GCSE

English

General Certificate of Secondary Education **2431/01**

Unit 1: Non-Fiction, Media and Information

Mark Scheme for June 2010

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners.** If you are examining for the first time, please also read carefully **Introduction to Script Marking: Notes for New Examiners.**

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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Your mark scheme consists of the following:

(A)   **ASSESSMENT OBJECTIVES**

The relevant Assessment Objectives for ENGLISH are as follows:

Reading

Candidates must demonstrate their ability to:

(i)   read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them

(ii)   distinguish between fact and opinion and evaluate how information is presented

(iii)   follow an argument, identifying implications and recognising inconsistencies

(iv)   select material appropriate to their purpose, collate material from different sources, and make cross references

(v)   understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.

Writing

Candidates must demonstrate their ability to:

(i)   communicate clearly and imaginatively, using and adapting forms for different readers and purposes

(ii)   organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features

(iii)   use a range of sentence structures effectively with accurate spelling and punctuation.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
AO1 S&L	(i)					✔
	(ii)					✔
	(iii)					✔
AO2 Reading	(i)	✔	✔	✔	✔	
	(ii)	✔				
	(iii)	✔				
	(iv)	✔	✔	✔	✔	
	(v)	✔	✔	✔	✔	
✔	✔	✔	✔	✔	✔	
	(ii)	✔	✔	✔	✔	
	(iii)	✔	✔			

(B)   **USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and mark schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This **Mark Scheme** is a working document; it is not exhaustive; it does not provide 'correct' answers. It gives acceptable answers to each question in sufficient detail to allow marking in a standardised manner, and these answers can be supplemented by others after scrutiny of a range of 'live' scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting, to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the standardisation meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter **valid** answers which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of grades for the paper which you are marking – for example, above   Band 4 on a Foundation Tier paper or below Band 5 on a Higher Tier paper. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions for Examiner booklet (revised September 2008).

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1   Before the Standardisation Meeting

Before the Standardisation Meeting you must mark at least 10 scripts from several Centres. For this preliminary marking you should use a **pencil** and **follow the mark scheme**. Bring these **marked scripts** to the meeting. *(Section 5b, page 5)*

2   Marking and Annotation of scripts after the standardisation meeting

a)   Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.

b)   All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.

c)   **Annotation of scripts**

Examiners should use annotation to show clearly where a mark is earned or why it has not been awarded. This will help Examiners, checkers, and those people who review the marking of scripts.

Annotation consists of:

- ticks and crosses to show where marks have been earned or not earned
- specific words or phrases as agreed at standardisation and as contained and included in the final mark scheme to show why a mark has been earned or indicate why a mark has not been earned (eg to show there is an omission)
- standard abbreviations, eg for follow through, special case etc.

As you may need to return scripts to centres you should use the minimum of comments and make sure that comments are related to the award of a mark or marks and be matched to statements in the mark scheme. Do not include general comments on a candidate's work.

Record any annotations in the body of the answer, or in the margin next to the point where the decision is made to award or not award the mark.
(Section 9a-b, page 8)

d) **Recording of Marks**

    i)   give a clear indication of how marks have been awarded, as instructed in the mark scheme.

    ii)   record numerical marks for responses to part questions **unringed** in the right-hand margin. Show the total for each question (or, in specified cases – for each page) as a single **ringed** mark in the right-hand margin at the end of each question.

    iii)   transfer ringed totals to the front page of the script, where they should be totalled.

    iv)   show evidence that you have seen the work on every page of a script on which the candidate has made a response.

    v)   cross through every blank page to show that you have seen it.

(Section 9c, page 8)

e) **Handling of unexpected answers**

The standardisation meeting will include a discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions, and the handling of unexpected, yet acceptable answers.

(Section 6a, bullet point 5, page 5)

If you are not sure how to apply the mark scheme to an answer, then telephone your Team Leader.

(Appendix 5, para 19, page 28)

2431/01 FOUNDATION TIER MARKING

There is an issue relating to Foundation Tier marking in that the mark scheme indicates that it is possible to give a mark above the maximum mark.

- In respect of individual questions, this is fine. Please give the full reward for each question.

- The problem arises on the Paper as a whole. If the total mark you award for the script exceeds the maximum mark for the paper, please follow these instructions:

  On the front of the script show the marks you have awarded for each question in the normal way. If the total mark exceeds 63, put the mark in brackets eg (65 - above Band 4) and next to it put 63.

  *In this case, a mark of **63** must be recorded on the MS2.*

- NB you must not record a mark higher than the maximum mark on the MS2.

- Keep a record of any script where the total mark is more than the maximum mark and send the details to the Principal Examiner.

ANNOTATION OF SCRIPTS – Specific instructions for GCSE English

The purpose of annotation is to enable:

- More effective and targeted communication during training/standardisation between examiners and Team Leaders/Principals
- Examiners to indicate clearly where a mark is earned or why it has not been awarded
- Examiners, checkers, and those remarking scripts to understand how the script has been marked.

1   **On each script**, THE FOLLOWING **MUST** APPEAR:

- **on every page** –
  evidence that the page has been read;
       ticks or comments on the page;
       if there are no ticks or comments, a tick at the bottom of the page to indicate
       that it has been read;
       every blank page should be crossed through to indicate that it has been seen.

- **at the end of each answer –**
  a numerical MARK, in the margin, locating the answer in the appropriate mark BAND

- **on the front page of the script –**
  a summary record IN THE GRID of all marks awarded and the total of these.

2   **Written annotation and comment** MUST ACCORD WITH THE FOLLOWING GUIDELINES:

- The primary audience for comment/annotation is the TEAM LEADER and/or PRINCIPAL EXAMINER – but remember that it may be read by others, too.

- Any annotation should be made in a professional manner. There is no room for demonstrations of exasperation or for derogatory comments.

- **Marginal annotation** should be used to identify significant features of the answer, and must be clearly related to the MARKING CRITERIA.

- **Final comment**, if used, should give an overview of the qualities – positive and, if necessary negative – which locate the answer in its mark band.

  EG "Good use of (xyz), but not enough (abc) to move into _band 0_".
  NB: Never refer to grades, only to bands.

Ticks and other symbols may be used ONLY as directed in the Mark Scheme and/or at the Standardisation Meeting.

(C)   **TASK-SPECIFIC MARKING NOTES**

SECTION A

NON-FICTION TEXT: *Cutty Sark:* **An Historical Treasure**

QUESTION 1 (a), (b), (c) [5 marks]	**(a)**	In the final paragraph, to what did Captain Woodget compare the *Cutty Sark*? **[1]**
	(b)	From the paragraph beginning 'This was a time when…', why did some merchants believe that tea was better carried in a sailing ship than in an iron steamship? **[2]**
	(c)	From the paragraph beginning 'This was a time when…' what caused the age of the tea clipper to end in 1877? **[2]**
CRITERIA	Candidates should demonstrate that they can: • Follow an argument, identifying implications (AO2 iii) • Select material appropriate to their purpose (AO2 iv)	
CONTENT	**(a)**	Award **1 mark** for: a witch.
	(b)	Award **1 mark each** for: 1 sailing ships were wooden 2 the tea might be contaminated in an iron ship
	(c)	Award **1 mark each** for any two (**to a max of 2**) of: 1 Steam ships 2 using the Suez canal 3 were faster 4 Sailing ships could not use the Suez canal

INSTRUCTIONS TO EXAMINERS

1   We are **not** marking writing in Section A unless the expression is so bad that it impedes communication.
2   Tick in the body of the text each point made clearly.
3   **Award 1 MARK for 1(a); 2 MARKS for 1(b). Award 2 MARKS max for 1 (c)**
       Stop marking after maximum awarded.
4   **Award NO MARK for:** a point repeated (ie already correctly given)
                                 a point given under the wrong heading
                                 a point which is ENTIRELY unclear.

NOTES ON THE TASK

1   This task offers candidates a relatively gentle way into the paper. Candidates may well score full marks here.
2   Candidates do not have to use their 'own words' in this task. Selective copying is, therefore, acceptable for 1(a) and 1(b), but not verbatim copying of paragraphs.

QUESTION 1(d) [16 marks]	What made the *Cutty Sark* such a special ship in its day? **Use your own words** as far as possible.
CRITERIA	Candidates should demonstrate that they can: • read with insight and engagement (AO2i) • distinguish between fact and opinion (AO2ii) • follow an argument and identify implications (AO2iii) • select material appropriate to their purpose (AO2iv).
CONTENT	Candidates **may** refer to **some** of the following points: 1 beauty of the design 2 narrow boat/like a racing yacht 3 was a clipper/three-masted sailing ship/for trading 4 one of the fastest ships in the world 5 it was very big 6 it was tall 7 it had a huge area(or 3,200 Sq. ft.) of sail 8 it had a witch for a figurehead 9 it had a famous captain 10 it was thrilling to sail 11 it carried tea from China at great speed 12 until 1877 13 from 1883 to 1895 it brought back Australian wool 14 it was the Queen of the Cape Horn wool race 15 it beat its rivals (for many years) 16 it set a record in 1885 17 it withstood the great gales of the Southern Ocean 18 it survived icebergs

INSTRUCTIONS TO EXAMINERS

1 We are **not** marking writing in Section A unless the expression is so bad that it impedes communication.
2 Indicate by a tick in the body of the text the special qualities and achievements mentioned.
3 Do not credit comments on the fire or Cutty Sark's role at Grenwich.
4 Write **R** for a point repeated.
5 Use **OP** (own point) for valid points not in the mark scheme, ie inferences that can be legitimately drawn from the candidate's reasonable reading of the text.
6 Use the Band Descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark-for-point in this question.
7 You **may** (but are not obliged to) write a brief comment to explain your mark. Any comment **must** draw on the wording in the band descriptors.
8 Write the unringed mark for 1(d) in the margin. Add marks for 1(a), 1(b), 1(c) and 1(d) and put the ringed total in the margin. Transfer the ringed total for Question 1 to the front page of the script.

NOTES ON THE TASK

1   It is not possible to predict every response from every candidate to this type of question. Look carefully for, and credit, valid alternative points.

2   Effective organisation is likely to be a feature of the better answers.

3   The candidates should attempt to use their own words in this answer. This is reflected in the Band descriptors.

QUESTION 1(d) BAND DESCRIPTORS ***Be prepared to use the FULL range!***		
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	**MARKS**	**DESCRIPTOR**
Above 4	**17**	A thorough understanding of the reading material with a good appreciation of what was special about the *Cutty Sark*. The answer will be effectively organised, with consistent use of own words.
4	**16** **15** **14**	A clear understanding of the reading material and an ability to express answers in their own words. There will be a good range of the special qualities of the ship mentioned. There will be a good and clear organisation of the answer.
5	**13** **12** **11**	A secure understanding of the reading material, although answers may lack focus. The style will be narrative rather than objective description so that organisation will lose its form. Candidate's own words will generally be used but there is likely to be some selective lifting.
6	**10** **9** **8**	A straightforward understanding of the reading material without achieving a clear focus. The style will be largely narrative and that will determine the formless organisation. There will be lifting, sometimes indiscriminate.
7	**7** **6** **5**	There will be some grasp of the reading material, but the style will be predominantly narrative and organisation may be haphazard. There will be indiscriminate lifting.
8	**4** **3** **2**	The passage and/or task will have been misunderstood. At the top of the band, there will be a rudimentary understanding of the passage. Answers will be unstructured, overwhelmingly narrative, and will contain much indiscriminate lifting.
Below 8	**1** **0**	Answers will be brief and hesitant. Material selected from the text has little bearing on the task and will lack substance and coherence.

MEDIA TEXT: A Powerful Reminder of Past Greatness

QUESTION 2 [21 marks]	How does the writer celebrate the importance of the *Cutty Sark*? In your answer, you should write about: - the **presentation** of the article - the **information** given about the importance of the *Cutty Sark* - the **words and phrases** which celebrate the ship's importance.
CRITERIA	Candidates should demonstrate that they can: - read with insight and engagement, making appropriate references to texts (AO2 i) - follow an argument and identify implications (AO2 iii) - select material appropriate to their purpose (AO2 iv) - understand and evaluate how writers use linguistic and presentational devices (AO2 v).

INSTRUCTIONS TO EXAMINERS

1   We are **not** marking writing in this question unless the expression is so bad that it impedes communication.
2   **Indicate by a letter (A/B/C)** in the text each point clearly made. Use:
   - letter **A** for points relating to PRESENTATION
   - letter **B** for the CONTENT
   - letter **C** for LANGUAGE: IDENTIFIED WORDS AND PHRASES.
3   Where candidates have attempted an **explanation** of **Words and Phrases,** rather than simply identifying or copying them, **put the letter E to indicate this.** This is a most important discriminator.   This could follow A as well as C.
4   Put a **bracket** round the letter if a point has not been made clearly.
5   If a point has been repeated, use a capital **R**.
6   Put **OP** (own point) for a valid point not included in the mark scheme.
7   Use the Band Descriptor in conjunction with the standardisation scripts to arrive at your mark but do not reward mark-per-point in this question.
8   You **may** (but are not obliged to) write a brief comment to explain your mark. Any comment **must** draw on the wording in the band descriptors.
9   Put the ringed total for Question 2 in the margin and transfer the mark to the front page of the script.

NOTES ON THE TASK

1   It is impossible to predict every response from every candidate to this type of question. Look for, and credit, valid alternative points and reactions.

2   Response to the use of language will provide an important discriminator, and it is vital to indicate **E** wherever possible.
   - Band 4 answers will **begin to analyse** language and presentational features
   - Band 5 answers will tend to **describe** language and presentational features.

3   Reward comments on historical importance rather than just fact.

QUESTION 2 BAND DESCRIPTORS		***Be prepared to use the FULL range!***
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	**MARKS**	**DESCRIPTOR**
Above 4	**22**	A good range of relevant points is made, supported by analytical comment which shows a secure understanding of the ways in which language and layout are used and content is organised in relation to the writer's purpose. Appropriate supporting references are given. The answer shows effective organisation and a sound awareness of the task.
4	**21** **20** **19**	A good understanding of the reading material and a range of points is shown, supported by appropriate textual reference. There is some evidence of a sound analytical approach and an understanding of the ways in which content, language and layout are used in relation to the writer's purpose. The task has for the most part been addressed and the organisation is very good. Layout points are applied to this specific article and are not just generic.
5	**18** **17** **16**	A sound understanding is shown, but probably the easier content or layout points are made. Comments may be descriptive of the *Cutty Sark* rather than analytical, and unsupported by textual reference. Language and layout points may be superficial, with an incomplete awareness of the task.
6	**15** **14** **13**	There is limited understanding of the simpler content points made which are likely to be assertions, with little or no textual evidence in support. Lists of words (or lifting) will be used rather than objective comments, and there will be some narration of events so that organisation follows the narrative.
7	**12** **11** **10**	Some simple descriptive content points will be made, and there will be much indiscriminate re-telling of the events involving the *Cutty Sark*. The answer is likely to reveal considerable misunderstanding of both the passage and the task and will be predominantly narrative and formless with a great deal of lifting.
8	**9** **8** **7**	There may be glancing references to the task and there will be an indiscriminate re-telling of the events in the history of the *Cutty Sark*, with no explanation or comment. The style will be overwhelmingly narrative with much transcription from the passage and there may be an almost complete misunderstanding of the passage and task.
Below 8	**0 - 6**	The answer will be brief and almost totally lacking in relevance although some contact with the demands of the task may be discernible.

CONTENT	Candidates **may** refer to **some** of the following points.
	A **Presentation**
	1 Large font headline in central position attracts the eye.
	2 Smaller headline beneath the picture attracts the eye.
	3 The bright colour of the fire in the picture attracts attention.
	4 Both headlines are intriguing in their content.
	5 The layout in columns makes for easy reading.
	6 Sub-headings show salient points.
	B **Information**
	1 The ship is a relic of our trading past.
	2 Her masts have soared above the Thames for over 50 years.
	3 The masts and rigging show what the sailors had to climb.
	4 It helped create Britain's wealth and empire.
	5 It fetched raw materials from all over the world.
	6 It brought tea from China at speed.
	7 It was beautiful and elegant.
	8 It represents a tradition of skilled seamanship.
	9 It shows the perils and dangers suffered by the sailors.
	10 It makes us remember the harshness of seafaring.
	11 It represents the courage of the sailors.
	12 It represents the spirit of commercial enterprise.
	13 It represents what we love and admire.
	14 The historical perspective – school children knowing names.
	C **Language: Identified Words and Phrases**
	1 cling to memories…with a passion
	2 we cherish the chance to gaze upon them
	3 blackened wreck
	4 surge of sadness
	5 wonderful fragment of history
	6 relic of our trading past
	7 masts have soared above the Thames
	8 Britain's wealth and empire
	9 from the furthest corners of the world
	10 end of the era of sail
	11 legends of beauty and grace
	12 fine, sleek prows
	13 massive spreads of canvas
	14 at the mercy of the forces of Nature
	15 the terrors of scaling the huge masts
	16 overwhelmed by the cruel sea
	17 monument to an age
	18 man's contest with the sea
	19 spirit of commercial enterprise
	20 the raw courage
	21 symbol of so much we love and admire
	22 story to end in blackened embers
	23 rebuild her to her old glory
	24 sorely injured

SECTION B

QUESTION 3 21 marks (14 + 7)	Writing to **INFORM, EXPLAIN, DESCRIBE** **Describe** an object or place which is special to you. **Explain** what makes it so special.
GENERAL CRITERIA	Candidates should demonstrate that they can: • communicate clearly and imaginatively, using and adapting forms for different readers and purposes (AO3i) • organise ideas into sentences, paragraphs and whole texts, using a variety of linguistic and structural features (AO3ii) • use a range of sentence structures effectively, with accurate spelling and punctuation (AO3iii).

INSTRUCTIONS TO EXAMINERS

1   Ring errors and ✓for good ideas and ✓✓ for merits of expression sufficiently to show how you have formed your judgement. Put a wavy line for awkward syntax/unclear expression. Use a caret to indicate omission.

2   You **may** write a brief summative comment **drawn from the wording of the descriptors** to show how you have arrived at your final marks.

3   For writing tasks, LENGTH is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (eg control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (fewer than 50 words) should not normally be marked higher than Band 7.

4   Award TWO marks, one for AO 3(i) + (ii), one for AO 3(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.

5   Use the photocopied examples as guides to your assessment.

6   At the end of the answer write the two separate marks (eg 11 + 3) to the left of the margin and place the ringed total in the margin. Then transfer a ringed total to the front page of the script.

NOTES ON THE TASK

1   Note that there is no specified audience.
     The register will therefore be 'neutral' ie objective and impersonal continuous writing.

2   TASK-SPECIFIC CRITERIA
     • clarity of description and explanation
     • accuracy of expression at word, sentence and text level as defined in the assessment criteria.

INFORM, EXPLAIN, DESCRIBE

WRITING MARKING SCHEME – Foundation Tier

		Use 'best-fit' within and across columns: if most elements are fully achieved, award the higher mark in the band.		
		AO3 i) Communicate clearly and imaginatively, using and adapting forms for different readers and purposes. ii) Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features.		**AO3** iii) Use a range of sentence structures effectively with accurate spelling and punctuation.
Band	**Marks**	**Descriptors**	**Marks**	**Descriptors**
Above 4	**16** **15**	• A secure attempt to write in the specified writing triplet. • The specified genre is used confidently, consistently and with a positive purpose. • Content is adapted to reveal a clear understanding of the task and is conveyed in a fully appropriate tone and register. • Vocabulary is varied and sufficiently precise to convey some subtlety of thought and shades of meaning. • A focused opening clearly establishes direction followed by a coherent and well-sustained development leading logically to a convincing ending. • Confident use of paragraphing structures and controls content. • Within and between paragraphs a range of devices links ideas clearly and consciously. • The writer is in control of the material and consistently aware of the audience.	**7**	• A good range of sentence structures appropriate to the task are well-controlled and suitably varied for effect although there may be the occasional syntactical error. • Spelling is secure across a range of vocabulary. • Punctuation is used accurately and precisely both between and within sentences with evidence of a conscious attempt to create effects.

Band	Marks	Descriptors	Marks	Descriptors
4	14 13	- A clear attempt to write in the specified writing triplet. - The specified genre will be used in a straightforwardly consistent way. - Content is relevant to the task and is conveyed in an appropriate tone and register. - Vocabulary used may show some restriction in range but is adequate to convey the writer's ideas clearly. - A focused opening leads to clear development with some detail and a suitable ending. - Paragraphs are used to organise content and there may be some variation in length and structure in order to emphasise important points. - Within and between paragraphs ideas are clearly linked. - The writer is mainly in control of the material and has a sound awareness of the audience.	7	- Sentence structures have some variety and are appropriate to the task although there may be a predominance of simple/compound structures and the occasional syntactical error. - Spelling of complex regular words is usually secure but less so with irregular/more complex vocabulary. - Punctuation between sentences is usually secure but that within sentences is only partially so.
5	12 11	- A recognisable attempt to write in the specified writing triplet. - A generally consistent attempt to write in the specified genre. - Content is relevant to the task and there is usually an appropriate use of tone and register. - Vocabulary conveys ideas generally but will be lacking in shades of meaning. - A focused opening is followed by some straightforward development with an attempt to achieve an appropriate ending. - Paragraphing is logically ordered but not always carefully linked, resulting in some loss of coherence. - Within sentences, references are clearly established. - The writer is aware of the audience but is not always successful in controlling the material and its effect on the audience.	6	- Sentence structures show a limited range, largely simple and compound, or rambling and uncontrolled, and tend to be repetitive with some syntactical errors. - Spelling is usually correct in straightforward vocabulary but not always consistent and there may be a number of error-types. - Punctuation between sentences is often insecure and only sometimes successful within sentences.

Band	Marks	Descriptors	Marks	Descriptors
6	10 9	• There is some awareness of the need to write in the specified writing triplet. • Some evidence that the task has been understood. • Content is generally relevant to the task with an awareness of the need to write in the specified genre and the use of an appropriate tone and register may be present, but only inconsistently. • Vocabulary is likely to be limited and imprecise. • The opening may be focused and offer some direction, but this focus may be lost as the writing progresses with a limited attempt to achieve an ending. • Paragraphing, if present, is likely to be random. • Within sentences, references are not always clear. • The writer has some awareness of the audience but lacks control of the material to communicate effectively with the reader.	5	• Sentence structures are repetitive, mainly simple and compound or lengthy and uncontrolled with simple syntax not always used correctly. • Spelling is mainly correct in simple vocabulary but not always consistent; otherwise errors are frequent, including a number of error-types. • Punctuation between sentences is not secure and is only occasionally attempted within sentences, with limited success.
7	8 7	• There may be some awareness of the need to write in the specified writing triplet • Some attempt to respond to the task showing an occasional awareness of audience. • Responses at this level may be marked by a tendency to adopt an inappropriate tone and to write subjectively. • Vocabulary is limited and lacking in any attempt at precision. • There may be some evidence of an attempt to create a sense of direction but development is limited and the writing is likely to stop rather than achieve an ending. • Paragraphing may be used to show obvious divisions of content but is unlikely to give any positive structure to the writing. • Within sentences, there may be limited use of referencing.	4	• Sentence structures are simple and repetitive; syntactical faults are frequent. • Spelling errors are frequent even in simple vocabulary, and are random/difficult to categorise. • Punctuation between sentences is insecure and within sentences, punctuation is largely omitted or misused.

Band	Marks	Descriptors	Marks	Descriptors
8	**6** **5**	• There is little, if any awareness of the requirement to write in the specified writing triplet. • Content is likely to be unfocused on the task with no identifiable register or awareness of audience. • Vocabulary will be very limited and frequently inappropriate to the task. • There will be very limited evidence of any attempt either to organise ideas into a coherent whole or to show an overall understanding of the task. • Paragraphing, if present, will be haphazard and unhelpful to the reader. • Scripts at this level may be either very short or rambling and uncontrolled.	**3**	• Sentence structures are recognisable; simple structures are sometimes correct. • The spelling of most words is recognisable, but only the simplest are correctly spelt and not always consistently so. • Punctuation is largely haphazard, inconsistent or absent.
Below 8	**4** **3** **2** **1** **0**	• There will be very little, if any, convincing evidence of an attempt to write in the specified writing triplet. • Serious limitations of vocabulary and an inability to structure and organise ideas will result in very little that is coherent or relevant to the topic being conveyed to the reader. • Scripts at this level are likely to be either very short or show very limited linguistic ability. • Marks in this band should be reserved for scripts from which only very limited sense emerges.	**2** **1** **0**	• Few, if any, recognisable sentence structures are apparent. • Spelling and punctuation are mostly so imprecise that very little meaning is communicated.

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