Mark Scheme for AQA GCSE English Language

Paper 1 and Paper 2 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 Objective

AO1	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts
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
AO3	• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4	• Evaluate texts critically and support this with appropriate textual references

Section B: Writing – Assessment Objectives

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.
AO6 **Technical** **Accuracy**	• 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.)

Question 1

AO1	• Identify and interpret explicit and implicit information and ideas
	• Select and synthesise evidence from different texts
This assesses the first bullet point identify and interpret explicit and implicit information and ideas.	

4 marks

Read again the first part of Source A, from lines 10 - 30

Choose four statements below which are TRUE.

• Shade the boxes of the ones you think are true.

• Choose a maximum of four statements.

A. The girl is eight years old (True)

B. The girl sells flowers (False)

C. The girl has lots of friends (False)

D. The girl does not seem to know what a park is (True)

E. The girl has had a happy childhood (False)

F. The girl knows her way around London (False)

G. The girl seems more like a woman than a child (True)

H. The girl eats meat on Sundays (True)

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 similarities between the impact poverty has on the children in both sources.

8 marks

AO1
• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts
This assesses both bullet points.

Level	Skills Descriptors	How to arrive at a mark	Indicative Content 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 summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: • Makes perceptive inferences from both texts • Makes judicious references/use of textual detail relevant to the focus of the question	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.	In both sources the children are affected physically and materially by poverty. It is clear that the girl in Source A cannot afford clothing that is appropriate for cold weather "although the weather was severe, was dressed in a thin cotton gown, with a threadbare shawl wrapped round her shoulders" suggesting that she lacks the basic necessities to keep her warm and healthy in the conditions she has to work in. The fact that the shawl is "threadbare" suggests that this is virtually worn out and not fit for purpose, there is no chance the girl would own anything new and is suffering due to the poverty in which she lives. This is similar to the children in Source B who are also suffering from the lack of basic provisions, "children are coming to school in dirty or fraying clothes" which in the 21st century should not be a common occurrence. This too suggests that children living in poverty in Source B don't have essential items because their families cannot afford them.

			"Fraying", just like "threadbare" suggests that the children's clothing is far from new and the children are lacking care and attention due to the poverty in which they are living.
Level 3 Clear, relevant summary 5-6 marks	Shows clear synthesis and interpretation of both texts: • Makes clear inferences from both texts • Selects clear references/textual detail relevant to the focus of the question • Statements show clear similarities 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 2 and at least one of the skills descriptors.	In both sources the children are affected physically and materially by poverty. It is clear that the girl in Source A cannot afford clothing that is appropriate for cold weather "although the weather was severe, was dressed in a thin cotton gown, with a threadbare shawl wrapped round her shoulders" suggesting that she lacks the basic necessities to keep her warm and healthy in the conditions she has to work in. This is similar to the children in Source B who are also suffering from the lack of basic provisions, "children are coming to school in dirty or fraying clothes" which in the 21st century should not be a common occurrence. This too suggests that children living in poverty in Source B don't have essential items because their families cannot afford them.
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	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	In Source A the girl is affected by poverty badly: "although the weather was severe, was dressed in a thin cotton gown, with a threadbare shawl wrapped round her shoulders" which suggests that she doesn't have enough money to be able to dress appropriately for the cold weather. This is similar to the children in Source B who are also affected badly, "children are coming to school in dirty or fraying clothes" which also shows that the children are not dressed appropriately.

	references/textual detail from one/both texts • Statements show some similarity (ies) between texts	least one of the skills descriptors.	
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 similarity 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.	In Source A the girl is affected by poverty badly: "although the weather was severe, was dressed in a thin cotton gown, with a threadbare shawl wrapped round her shoulders". This is similar to the children in Source B who are also affected badly, "children are coming to school in dirty or fraying clothes".
Level 0 No marks	Students in this band will not have offered any differences. Nothing to reward.		

Question 3:

You now need to refer only to **Source B.** How does the writer use language to describe the divisions in society?

12 marks

There is no such thing as an equal life chance in Britain. This will not be news to the former free school meals child now scrubbing toilets for a minimum wage, or to the Eton alumni born to sit in Downing Street. The system is rigged – and it is rigged in favour of the ones who don't need the advantage. That is the greatest irony of inequality and education: the school system is both the emancipation of the working class and confirmation of its place. Austerity's architects could never have thought that growing inequality – where the elite have seen their fortunes rocket as the poorest suffer – would do anything but worsen this.

As further evidence of this, the educational "achievement gap" between richer and poorer children is widening, as of this year. Only one in three disadvantaged pupils is hitting the government's GCSE pass target – compared with over 60% of their richer peers. And the education system literally divides children along class lines – our schools are among the most socially segregated in the developed world. We group together children of immigrants: 80% are taught in schools with "high concentrations" of other immigrant or disadvantaged pupils. Poorly educated parents – defined as those who don't have five good GCSEs – see their kids taught together, shut away from advantaged children. Meanwhile, private schools continue to let privilege buy privilege. The best comprehensives and academies practice social selection by stealth, siphoning out the poor kids on free school meals.

AO2

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses Language ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

Level	Skills Descriptors	How to arrive at a mark	Indicative Content
			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 Detailed, perceptive analysis 10-12 marks	Shows detailed and perceptive understanding of language: • Analyses the effects of the writer's choices of language • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject terminology	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.	The writer tells us that social division is happening covertly and without us recognising it: "social selection by stealth, siphoning out the poor kids" The verb "siphoning" makes us think that the poor children are being drained off in order to be left with a purer version of society. Combined with the noun "stealth" suggests that those in power are wanting to purify society without detection almost as if they are cunningly attempting to cleanse society so that the poor do not have the chance to make an impact. The sibilance used also creates a harsh sound almost as if the poor children are under attack.
Level 3 Clear, relevant explanation	Shows clear understanding of language: • Explains clearly the effects of the writer's choices of language	At the top of the level, a student's response will meet all of the skills descriptors.	The writer tells us that social division is happening covertly and without us recognising it: "social selection by stealth, siphoning out the poor kids" The verb "siphoning" makes us think that the poor children are being drained off in order to be left with a purer version of society.

7-9 marks	• Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology	At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	
Level 2 Some understanding and comment 4-6 marks	Shows some understanding of language: • Attempts to comment on the effect of language • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately	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 tells us that social division is happening without us knowing: "social selection by stealth, siphoning out the poor kids" The verb "siphoning" makes us think that the poor children are being got rid of.
Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of language: • Offers simple comment on the effects of language • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately	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.	The writer tells us that social division is happening "social selection by stealth, siphoning out the poor kids" These words make it seem unfair.
Level 0 No marks	No comments offered on the use of language. Nothing to reward.		

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 attitudes to child poverty.

In your answer you could:

• Compare their different attitudes

• Compare the methods they use to convey those attitudes

• Support your ideas with references to both texts

16 marks

AO3			
Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			
Level	**Skills Descriptors**	**How to arrive at a mark**	**Indicative Content** 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	• Compares ideas and perspectives in a perceptive way • Analyses how writers' methods are used	At the top of the level, a student's response will meet all of the skills descriptors.	The writer of Source A elicits the reader's sympathy for the girl who is living in poverty through the phrase "there was something cruelly pathetic in hearing this infant". The adjectives cruel and pathetic are used by the writer to demonstrate his attitude that the girl's situation is extremely unfair. It is both harsh and painful to see the girl and the affects poverty has had on her. This idea is further reinforced by using the noun "infant" as the girl is so young, she should not be having to endure the conditions she is living in. The writer in Source B also has the attitude that poverty is appalling as she tells us

	• Selects a range of judicious supporting detail from both texts • Shows a detailed understanding of the different ideas and perspectives in both texts	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	"Austerity is starving the poorest out of their future." The personification of austerity is used by the writer to demonstrate the unfairness in society as if it is targeting those who are living in poverty. By using the verb "starving" the writer literally demonstrates that children are hungry but also that they are metaphorically starved of opportunities in life.
Level 3 Clear, relevant 9-12 marks	• Compares ideas and perspectives in a clear and relevant way • Explains clearly how writers' methods are used • Selects relevant detail to support from both texts • Shows a clear understanding of the different ideas and perspectives in both texts	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 of Source A elicits the reader's sympathy for the girl who is living in poverty through the phrase "there was something cruelly pathetic in hearing this infant". The adjectives cruel and pathetic are used by the writer to demonstrate his attitude that the girl's situation is extremely unfair. It is both harsh and painful to see the girl and the affects poverty has had on her. The writer in Source B also has the attitude that poverty is appalling as she tells us "Austerity is starving the poorest out of their future." The personification of austerity is used by the writer to demonstrate the unfairness in society as if it is targeting those who are living in poverty.
Level 2 Some, attempts	• Attempts to compare ideas and perspectives • Makes some comment on how writers' methods are	At the top of the level, a student's response will meet	The writer of Source A thinks that child poverty is appalling and something we should sympathise with. He tells us that "there was something cruelly pathetic in hearing this infant". The words cruel and pathetic show the writer's attitude towards the girl and the poverty in which she lives to be unkind and sad that she is in this situation. The writer in

5-8 marks	used • Selects some appropriate textual detail/references, not always supporting from one or both texts • Identifies some different ideas and perspectives	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 B also has the attitude that poverty is appalling as she tells us "Austerity is starving the poorest out of their future." Which shows the poor are being stopped from achieving anything in life because of a lack of money.
Level 1 Simple, limited 1-4 marks	• Makes simple cross reference of ideas and perspectives • Makes simple identification of writers' methods • Makes simple references/ textual details from one or both texts • Shows simple awareness of ideas and/or perspectives	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.	The writer of Source A thinks that child poverty is a bad thing. He tells us that "there was something cruelly pathetic in hearing this infant". These words make it seem like the girl is really poor. The writer in Source B also thinks poverty is a bad thing as she tells us "Austerity is starving the poorest out of their future." Which shows the poor are in a really bad situation.
Level 0 No marks	No ideas offered about the differences. Nothing to reward.		

Question 5

5. This question refers to **Source B from line 27 to the end.**

A student, having read this section of the text said: "The writer makes the reader feel sympathetic to the poor girl who seems to be hopeless and pathetic".

To what extent do you agree?

In your response you could:

• Write about your own impressions of the writer's feelings

• Evaluate how the writer has created these impressions

• Support your opinions with references to the text.

20 marks

AO4 Evaluate texts critically and support this with appropriate textual references			
Level	Skills Descriptors	How to arrive at a mark	Indicative Content 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	Shows perceptive and detailed evaluation: • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer's methods	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	I agree that the writer makes the reader feel sympathetic to the poor girl because he tells us that "her little face, pale and thin with privation, was wrinkled where the dimples ought to have been". This makes us sympathise with her because she seems to have lost her youth and is now looking old and unhealthy due to the poverty she is living in. The adjectives "pale and thin" are used by the writer to show how hopeless and pathetic she is because it is

16-20 marks	• Selects a judicious range of textual detail • Develops a convincing and critical response to the focus of the statement	least one of the skills descriptors.	poverty that has made her look like this. The writer also juxtaposes "wrinkled" and "dimpled" reminding the reader that this is a young girl who should have dimples as she should be enjoying her childhood. Instead, the dimples have been replaced with wrinkles as if this child is old before her time. It does indeed seem as if this child is pathetic – her situation is wretched and it doesn't seem as if she can be saved from the poverty she is living in.
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: • Evaluates clearly the effect(s) on the reader • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Makes a clear and relevant 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 2 and at least one of the skills descriptors.	I agree that the writer makes the reader feel sympathetic to the poor girl because he tells us that "her little face, pale and thin with privation, was wrinkled where the dimples ought to have been". This makes us sympathise with her because she seems to have lost her youth and is now looking old and unhealthy due to the poverty she is living in. The adjectives "pale and thin" are used by the writer to show how hopeless and pathetic she is because it is poverty that has made her look like this.
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: • Makes some evaluative comment(s) on effect(s) on the reader	At the top of the level, a student's response will meet all of the skills descriptors.	I agree that the writer makes the reader feel sympathetic to the poor girl because he tells us that "her little face, pale and thin with privation, was wrinkled where the dimples ought to have been". This makes us sympathise with her because she seems to have lost her youth and is now looking old and unhealthy due to the poverty she is living in.

	• Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some response to the focus of the statement	At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	
Level 1 Simple, limited evaluation 1-5 marks	Shows simple, limited evaluation: • Makes simple, limited evaluative comment(s) on effect(s) on reader • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes a simple, limited response to the focus of the statement	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.	I agree that the writer makes the reader feel sympathetic to the poor girl because he tells us that "her little face, pale and thin with privation, was wrinkled where the dimples ought to have been. This makes us feel sorry for her because she looks old.
Level 0 No marks	No relevant comments offered in response to the statement, no impressions, no evaluation.		

Question 6

Either:

"The fact that child poverty is not yet a thing of the past is a huge worry for the future of our society. We should all do more to ensure that every child, no matter the background, has a fair start in life."

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

Or:

Write a description suggested by this picture:

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	How to arrive at a mark
Level 4 19-24 marks Compelling, Convincing	Upper Level 4 22-24 marks	Content • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4
	Lower Level 4 19-21 marks	Content • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices Organisation • Varied and effective structural features	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 upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4

		• 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	Upper Level 3 16-18 marks	Content • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices Organisation • Effective use of structural features • Writing is engaging, using a range of clear connected ideas • Coherent paragraphs with integrated discourse markers	At the top of the 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 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3
	Lower Level 3 13-15 marks	Content • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation • Usually effective use of structural features	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 upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3

		• Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers	
Level 2 7-12 marks Some success	Upper Level 2 10-12 marks	Content • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices Organisation • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2
	Lower Level 2 7-9 marks	Content • Attempts to match register to audience • Attempts to match purpose • Begins to vary vocabulary with some use of linguistic devices Organisation • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate	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 upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2

Level 1	Upper Level 1	Content	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation
1-6 marks	4-6 marks	• Simple awareness of register/audience	
		• Simple awareness of purpose	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
Simple,		• Simple vocabulary; simple linguistic devices	
Limited			
		Organisation	
		• Evidence of simple structural features	
		• One or two relevant ideas, simply linked	
		•Random paragraph structure	
	Lower Level 1	Content	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation
		• Occasional sense of audience	
	1-3 marks	• Occasional sense of purpose	
		• Simple vocabulary	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
		Organisation	
		• Limited or no evidence of structural features	
		• One or two unlinked ideas	
		No paragraphs	
Level 0	Students will not have offered any meaningful writing to assess		
	Nothing to reward		
0 marks			

AO6 Technical Accuracy

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.)

Level	Skills Descriptors	How to arrive at a mark
Level 4 13-16 marks	• 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	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
Level 3 9-12 marks	• 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	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

| Level 2

5-8 marks	• 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	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
Level 1

1-4 marks | •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 | 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 |
| Level 0

0 marks | Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning. | |

https://astarequivalency.co.uk/

https://astarequivalency.co.uk/