

# Paper 1 Explorations in Creative Reading & Writing

## Mark Scheme

### SECTION A: READING – Assessment Objectives

AO1	<p>Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"><li>•</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>

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

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**Section A: Reading**

<b>0</b>	<b>1</b>	Read again the first part of the source, <b>lines 1 to 6</b> .
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List **four** things from this part of the text about Boxer.

[4 marks] Give 1 mark for each point about Boxer:

- responses must be drawn from lines 1 to 6 of the text
- responses must be true statements from the extract
- responses must relate to Boxer
- candidates may quote or paraphrase – each is acceptable
- a paraphrased response covering more than one point should be credited for each point made.

Note: The indicative content must not be treated as exhaustive and reference must be made to the selected section of the text.

<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 bullet point 1 identify and interpret explicit and implicit information and ideas.</b>	
<p>Indicative content; candidates may include:</p> <ul style="list-style-type: none"> <li>• he was ill</li> <li>• he could live for a further three years</li> <li>• he looked forward to peaceful days ahead</li> <li>• he looked forward to spending time in the pasture</li> <li>• he had never had leisure time before</li> <li>• he wanted to study</li> <li>• he only knew four letters of the alphabet</li> <li>• he wanted to learn his alphabet fully</li> </ul> <p>Or any other valid responses that you are able to verify by checking the source.</p>	

0 2

Look in detail at this extract from **lines 6 to 16** of the source.

(However, Benjamin and Clover could only be with Boxer ... .. And Boxer's stall<sup>3</sup> was empty)

How does the writer use **language** here to show us what Benjamin felt about Boxer being taken away?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

**AO2** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

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

Level	Skills Descriptors	Content Descriptors (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed  7-8 marks	Shows detailed and perceptive understanding of <i>language</i> <ul style="list-style-type: none"> <li>• Analyses the effects of the writer's choices of <i>language</i></li> <li>• Selects a judicious range of quotations</li> <li>• Uses sophisticated subject terminology accurately</li> </ul>	The writer emphasises that Benjamin felt excited and perhaps frightened by using powerful 'ing' verbs such as 'galloping' and 'braying'. 'Galloping' conveys the image of him running very fast with a sense of urgency and coupled with 'baying at the top of his voice' reinforces the idea that he has something of great importance to tell the other animals. Additionally, the adjective 'astonished' to describe how the others felt suggests that this behaviour is unusual for Benjamin, behaviour that is out of the ordinary for him, and evokes in the reader the idea that maybe something bad is happening. This idea is confirmed when we later read that 'it was the first time that they had ever seen Benjamin excited.' The writer then uses the device of the dash to add extra information when we are told that '--indeed, it was the first time that anyone had ever seen him gallop', thereby strengthening the suggestion that something of ominous is taking place. The writer also makes effective use of punctuation in the

		dialogue: "Quick, quick!" he shouted. "Come at once! They're taking Boxer away!" The use of three exclamation marks in quick succession with the short sentences creates and conveys a highly anxious tone so that the reader fears that Boxer is being taken somewhere sinister. The final short sentence, 'And Boxer's stall was empty', is sharp and succinct, more or less confirming that that Boxer has gone, probably for good.
Level 3 Clear, relevant  5-6 marks	Shows clear understanding of <i>language</i> <ul style="list-style-type: none"> <li>Clearly explains the effects of the writer's choices of <i>language</i></li> <li>Selects a range of relevant quotations</li> <li>Uses subject terminology accurately</li> </ul>	The writer's uses verbs such as 'galloping' and 'braying' which are effective in conveying that Benjamin is running fast to tell the others of something horrible that is happening to Boxer. Additionally, repetition and thoughtfully chosen punctuation are also used when Benjamin shouted "Quick, quick!..." "Come at once! They're taking Boxer away!" The repetition creates the effect that this is important, and the exclamation marks make Benjamin sound like he is excited but in a frightened way. The combined effect is that he reader feels scared for Boxer, wondering what is happening. It ends with the short sentence: 'And Boxer's stall was empty', which makes the reader think or know that he won't come back.
Level 2 Some, attempts  3-4 marks	Shows some understanding of <i>language</i> <ul style="list-style-type: none"> <li>Attempts to comment on the effect of <i>language</i></li> <li>Selects some relevant quotations</li> <li>Uses some subject terminology, not always appropriately</li> </ul>	The writer says that Benjamin was 'galloping', a verb which means he is running quickly to tell the others. Also he was shouting "Quick, quick!" he shouted. "Come at once! They're taking Boxer away!" Exclamations means he's shouting loudly. So Benjamin is trying to get help which means he is scared for Boxer.
Level 1 Simple, limited  1-2 marks	Shows simple awareness of <i>language</i> <ul style="list-style-type: none"> <li>Offers simple comment on the effect of <i>language</i></li> <li>Simple references or textual details</li> <li>Simple mention of subject terminology</li> </ul>	The writer says that Benjamin was shouting, "Quick, quick!" he shouted. "Come at once! They're taking Boxer away!" So Benjamin is trying to get help which means he is scared for Boxer.
Level 0 No marks	No comments offered on the use of <i>language</i> . Nothing to reward	

AO2 content may include the effect of ideas such as:

- use of devices for emphasis
- employment of sentence forms
- use of, for example, nouns and adverbs to enhance description
- the cumulative effect of chosen words and phrases.

**0 3** You now need to think about the **whole** of the source.

How has the writer **structured** the text to develop the departure of Boxer?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes the focus as the extract develops
- any other structural features that you think help to develop the departure

[8 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 how the writer has structured a text.</b> Structural features can be: at a whole text level e.g. beginnings / endings / perspective shifts; at a paragraph level eg. topic change / single sentence paragraphs; at a sentence level e.g. sentence length		
<b>Level</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b> ( <b>NB:</b> The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed  7-8 marks	Shows detailed and perceptive understanding of structural features <ul style="list-style-type: none"> <li>• Analyses the effects of the writer's choice of <i>structural</i> features</li> <li>• Selects a judicious range of examples</li> <li>• Uses a range of subject terminology appropriately</li> </ul>	<p>The extract is structured through the actions of the various animals. It begins with authorial narrative, a short description of what Boxer is like: how he has worked hard and that he hopes to relax in the pasture; it also mentions that he wants to study in his retirement; overall, presenting Boxer and diligent, but simple and making the readers like him.</p> <p>The source then uses the structural feature of the immediate present, with the other animals working. When Benjamin bursts on the scene, the structural feature of direct speech, with the focus on Benjamin's concerns, changes the atmosphere to become more exciting as he is yelling at the others about what is happening to Boxer. As the readers already like Boxer, we feel intrigued.</p>

		<p>The next four short paragraphs contain dialogue, informing the readers of the ignorance of the other animals as they crowd round the van, and highlighting Benjamin's understanding of the reality of Boxer's fate. The effect is that the tension rises and the readers begin to feel anxious about Boxer.</p> <p>The focus then shifts to the reactions of the other animals as the van leaves, increasing the tension now that they all realise Boxer's fate. The writer continues to focus on the animals' desperation and fear to make the reader feel this fear too. The image of Boxer's face increases the tension and also evokes sadness.</p> <p>The final paragraph is mostly authorial narrative, describing the van leaving with Boxer trapped and helpless. The focus then narrows to Boxer and the writer uses the structural feature of a short sentence, 'He was trying to kick his way out'; this evokes further sadness as well as fear in the readers but also, momentarily, a modicum of hope for Boxer. This hope is dashed with two more short sentences. First we told that 'Boxer's face did not appear at the window.' Then the extract ends with the final focus on the van disappearing through the farm gate and a final short sentence: 'Boxer was never seen again.' The brevity of these sentences complements the simple truth and leaves no doubt, confirming the readers' fears that Boxer is doomed.</p>
<p>Level 3 Clear, relevant  5-6 marks</p>	<p>Shows clear understanding of <i>structural</i> features</p> <ul style="list-style-type: none"> <li>• Clearly explains the effects of the writer's choice of <i>structural</i> features</li> <li>• Selects a range of relevant examples</li> <li>• Uses subject terminology accurately</li> </ul>	<p>The extract is structured through the different animals on the farm. It begins with a short description of what Boxer is like; he has worked hard, with no 'leisure time', and he is not particularly educated.</p> <p>The writing then shifts to Benjamin, using speech, where the tension rises with the focus on Benjamin when he tells the others about the van and Boxer. The tension further rises with more speech from Benjamin as he shouts at the others that the van is from the knackers.</p> <p>The focus then moves to the reactions of the other animals when they become aware of the reality.</p> <p>Towards the end, the tension rises further when Boxer reacts to the cries of the others as he tries to escape. The final focus, however, is on the van leaving the farm with Boxer never to be seen again.</p>

<p>Level 2 Some, attempts 3-4 marks</p>	<p>Shows some understanding of <i>structural</i> features</p> <ul style="list-style-type: none"> <li>• Attempts to comment on the effect of <i>structural</i> features</li> <li>• Selects some relevant examples</li> <li>• Uses some subject terminology, not always appropriately</li> </ul>	<p>The writer writes about Boxer to begin with which makes me like him and feel a bit sorry for him. Then the focus is on Benjamin with some speech as he is running to tell the other animals about Boxer. This adds excitement and concern about Boxer and what will happen to him. Then the writer tells us about boxer being taken to the knackers to be killed and this makes the reader feel very sad for him.</p>
<p>Level 1 Simple, limited 1-2 marks</p>	<p>Shows simple awareness of <i>structure</i></p> <ul style="list-style-type: none"> <li>• Offers simple comment on the effect of <i>structure</i></li> <li>• Simple references or examples</li> <li>• Simple mention of subject terminology</li> </ul>	<p>The text is written in paragraphs but also some speech. It starts with Boxer and what he is like, then brings in the other animals being worried about Boxer, then Boxer being taken off in the van.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of <i>structure</i> Nothing to reward</p>	

AO2 content may include the effect of ideas such as:

- description of Boxer.
- shift to Benjamin's concern for Boxer and other animals' reaction through dialogue – tension
- focus on other animals shouting advice to Boxer – Boxer's face appearing at the window, Clover shouting for him to get out – building of tension through speech
- Boxer's reactions and van disappearing, Boxer never seen again – culmination of tension and closure on a note of sadness.

**0 4** Focus this part of your answer on the second half of the source, **from line 17 to the end.**

A teacher, having read this section of the text said: “I like how the writer helps my students to feel involved in this moment. It is as if they are there on the farm watching the animals.” To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

**[20 marks]**

AO4 Evaluate texts critically and support this with appropriate textual references			
Level	Overview Statement	Skills Descriptors	Content Descriptors (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed 16-20 marks	At the <b>top</b> of the level critical evaluation will be <b>perceptive</b> and <b>detailed</b>	<ul style="list-style-type: none"> <li>• Critically evaluates the text in a detailed way</li> <li>• Offers examples from the text to explain views convincingly</li> <li>• Analyses effects of a range of writer’s choices</li> <li>• Selects a range of relevant quotations to validate views</li> </ul>	I agree with the teacher because as a student I too feel as if I am on the farm with the characters. In this section the writer creates the impression of Boxer as an old and gullible horse when we learn that he is tricked and taken to the ‘knackers.’ The reader now feels pity and fear for Boxer. The writer achieves tension by having Boxer react to the desperate cries of Clover when his ‘face...appeared at the small window at the back of the van’ and then, with ‘a tremendous drumming of hoofs...trying to kick his way out.’ This conveys an image of a duped and desperate Boxer realising his fate and attempting, unsuccessfully, to escape. The readers’ feelings of pity are increased when we read that ‘the time had been when a few kicks from Boxer’s hoofs would have smashed the van to matchwood’, as this conveys the impression that Boxer had once been powerful, but now ‘his strength had left him’ and his kicking became ‘fainter and died away’, therefore reinforcing for the reader the idea that Boxer is beaten and, like his kicking, will also die.

			<p>Contrasted with Boxer is the perceptive Benjamin, who is presented as a would-be hero as he attempts to gain the support of the other animals in saving Boxer from an ignoble death at 'the knackers'. The writer achieves this with speech, in particular, punctuation "Fools! Fools!...Do you not see what is written on the side of that van? These strong nouns, coupled with the repeated exclamation marks, are effective in creating a desperate but determined donkey, attempting to inform the others and save Boxer. This is successful in making the readers admire Benjamin.</p> <p>The other animals are presented as initially ignorant and gullible. The writer achieves this with direct speech when they 'crowed round the van' and 'chorused, "good-bye!"' The verb 'chorused' creates an image of the animals happily saying their goodbyes, and ignorantly believing that the pigs were sending Boxer to a human hospital to recuperate.</p> <p>Although Clover, like the others, is initially presented as gullible, she ultimately emerges as a determined and loyal friend. When Benjamin informs them of the cruel and despicable truth, Clover 'forced her way to the front [and] tried to...gallop', shouting a warning 'in a terrible voice.' Again, it is the writer's choice of verbs, 'forced', 'gallop' and 'shouted', that is effective in creating the impression that Clover is a brave and determined friend who, now she knows the truth, is desperate to save Boxer. In particular, the verb 'forced' is effective in conveying the idea that Clover tried her best to save her friend. Ultimately, the readers admire Clover too.</p>
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<p>Level 3</p> <p>Clear, relevant</p> <p>11-15 marks</p>	<p>At the <b>top</b> of the level critical evaluation will be <b>clear</b> and <b>consistent</b></p>	<p>Clearly evaluates the text</p> <ul style="list-style-type: none"> <li>• Offers examples from the text to explain views clearly</li> <li>• Clearly explains the effect of the writer's choices</li> <li>• Selects some relevant quotations to support views</li> <li>•</li> </ul>	<p>I agree. The writer creates tension on the farm. This is achieved with Benjamin shouting to the animals that they are 'fools!' for thinking boxer was going to the hospital. This creates the impression that Benjamin is not to be taken in by the pigs and it makes us admire him.</p> <p>Clover at first in this section is presented as a bit silly at first as she believed that Boxer was going somewhere nice; however, as soon as Benjamin tells them the truth she changes and is then presented as caring and determined to help save Boxer. This is evident when she 'forced her way to the front' to warn Boxer. The verb 'forced' conveys a picture of her not being scared and trying really hard to save Boxer.</p> <p>However, we get the impression that Boxer was too trusting because he only tried to escape once he was warned. We also get the impression that he used to be strong because once 'a few kicks from Boxer's hoofs would have smashed the van to matchwood' but now he is older and 'his strength had left him. We feel very sorry for Boxer.</p>
<p>Level 2</p> <p>Some, attempts</p> <p>6-10 marks</p>	<p>At the <b>top</b> of the level there will be <b>some</b> evaluative comments</p>	<ul style="list-style-type: none"> <li>• Attempts evaluative comment on the text</li> <li>• Offers an example from the text to explain view(s)</li> <li>• Attempts to comment on the writer's methods</li> <li>• Selects some quotations , which occasionally support views</li> </ul>	<p>Yes, the writer does make me feel involved in the way he includes a lot of detail the animals. For example, I get the impression that Benjamin is clever and brave because he said the others were 'fools!' because they could not read that the van was from the knackers. I get the impression that Boxer does what the others tell him because he only tried to 'kick his way out' of the van once his friends shouted to him. I feel sad for Boxer.</p> <p>I get the impression that Clover and the others were a bit stupid at first because they could not read that the van was going to the knackers. However, as soon as Benjamin told them they gave 'a cry of horror' and Clover cried 'Boxer! Boxer! Boxer!' which shows us that she was then presented as caring and wanted Boxer to escape.</p>

<p>Level 1</p> <p>Simple, limited</p> <p>1-5 marks</p>	<p>In this level there will be <b>simple</b> personal comment</p>	<ul style="list-style-type: none"> <li>• Simple evaluative comment on the text</li> <li>• Offers simple example from the text which may explain view</li> <li>• Simple mention of the writer's methods</li> <li>• Simple references or textual details</li> </ul>	<p>I get the impression that the animals are worried about Boxer. Boxer is scared and tries to kick his way out of the van. Benjamin tells the others where Boxer is going so he is clever. Clover is scared for Boxer.</p>
<p>Level 0</p> <p>No marks</p>	<p>No relevant comments offered in response to the statement, no impressions, no evaluation.</p>		

AO4 Content may include the evaluation of ideas such as:

- the characteristics of Boxer as initially naïve but then as frightened
- the actions of Boxer making the reader feel optimistic then sad
- the characteristics and actions of clover as initially naïve but then as brave and concerned

**Section B: Writing I'LL DO THIS LATER****0 5**

Your teacher wants you to contribute to a collection of creative writing. She will judge which pieces can go into the collection.

**Either:** Write a description suggested by this picture: (*picture of horses gathering near a river*)

**Or:** Write a description about a pet you have or have owned that has made a strong impression on you

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

**[40 marks]**

<b>AO5 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.		
Level 4  19-24 marks  <b>Content</b> is convincing and crafted;	Upper Level 4  22-24 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Communication is convincing and compelling throughout</li> <li>• Tone, style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Highly structured and developed writing, incorporating a range of integrated and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> <li>• Varied and inventive use of structural features</li> </ul>
<b>Organisation</b> is structured, developed, complex and varied	Lower Level 4  19-21 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Communication is convincing</li> <li>• Tone, style and register consistently match purpose, form and audience;</li> <li>• Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Structured and developed writing with a range of engaging complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> <li>• Varied and effective structural features</li> </ul>

<p>Level 3</p> <p>13-18 marks</p> <p><b>Content</b> is clear and chosen for effect</p> <p><b>Organisation</b> is engaging connected</p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is consistently clear and effective</li> <li>• Tone, style and register matched to purpose, form and audience</li> <li>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of detailed connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> <li>• Effective use of structural features</li> </ul>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is clear</li> <li>• Tone, style and register generally matched to purpose, form and audience</li> <li>• Vocabulary clearly chosen for effect and successful use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> <li>• Usually effective use of structural features</li> </ul>
<p>Level 2</p> <p>7-12 marks</p> <p><b>Content</b> is successful and controlled</p> <p><b>Organisation</b> is linked/relevant and paragraphed</p>	<p>Upper Level 2</p> <p>10-12 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is mostly successful</li> <li>• Sustained attempt to match purpose, form and audience; some control of register</li> <li>• Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Increasing variety of linked and relevant ideas</li> <li>• Some use of paragraphs and some use of discourse markers</li> <li>• Some use of structural features</li> </ul>
	<p>Lower Level 2</p> <p>7-9 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates with some success</li> <li>• Attempts to match purpose, form and audience; attempts to control register</li> <li>• Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Some linked and relevant ideas</li> <li>• Attempt to write in paragraphs with some discourse markers, not always appropriate</li> <li>• Attempts to use structural features</li> </ul>

Level 1 1-6 marks <b>Content</b> is simple	Upper Level 1 4-6 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Simple success in communication of ideas</li> <li>• Simple awareness of purpose, form and audience; limited control of register</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> <li>• Evidence of simple structural features</li> </ul>
	Lower Level 1 1-3 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Communicates some meaning</li> <li>• Occasional sense of purpose, form and/or audience</li> <li>• Simple vocabulary</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• One or two unlinked ideas</li> <li>• No paragraphs</li> <li>• Limited or no evidence of structural features</li> </ul>
Level 0 No marks	Candidates will not have offered any meaningful writing to assess Nothing to reward	

### 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 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>
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<p>Level 3 9-12 marks</p>	<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>Level 2 5-8 marks</p>	<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>Level 1 1-4 marks</p>	<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> <li>• Occasional use of Standard English with limited control of agreement</li>   <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>
<p>Level 0 No marks</p>	<p>Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.</p>