## Question 6

**Either:**

Write a blog post for a teenage blog website in which you explain your point of view on this statement: "Anxiety is lonely, painful and often misunderstood. Teenagers need more support with mental health issues like anxiety."

**Or:**

Write a description suggested by this picture:



24 marks for content and organisation

16 marks for technical accuracy

40 marks

<b>A05 Content and Organisation</b>			
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.			
<b>Level</b>		<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
Level 4 19-24 marks	Upper Level 4	<b>Content</b> <ul style="list-style-type: none"><li>• Register is convincing and compelling for audience</li><li>• Assuredly matched to purpose</li><li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li></ul> <b>Organisation</b> <ul style="list-style-type: none"><li>• Varied and inventive use of structural features</li></ul>	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation  At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4



		<ul style="list-style-type: none"> <li>• Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	
	<p>Lower Level 4</p> <p>19-21 marks</p>	<p>Content</p> <ul style="list-style-type: none"> <li>• Register is convincingly matched to audience</li> <li>• Convincingly matched to purpose</li> <li>• Extensive vocabulary with conscious crafting of linguistic devices</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• Varied and effective structural features</li> <li>• Writing is highly engaging with a range of developed complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4</p>
<p>Level 3</p> <p>13-18 marks</p> <p>Consistent, Clear</p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p>Content</p> <ul style="list-style-type: none"> <li>• Register is consistently matched to audience</li> <li>• Consistently matched to purpose</li> <li>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• Effective use of structural features</li> <li>• Writing is engaging, using a range of clear connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3</p>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p>Content</p> <ul style="list-style-type: none"> <li>• Register is generally matched to audience</li> <li>• Generally matched to purpose</li> <li>• Vocabulary clearly chosen for effect and appropriate use of linguistic devices</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• Usually effective use of structural features</li> <li>• Writing is engaging, with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3</p>

Level 2 7-12 marks  Some success	Upper Level 2  10-12 marks	<p>Content</p> <ul style="list-style-type: none"> <li>• Some sustained attempt to match register to audience</li> <li>• Some sustained attempt to match purpose</li> <li>• Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• Some use of structural features</li> <li>• Increasing variety of linked and relevant ideas</li> <li>• Some use of paragraphs and some use of discourse markers</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2</p>
	Lower Level 2  7-9 marks	<p>Content</p> <ul style="list-style-type: none"> <li>• Attempts to match register to audience</li> <li>• Attempts to match purpose</li> <li>• Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• Attempts to use structural features</li> <li>• Some linked and relevant ideas</li> <li>• Attempt to write in paragraphs with some discourse markers, not always appropriate</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2</p>
Level 1 1-6 marks  Simple, Limited	Upper Level 1  4-6 marks	<p>Content</p> <ul style="list-style-type: none"> <li>• Simple awareness of register/audience</li> <li>• Simple awareness of purpose</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• Evidence of simple structural features</li> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> </ul>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1</p>
	Lower Level 1  1-3 marks	<p>Content</p> <ul style="list-style-type: none"> <li>• Occasional sense of audience</li> <li>• Occasional sense of purpose</li> <li>• Simple vocabulary</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• Limited or no evidence of structural features</li> <li>• One or two unlinked ideas</li> </ul> <p>No paragraphs</p>	<p>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation</p> <p>At the bottom of the range, a student will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1</p>
Level 0	Students will not have offered any meaningful writing to assess		

0 marks	Nothing to reward
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<b>AO6 Technical Accuracy</b>		
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.)		
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
Level 4 13-16 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors</p>
Level 3 9-12 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors</p>
Level 1 1-4 marks	<ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li> <li>• Simple range of sentence forms</li> </ul>	<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"> <li>• Occasional use of Standard English with limited control of agreement</li> <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>	At the bottom of the level, a student will have at least one of the skills descriptors
Level 0 0 marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	

**END**