AQA

GCSE
ENGLISH LANGUAGE
8700/1

Paper 1 Explorations in creative reading and writing

Mark scheme

Sample assessment materials

First exam in June 2026

Version: 1.1

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

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

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

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

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

Introduction

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

Level of response marking instructions

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

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

Level	Keywords	Typical qualities of comments at each level
4	Perceptive, detailed	Developed, insightful, exploratory, subtle, confident, analytical, conceptual, sophisticated
3	Clear, relevant	Accurate, complete in itself, well explained, directly focused on the task
2	Some attempts	Incomplete ideas, partially correct, questionable, emerging, speculative
1	Simple, limited	Generalised, repetitive, synonymous, paraphrased, obvious, basic

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

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

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

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

Step 1 Annotate the response

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

Step 2 Determine a level

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

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

Step 3 Determine a mark

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

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

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

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

Advice

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

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.

2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.

3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.

4. Remember the key to accurate and fair marking is consistency.

5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

SECTION A: READING – Assessment Objectives

AO1	• 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	• 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	• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

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

0 1   Read again the first part of the source, from **lines 1 to 9**.

Answer **all** parts of this question.

Choose **one** answer for each question.

- Shade the **circle** in the box of the one that you think is **correct**.
- Choose a maximum of **one** answer for each question.
- If you make an error cross out the **whole box**.
- If you change your mind and require an answer that has been crossed out, then draw a circle around the box.

[4 marks]

AO1	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts	
This assesses bullet point 1: identify and interpret explicit and implicit information and ideas		
Question	**Answer**	**Mark**
What worries Pi about the hyena?	Remembering what his father told him about hyenas	1
How do hyenas usually attack?	As a group	1
What sort of attackers are hyenas?	Tough	1
What does Pi hope will distract the hyena away from him?	The other animals on the boat	1

0 2 Look in detail at this extract, from **lines 10 to 19** of the source:

How does the writer use language here to describe the hyena's appearance?

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 i.e. words, phrases, language features, language techniques, sentence forms

Level	Skills descriptors	Indicative standard 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 analysis 7–8 marks	Shows perceptive and detailed understanding of language: • Analyses the effects of the writer's choices of language • Selects a range of judicious textual detail • Makes sophisticated and accurate use of subject terminology	The writer's description of the hyena criticises its unpleasant appearance and introduces the idea of it being a malicious threat. The adjective 'ugly' labels the hyena as grotesque straight away and this is further emphasised by the harshness of the dismissive short sentence. The writer has also chosen the phrase 'beyond redemption' because 'redemption' has connotations of being saved from evil, as if the hyena's ugliness is symbolic of a deeper sinister nature that cannot be reversed.
Level 3 Clear, relevant explanation 5–6 marks	Shows clear understanding of language: • Explains clearly the effects of the writer's choices of language • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology	The writer makes the hyena's unpleasant appearance clear from the start when he says 'it was ugly beyond redemption'. This short sentence is deliberately blunt and the adjective 'ugly' introduces the animal as hideous. The addition of the phrase 'beyond redemption' exaggerates its ugliness further by claiming there is nothing that could ever be done to improve its appearance and save it from being unattractive.

Level 2 Some understanding and comment 3–4 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	The writer uses adjectives to make the hyena's appearance seem unpleasant, 'ugly beyond redemption'. This phrase suggests that the hyena is so horrible to look at that there is nothing that could be done about it. There is no chance that anyone could ever see a hyena as attractive.
Level 1 Simple, limited comment 1–2 marks	Shows simple awareness of language: • Offers simple comment on the effect of language • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately	The writer makes the hyena sound like a really ugly animal. It says, 'it is ugly beyond redemption'. The writer has used an adjective to show the reader that this is not a nice animal to look at and not an animal you would want to be alone with.
Level 0 No marks	Nothing to reward	

Note: If a student writes only about language outside of the given lines, the response should be placed in either Level 1 or Level 2, according to the quality of what is written. The focus of the question is the hyena's appearance.
AO2 content may include the effect of language features such as:

- adjectives: 'ugly', 'shaggy', 'coarse' to emphasise the unpleasant appearance of the hyena
- verbs: 'bungled' to suggest the hyena is not a perfect creation, causing either a sense of disgust or sympathy
- contrast: 'none of the classy ostentation of a leopard's' to compare the hyena unfavourably to a familiar animal that the reader would be likely to consider beautiful
- simile: 'like the symptoms of a skin disease' to exaggerate the unpleasant appearance of the hyena's spots, although again this may also arouse sympathy
- adverbs: 'too massive' 'ridiculously mouse-like' 'too big' to intensify the hyena's disproportionate features
- humour/hyperbole: 'suffering from a receding hairline' to mock the hyena's appearance, although 'suffering' could be read sympathetically
- short (declarative) sentences: 'The nostrils are too big.' to add to the harsh, dismissive tone of the description
- antithesis: 'doglike, but like no dog anyone would want as a pet' to present the contrast between the hyena and a more domestic animal.

0 3 You now need to think about the structure of the source as a whole.

The text is from the middle of a novel.

How has the writer structured the text to create tension?

You could write about:

- how tension has increased or decreased by the end of the source
- how the writer uses structure to create an effect
- the writer's use of any other structural features, such as changes in mood, tone or perspective.

[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 structure: i.e. structural features such as a pivotal point, juxtaposition, flash back, shifts in focus, mood or tone, contrast, narrative pace and/or other structural features

Level	Skills descriptors	Indicative standard 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 analysis 7–8 marks	Shows perceptive and detailed understanding of structural features: • Analyses the effects of the writer's choices of structural features • Selects a range of judicious examples • Makes sophisticated and accurate use of subject terminology	The structure of the first half of the source establishes the unequal power dynamic between the narrator and the hyena. The first sentence immediately introduces the narrator's concern, 'it was the hyena that worried me' and this foreshadows the pivotal point of the extract: Pi passively watching the hyena's wild, noisy behaviour. However, instead of moving straight to the rising action, the writer includes some detailed description of the hyena, including ominous details about its ability to hunt. By building the tension in this way, it makes us share Pi's terror when the hyena actually appears, especially as we are sharing Pi's first-person perspective.
Level 3 Clear, relevant explanation 5–6 marks	Shows clear understanding of structural features: • Explains clearly the effects of the writer's choices of structural features • Selects a range of relevant examples • Makes clear and accurate use of subject terminology	Although there is little action in the first half of the source, the writer deliberately mentions the hyena right at the start to foreshadow the incident that follows. By saying 'It was the hyena that worried me', the writer immediately introduces the main element of tension in the source. The pivotal point occurs when the hyena suddenly comes out and begins running in circles, bringing Pi's fears to life. By describing the hyena's erratic movements and going into lots of background detail about it, the reader anticipates the hyena's threatening behaviour.

Level 2 Some understanding and comment 3–4 marks	Shows some understanding of structural features: • Attempts to comment on the effect of structural features • Selects some appropriate examples • Makes some use of subject terminology, mainly appropriately	The writer spends a long time focusing on the hyena at the start of the source. By introducing in the first sentence that 'it was the hyena that worried me', it foreshadows the scary behaviour of the hyena. The key moment, when the hyena comes out and starts running in circles, builds tension as we start to realise why Pi might be so concerned about the hyena and what it might do next.
Level 1 Simple, limited comment 1–2 marks	Shows simple awareness of structural features: • Offers simple comment on the effect of structure • Selects simple reference(s) or example(s) • Makes simple use of subject terminology, not always appropriately	The writer focuses on the hyena at the start of the source. The hyena is mentioned in the first sentence when it says 'it was the hyena that worried me'. This makes us wonder why he is so worried and creates tension as we think about what will happen next, especially as we don't know where the hyena is or what it is doing. Then we get a lot of description about hyenas so that we can picture it in our mind.
Level 0 No marks	Nothing to reward	

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

• exposition: background information about hyenas to allow the reader to appreciate the danger Pi could be in
• foreshadowing: early references to Pi's fear of the hyena, foreshadowing the incident that follows
• pivotal point: sudden appearance and erratic behaviour of the hyena after Pi's description of its hunting ability
• focus shifts: movement from action to description, including detailed portrayal of the hyena to emphasise its hideous appearance and unpredictable nature
• first person perspective: the reader shares Pi's thoughts and feelings and sees the hyena's appearance and behaviour (perhaps unreliably) through his eyes
• motifs: repeated reference to the hyena's 'typical' behaviour to emphasise its unchanging nature, or references to the horizon to represent the (perhaps fading) hope of the narrator
• rising action: increase of tension and pace as the hyena's wild behaviour escalates
• juxtaposition: description of the vicious nature of the hyena contrasted with its behaviour and ultimate vulnerability at the end of the extract
• anti-climax: sudden ending undercuts the previous threat of the hyena, releasing tension as the hyena unexpectedly stops its wild behaviour.

0 4   For this question focus on the second part of the source, from **line 20 to the end**.

In this part of the source, where the hyena comes out from under the tarpaulin, it could be seen as funny rather than threatening. The writer suggests that the hyena is actually no serious threat to Pi.

To what extent do you agree and/or disagree with this statement?

In your response, you could:

- consider your impressions of how the hyena behaves
- comment on the methods the writer uses to present the hyena
- support your response with references to the text.

[20 marks]

AO4 Evaluate texts critically and support this with appropriate textual references		
Level	**Skills descriptors**	**Indicative standard** This indicative standard 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: • Develops a convincing and critical understanding of ideas • Shows perceptive understanding of writer's methods • Evaluates critically and in detail the impact of the writer's ideas and methods on the reader • Selects a range of judicious textual detail	It would be easy to initially see the hyena's wild behaviour as frightening but when you look at how it is described then it is definitely more amusing. The way that it 'ran in circles' would be intimidating if it was circling its prey, but in fact it is just making itself increasingly sick and confused, despite Pi remaining frozen with fear. The writer uses the repeated circular motion as a symbol for the hyena's pointless behaviour, as if it does not have a clue what it is doing. This is made even more ridiculous by the repetition of the onomatopoeic 'yip' noise that the animal makes. While this going on 'all morning' would certainly be annoying, it is hardly the noise of a ferocious predator and the more you say the sound the more trivial it actually becomes. The repetitive nature of both movement and sound emphasises to the reader the bizarre performance that Pi is forced to endure until the sudden anti-climax removes any remaining sense of a threat altogether.

Level 3 Clear, relevant evaluation 11–15 marks	Shows clear and relevant evaluation: • Makes a clear and relevant understanding of ideas • Shows clear understanding of writer's methods • Evaluates clearly the impact of the writer's ideas and methods on the reader • Selects a range of relevant textual references	While Pi is understandably frightened of the hyena, it soon becomes clear that its behaviour is more amusing than threatening. It says 'All morning the hyena ran in circles going yip yip yip yip yip'. This pattern of circling might remind the reader of a predator circling its prey but in fact doing laps of the boat is all that the hyena does, so it soon stops being frightening. While the writer's repetition of the onomatopoeic 'yip' sound makes the hyena seem relentless, it is more of an amusing sound than it is a terrifying one and it is perhaps more the fact that it goes on 'all morning' that wears Pi down. The longer this repeated movement and sound goes on, the less of a surprise it is to us when the hyena suddenly collapses and the threat disappears.
Level 2 Some, evaluation 6–10 marks	Shows some attempts at evaluation: • Shows some understanding of ideas • Shows some understanding of writer's methods • Makes some evaluative comment(s) on the impact of the writer's methods and ideas on the reader • Selects some appropriate textual reference(s)	Pi is clearly frightened of the hyena up until the very end of the extract but a lot of the things that the hyena does are actually quite funny. It says 'All morning the hyena ran in circles going yip yip yip yip yip'. Apart from showing how fast it is, this movement doesn't actually result in the hyena attacking Pi in any way. The writer has repeated the 'yip' sound so that we can see how loud and annoying it would be for Pi who has to listen to it all morning. However, it is not actually a very threatening sound, and it stops suddenly at the end of the extract when the hyena just gives up. The reader is now certain that Pi was never under any threat at all.
Level 1 Simple, limited comment 1–5 marks	Shows simple, limited evaluation: • Shows simple, limited understanding of ideas • Shows limited understanding of writer's methods • Makes simple, limited evaluative comment(s) on the impact of the writer's methods and ideas on the reader • Selects simple, limited textual reference(s)	Even though the hyena seems frightening at first, it doesn't actually hurt Pi and ends up just making itself sick and giving up. It says 'All morning the hyena ran in circles going yip yip yip yip yip'. This is strange behaviour but the hyena never properly attacks Pi so there is no reason for him to be as frightened as he seems to be. The writer uses the sounds of the animal so that the reader can imagine what it is doing and the noise it is making. You could definitely see why an animal behaving like this would be funny to watch but it is not really very scary and the ending makes this clear because Pi isn't hurt at all.
Level 0 No marks	Nothing to reward.	

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

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

- Pi's wariness of the hyena, shown through a first-person perspective and presented by his thoughts, feelings and actions, 'seized with fear', although these thoughts could be seen as unreliable
- description of the hyena running, with dynamic verbs such as 'beating', 'clicking' and 'racing' to emphasise its speed and strength, especially alongside threatening references such as 'maniacal beast'
- the increasing tension of the section, emphasised by the use of short sentences, 'I prepared for my end' to enhance the danger of the situation, although this could be seen as hyperbole
- the repeated 'circling' of the hyena, showing a sustained threat and symbolising Pi's feelings of fear and entrapment, although it could also show the ridiculousness of the hyena's behaviour
- the use of sounds, including the repeated 'yip', to reflect the relentless nature of the hyena's behaviour, although this could be seen as more humorous than threatening
- the contrast of the 'horizon' representing a 'salvation' that Pi is at risk of losing if the hyena kills him
- the sudden, anti-climactic ending, where the hyena suddenly and comically collapses, reveals Pi's over-reaction to its threat.

0 5   A wildlife magazine is running a creative writing competition.

Choose **one** of the options below for your entry.

Either

Write a description of a zoo or wildlife park from your imagination. You may choose to use the picture provided for ideas.

or

Write the opening of a story about a human meeting an animal.

(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	Typical features – descriptive writing	Typical features – narrative
			This is not intended to be a checklist, but an indication of the typical features often included by candidates working at each level	
Level 4 Compelling, convincing communication 19−24 marks	Upper Level 4 22−24 marks	**Content** • Communication is convincing and compelling and directly relevant to focus and task • Tone, style and register are assuredly matched to purpose and audience • 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	• Distinctive and original imagery. • Compelling and evocative description. • Impressive vocabulary used judiciously. • Conceptualized ideas developed well. • Subtle detail and ideas. • Compelling use of linguistic devices and impressive control of phrasing. • Fluid sequence of ideas. • Highly successful control of mood/ atmosphere. • Crafted style.	• Distinctive and original narrative perspective. • Convincing character/s. • Impressive vocabulary, used judiciously. • Detailed and convincing setting. • Conceptualized ideas. • Convincing sequence of events, skilful temporal and spatial shifts. • Impressive control of phrasing. • Subtle and skilful shifts in mood/ atmosphere. • Crafted style.
	Lower Level 4 19−21 marks	**Content** • Communication is convincing and directly relevant to focus and task • Tone, style and register are convincingly matched to purpose and audience • Extensive vocabulary with conscious crafting of linguistic devices **Organisation** • Varied and effective structural features		

		• Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers		
Level 3 Consistent, clear communication 13−18 marks	Upper Level 3 16−18 marks	**Content** • Communication is consistently clear and consistently relevant to focus/task • Tone, style and register are clearly and consistently matched to purpose and audience • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices **Organisation** • Effective use of structural features • Writing is engaging, using a range of clear, connected ideas • Coherent paragraphs with integrated discourse markers	• Effective imagery. • Clear description that explores details. • Precise and well-chosen vocabulary. • A range of details described. • Developed theme/s and ideas. • Controlled use of vocabulary and linguistic devices. • Clearly shaped sequence of ideas/images. • Creates clear mood/ atmosphere. • Clear and controlled use of style.	• Clear narrative perspective. • Develops characters effectively. • Precise and well-chosen vocabulary. • Establishes setting with clear details. • Shapes and controls a sequence of events. • Uses temporal and spatial shifts with success. • Clearly establishes plot. • Controls the pace and ideas within the narrative. • Creates and maintains a specific mood/ atmosphere. • Clear and controlled use of style.
	Lower Level 3 13−15 marks	**Content** • Communication is generally clear and relevant to focus/task • Tone, style and register are generally matched to purpose and audience • Vocabulary clearly chosen for effect and appropriate use of linguistic devices **Organisation** • Usually effective use of structural features • Writing is engaging, with a range of connected ideas		

		• Usually coherent paragraphs with range of discourse markers		
Level 2 Some successful communication 7−12 marks	Upper Level 2 10−12 marks	**Content** • Communicates with some sustained success and sustained relevance to focus/task • Some sustained attempt to match tone, style and register to purpose and audience • 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	• Attempts to use imagery for effect. • Some development of detail and description. • Some range of vocabulary and/or attempts ambitious vocabulary. • Attempts some development of setting/place. • Some scope of ideas • Some use of linguistic devices. • Some sequence of ideas/detail. • Attempts to create atmosphere/mood. • Some awareness of style and purpose.	• Attempts to develop narrative perspective. • Attempts to develop character/s. • Some range of vocabulary and/or attempts ambitious vocabulary. • Attempts some development of setting. • Some sequencing/ developing of events. • Some use of linguistic devices. • Some establishing of plot. • Some control of pace. • Attempts to create atmosphere/mood. • Some awareness of style and purpose.
	Lower Level 2 7−9 marks	**Content** • Communicates with some success and some relevance to focus/task • Attempts to match tone, style and register to purpose and audience • Attempts 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		

Level 1 Simple, limited communication 1−6 marks	Upper Level 1 4−6 marks	**Content** • Communicates simply with simple relevance to focus/task • Simple awareness of matching tone, style and register to purpose and audience • Simple vocabulary; simple linguistic devices **Organisation** • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure	• Simple, limited use of imagery. • Simple/generalised description. • Simple, basic vocabulary. • Simple assertions stating place. • Limited scope/ideas. • Occasional use of descriptive language. • Simple sequence of details. • Simple detail to create mood/atmosphere. • Limited awareness of style.	• Simple narrative perspective. • Simple development of character. • Simple vocabulary range and effect.t • Limited awareness of setting. • Simple reference to events. • Simple sequence of events. • Simple plot. • Simple scope/control of pace. • Simple detail to create mood/ atmosphere. • Limited awareness of style.
	Lower Level 1 1−3 marks	**Content** • Limited communication with limited relevance to focus/task • Occasional sense of matching tone, style and register to purpose and audience • Simple vocabulary **Organisation** • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs		
Level 0 No marks	Students will not have offered any meaningful writing to assess. Nothing to reward.			

NB – If a candidate does not directly address the focus of the task, their communication cannot be clear or convincing and therefore the mark for AO5 is capped at the top of Level 2 - 12 marks

AO6 Technical accuracy
Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Level	Skills descriptors
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
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
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
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
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.