

# INTERNATIONAL GCSE **ENGLISH LANGUAGE** **9270/1**

PAPER 1 – Literary Non-Fiction and Composition

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Mark scheme

November 2018

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Version: 1.0 Final

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 Assessment Writer.

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.

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

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

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will 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.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

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

## Section A

This section assesses candidates' response to reading.

The skills which are assessed are defined in AO1:

### AO1: Reading

- R1:** Read and understand texts, selecting and utilising material appropriate to purpose
- R2:** Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate
- R3:** Develop and sustain interpretations of writers' ideas and perspectives
- R4:** Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

This mark scheme defines the skills which students will demonstrate at the different levels of achievement and offers some examples of how these may be demonstrated. Examiners should note that these examples are indicative, not prescriptive. **Examiners must reward any valid response offered by candidates.**

0	1
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How does the writer feel on the morning of the launch?

**[5 marks]**

Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to explain detail with possible inferential comment.

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which **identify relevant literal detail**; may relate to feelings and/or thoughts eg

- The writer feels that things are real yet surreal.
- He feels like a condemned man.
- He thinks that he should focus.

**Award 3-5 marks** for answers which **begin to use detail to explain and/or infer**; may relate to feelings and/or thoughts eg

- When the writer realises he will wear the socks he puts on to leave Earth, he feels as though he's in a dream.
- When he's having breakfast in front of the reporters he feels like a condemned man - perhaps this will be his 'last' meal on earth.
- He feels very uncertain because things could go wrong and the launch may not take place.

**0 2** How does the writer help the reader to picture the scene?

**[6 marks]**

Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to begin to consider writer's methods.

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which **refer to relevant detail and/or make simple identification of technique or simple comment** eg

- The writer says that the descent takes 'only slightly less time than it does to boil an egg'.
- He uses lots of detail to describe what happens.
- He uses good words like 'wedged awkwardly' to help the reader picture the scene.

**Award 3-4 marks** for answers which use detail to **begin to explain the writer's 'ways'; may comment on effects** eg

- The writer helps the reader understand how slow the lift is by comparing it to the time it takes to boil an egg.
- In the second paragraph the writer describes his actions in detail. He 'crawls' into the vehicle 'on his hands and knees'. This detail helps the reader picture how small the entrance to the spaceship must be.
- He chooses adjectives which help the reader understand how he feels. For example, the spacesuit is 'bulky and hot' and the cabin is 'cramped'. These adjectives suggest that he is very uncomfortable.

**Award 5-6 marks** for answers which **analyse and/or explore the writer's 'ways' and their effects** eg

- A spaceship launch is an alien experience to most readers yet the writer uses a very practical and down-to-earth image when he compares the elevator as taking 'only slightly less time than it does to boil an egg'. This is something almost everyone will have experienced and be able to identify with.
- The writer selects detail and vocabulary effectively. The 'flashbulbs pop' conveys the sounds as well as the sights while the dramatic reference to a '4.5 megaton bomb' helps the reader appreciate the danger. In the second paragraph the writer uses verbs to indicate how his movement is gradually restricted from 'ride' to 'crawl' to being 'strapped' in, whilst the adjectives 'bulky', 'hot', 'cramped' convey the real discomfort of the astronaut in contrast to the perceived glamour of the role.
- Although the event is a past one, the writer uses the present tense throughout these lines. This creates a sense of immediacy. It enables the reader to experience the scene as though it is happening now, thereby adding to the sense of drama, danger and tension.

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What do you learn about an astronaut's experience of a spaceship launch from reading these lines?

**[6 marks]**

Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to infer meaning and interpret detail, and refer to more subtle points.

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which **identify relevant literal detail; may make simple comment** eg

- Everyone is hyper-focused.
- They work through huge checklists.
- They don't know if they will take off.

**Award 3-4 marks** for answers which **begin to use detail to explain what is learnt** eg

- When the hatch is closed the 'banter ebbs' and the astronauts become very focused as they know their lives might depend on doing their job properly.
- The astronauts are very busy before the launch takes place as they have a lot to do such as reviewing and clearing all caution and warning alarms.
- They never know for sure if they will take off until they actually do. Even after the hatch closes they are still uncertain and it's only when the rocket starts to stir that they know it's going to happen.

**Award 5-6 marks** for answers which **present a coherent overview through developed comment and/or inference; may refer to more subtle points** eg

- From the point at which the hatch closes, the mood changes. It becomes very tense; there is no 'banter' and everyone is 'hyper-focused'. This is a critical time with regards to their safety and they must be careful even though there is still a sense of 'make-believe' about the exercise.
- The astronauts are kept very busy completing 'huge checklists'. Whilst these are almost certainly a useful distraction, they are also shown to be a source of anxiety - the writer is repeatedly going over his personal list of tasks in his head 'a quick hundred times'. It is, however, his first launch which may explain his anxiety.
- The astronauts seem tuned into the physical experience of the launch and each physical change is carefully noted and described: 'the vehicle rumbles to life'; 'systems power up, the engine bells chime for launch'; 'the rocket's vibration become more insistent'. The details reinforce the astronaut's experience of the rocket as 'a living thing with a will of its own' and also reflect the move from uncertainty to conviction about the launch.

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How does the writer use language to show what the space launch feels like?

[8 marks]

Marks are awarded for the identification and appropriate consideration of relevant language use. Better answers are likely to examine and analyse language use and effect.

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which **refer to relevant detail and/or make simple identification of technique or simple comment** eg

- The writer tells the reader that there were 'six seconds' to go.
- He compares it to being shaken in a 'huge dog's jaws'.
- He uses a simile: 'it's like being in a dragster'.

**Award 3-5 marks** for answers which **begin to explain how the writer uses language; may comment on effects** eg

- The writer makes it sound exciting by telling the reader how quickly everything happened. There were 'six seconds to go' and then suddenly it's 45 seconds later and 'the launch tower is long gone' This shows just how quick the launch is.
- He shows how violent the launch feels when he compares it with 'being shaken in a huge dog's jaws' and then says it's like being seized by a giant and hurled into the sky. The word 'hurled' makes the action sound quick and powerful.
- He says he feels like 'a little kid, like a sorcerer'. This makes the reader think about how children believe in magic and how this felt magical.

**Award 6-8 marks** for answers which **analyse and/or explore a range of language use and effect** eg

- The writer uses language to focus on the time shifts. The passage starts with 'six seconds to go' followed by references to '45 seconds later', 'thirty seconds after that', 'two minutes after lift-off' and '8 minutes and 42 seconds'. This precise focus on time and the relative brevity of the launch is designed to contrast with and give emphasis to the final sentence which defines the training to get there as 'a few thousand days'.
- He creates a sense of mystery and magic through the extended simile used in lines 49 to 51. He appeals to the child in his readers through the very visual picture of a huge dog with a giant master, the one shaking the ship in its jaws, the other hurling it into the sky. By simplifying a very complex technical manoeuvre in this way he successfully emphasizes the magic, dream-like quality of the experience.
- He uses language to create a contrast between movement and stillness. The verbs 'roaring', 'pushes', 'hurtling', 'explode', 'surge' collectively create a sense of powerful, forceful, almost violent movement. This sense is contrasted in the final paragraph where the engines 'wind down', the dust is 'floating lazily', and when he releases his checklist it 'hovers' before 'drifting off serenely'. The writer returns to appeal to the child in his readers and the sense of magic by stating, 'I feel like a little kid, like a sorcerer'.

**0 5** Explain the writer's attitude towards his first launch.

**[6 marks]**

Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to infer meaning and interpret detail, and refer to more subtle points.

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which **identify relevant detail and/or make simple comment** eg

- The writer remembers orbiting Earth as a mission specialist.
- He thought it was a 'complicated challenge'.
- He was sad that he hadn't been given a lot of responsibility.

**Award 3-4 marks** for answers which **begin to use detail to explain the writer's attitude** eg

- The first launch must have been important to the writer because he remembers lots of detail about it. He can remember the name of the shuttle and exactly what the crew had to do.
- He looks back on it with pride and joy because they succeeded in doing what they set out to do even though it was a 'challenging' job.
- He felt at peace because he's finally gone to space but he still wanted to learn more so that he would get better at his job.

**Award 5-6 marks** for answers which **present a coherent explanation through developed comment and/or inference; may refer to more subtle points** eg

- It sounds as though the launch was the fulfilment of a dream the writer had held for 25 years since he 'stood in a clearing on Stag Island and gazed up at the night sky'. It was his first launch into space and was obviously a major achievement for him – 'I was finally up there myself'. For him it was, to some extent, a 'dream realized'.
- He seems to fully appreciate the dangers and risks of the launch. There was uncertainty about whether the task could be achieved and he is honest about the problems they had: 'key equipment failed at a critical moment and nothing proceeded exactly as planned'. Nevertheless, he clearly remembers the 'sense of satisfaction bordering on jubilation' that he felt, suggesting there was both joy and pride in the achievement.
- He is not entirely happy with his performance on his first launch. He recognised that he hadn't been given a lot of responsibility. He would have liked to have done more and suggests that his training had been so overwhelming that he wasn't always able to prioritise appropriately. Looking back he sees that he still had a lot to learn and it is implied that he went on to become a more experienced astronaut: 'An astronaut was something I was still in the process of becoming'.



0	6
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What do you learn from the **whole** passage about the skills and abilities an astronaut needs?

Support your answer with reference to the passage.

**[9 marks]**

The question offers candidates the opportunity to consider the whole text. Marks are awarded for appropriate selection of detail and relevant comment. Responses at the higher end are likely to range widely and be evaluative in nature.

**0 mark:** nothing relevant

**Award 1-3 marks** for answers which **offer relevant literal detail and/or unsupported assertion or simple comment** eg

- An astronaut needs to be able to fly a space ship.
- Astronauts need to be able to work through long checklists.
- They need to do things that haven't been done before like construct a docking module.

**Award 4-6 marks** for answers which **collate some relevant detail and use detail to make some relevant comment; may infer** eg

- An astronaut has to be able to put up with discomfort like wearing a bulky spacesuit in a cramped cabin and wearing a diaper.
- An astronaut has to be able to do a number of very different jobs which require different skills, such as working through checklists, scanning computers for trouble and constructing a docking module.
- An astronaut needs to be able to train for a long time. The writer says he has done 'a few thousand days of training'. This means several years so he needed to really want to be an astronaut to do this.

**Award 7-9 marks** for answers which **present a coherent supported overview/evaluation of relevant skills and abilities; insightful inference likely** eg

- Astronauts need to be able to withstand the pressure and uncertainty of not knowing if the ship will launch, even after they have boarded it. To do this they need to be mentally strong and fearless: 'This is all about increasing our chances of staying alive'. They probably also need to have an optimistic mindset in order to stay cheerful and sustain belief that the launch will happen.
- An astronaut needs a wide range of skills, both social and technical. They need to be able to communicate with the press, to work closely with others in a confined space for a long period of time, to be methodical in the checking of lists etc and to have the advanced technical expertise to be able to assist in the complex task of constructing a docking module.
- In a way the passage doesn't reveal all the skills an astronaut needs. After 'a few thousand days of training' and a first launch the writer feels as though he lacked the appropriate experience and the ability to differentiate between the 'vital' and the 'trivial'. He felt that he was only 'in the process of becoming' an astronaut. In his opinion, he needed more practical experience and further training. Maybe his modesty and humility are also typical qualities of an astronaut?

## **Section B**

This section assesses candidates' writing.

The skills which are assessed are defined in AO2:

### **AO2: Writing**

**W1:** Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader

**W2:** Use a range of sentence structures for clarity, purpose and effect

**W3:** Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence

**W4:** Demonstrate technical accuracy in grammar, punctuation and spelling

**W1**, **W2** and **W3** are assessed in the first template (30 marks).

**W4** is assessed in the final template (10 marks).

### **Mode of assessment**

Scripts should be clearly annotated with comments based on the mark scheme descriptors. Summative comments must be taken from the mark scheme descriptors and the band from which they are taken must be indicated in brackets.

### **Rubric Infringement**

Candidates are required to complete one of the given tasks. Where a candidate attempts more than one task, both (or all) must be marked using the mark scheme. The candidate will be awarded the higher of the marks.

**0 7** 'Money spent on space travel could be put to better use.' Discuss.

**[40 marks]**

Generic Skills Descriptors	Specific Content
<p><b>Band 6: sophisticated</b> 26–30 Marks</p> <ul style="list-style-type: none"> <li>communicates in a sophisticated way with discriminating selection and development of detail; sophisticated adaptation of form for purpose; sophisticated/creative vocabulary choices and phrasing; fully engages readers</li> <li>sophisticated manipulation of sentence structures for clarity, purpose and effect</li> <li>creatively structured with sophisticated paragraphing for effect</li> </ul>	<ul style="list-style-type: none"> <li>cogent focus on subject</li> <li>integrates a range of complex details</li> <li>compelling personal voice and/or skilful manipulation of reader's response</li> <li>sophisticated use of Standard English</li> </ul>
<p><b>Band 5: assured</b> 21–25 Marks</p> <ul style="list-style-type: none"> <li>communicates effectively with assured selection of detail and developed ideas; assured adaptation of form for purpose; assured vocabulary choices and phrasing; begins to manipulate reader response</li> <li>assured and ambitious use of a range of sentence structures for clarity, purpose and effect</li> <li>assuredly structured with fluent linking of paragraphs to sustain coherence</li> </ul>	<ul style="list-style-type: none"> <li>develops discussion and promotes viewpoint</li> <li>range of rhetorical devices used effectively; discourse markers effectively integrated</li> <li>begins to anticipate and address potential reader response</li> <li>assured use of Standard English</li> </ul>
<p><b>Band 4: secure</b> 16–20 Marks</p> <ul style="list-style-type: none"> <li>communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response</li> <li>varied sentence structures securely used to create different effects</li> <li>clearly organised with coherent links formed within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>clear selection of detail to promote viewpoint</li> <li>some use of rhetorical devices for effect; discourse markers used to navigate readers and support organisation</li> <li>engagement of reader may be sustained through direct address</li> <li>secure use of Standard English</li> </ul>

<p><b>Band 3: some control</b> 11-15 marks</p> <ul style="list-style-type: none"> <li>communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader</li> <li>some variety and conscious control of sentence structures for effect</li> <li>ideas are logically sequenced with paragraphs marking a shift in focus</li> </ul>	<ul style="list-style-type: none"> <li>awareness of need to discuss with some use of relevant detail</li> <li>discourse markers used to introduce and link ideas</li> <li>may begin to engage reader through use of rhetorical questions and direct address</li> <li>generally uses accurate Standard English</li> </ul>
<p><b>Band 2: simple</b> 6-10</p> <ul style="list-style-type: none"> <li>communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary</li> <li>some sustained use of a range of sentence structures</li> <li>some sustained sequencing of ideas with usually random paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points relevant to subject</li> <li>may occasionally use discourse markers appropriately</li> <li>some sustained use of accurate Standard English</li> </ul>
<p><b>Band 1: some attempt</b> 1-5 Marks</p> <ul style="list-style-type: none"> <li>some attempt to communicate relevant meaning</li> <li>some attempt to organise ideas into sentences</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>makes some points relevant to subject</li> <li>may link some ideas relevant to travel or language</li> <li>occasional use of accurate Standard English</li> </ul>
<p>0 Marks</p>	<p>Nothing worthy of credit</p>

**0 8** Describe an unusual journey.

**[40 marks]**

Generic Skills Descriptors	Specific Content
<p><b>Band 6: sophisticated</b> 26–30 Marks</p> <ul style="list-style-type: none"> <li>communicates in a sophisticated way with discriminating selection and development of detail; sophisticated adaptation of form for purpose; sophisticated/creative vocabulary choices and phrasing; fully engages readers</li> <li>sophisticated manipulation of sentence structures for clarity, purpose and effect</li> <li>creatively structured with sophisticated paragraphing for effect</li> </ul>	<ul style="list-style-type: none"> <li>cogent focus on journey</li> <li>fully integrated descriptive detail</li> <li>compelling personal voice and/or skilful manipulation of reader's response</li> <li>sophisticated use of Standard English</li> </ul>
<p><b>Band 5: assured</b> 21–25 Marks</p> <ul style="list-style-type: none"> <li>communicates effectively with assured selection of detail and developed ideas; assured adaptation of form for purpose; assured vocabulary choices and phrasing; begins to manipulate reader response</li> <li>assured and ambitious use of a range of sentence structures for clarity, purpose and effect</li> <li>assuredly structured with fluent linking of paragraphs to sustain coherence</li> </ul>	<ul style="list-style-type: none"> <li>selectively and effectively uses a range of devices to describe journey</li> <li>uses specific structure, such as 'zooming in', to good effect</li> <li>begins to anticipate and address potential reader response</li> <li>assured use of Standard English</li> </ul>
<p><b>Band 4: secure</b> 16–20 Marks</p> <ul style="list-style-type: none"> <li>communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response</li> <li>varied sentence structures securely used to create different effects</li> <li>clearly organised with coherent links formed within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>clear selection of detail to enhance description of journey</li> <li>clear selection of descriptive vocabulary for effect</li> <li>engagement of reader may be sustained through direct address</li> <li>secure use of Standard English</li> </ul>

<p><b>Band 3: some control</b> 11-15 marks</p> <ul style="list-style-type: none"> <li>communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader</li> <li>some variety and control in use of sentence structures</li> <li>ideas are logically sequenced with paragraphs marking a shift in focus</li> </ul>	<ul style="list-style-type: none"> <li>some clear focus on journey</li> <li>deliberately uses details and language to describe place</li> <li>may begin to engage reader through simple use of rhetorical questions and direct address</li> <li>generally uses accurate Standard English</li> </ul>
<p><b>Band 2: simple</b> 6-10</p> <ul style="list-style-type: none"> <li>communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary</li> <li>some sustained use of a range of sentence structures</li> <li>some sustained sequencing of ideas with usually random paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points about journey</li> <li>may occasionally use adjectives to describe place</li> <li>some sustained use of accurate Standard English</li> </ul>
<p><b>Band 1: some attempt</b> 1-5 Marks</p> <ul style="list-style-type: none"> <li>some attempt to communicate relevant meaning</li> <li>some attempt to organise ideas into sentences</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>makes some points about a journey</li> <li>may use simple descriptive words and phrases</li> <li>occasional use of accurate Standard English</li> </ul>
<p>0 Marks</p>	<p>Nothing worthy of credit</p>

**0 9**

Write a story which starts or ends with the words: 'Mission accomplished'.

**[40 marks]**

Generic Skills Descriptors	Specific Content
<p><b>Band 6: sophisticated</b> 26–30 Marks</p> <ul style="list-style-type: none"> <li>communicates in a sophisticated way with discriminating selection and development of detail; sophisticated adaptation of form for purpose; sophisticated/creative vocabulary choices and phrasing; fully engages readers</li> <li>sophisticated manipulation of sentence structures for clarity, purpose and effect</li> <li>creatively structured with sophisticated paragraphing for effect</li> </ul>	<ul style="list-style-type: none"> <li>plot, setting and characterisation wholly convincing within context</li> <li>integrates a range of narrative strands and/or complex details</li> <li>compelling personal voice and/or subtlety of purpose and ability to manipulate reader response</li> <li>sophisticated use of Standard English</li> </ul>
<p><b>Band 5: assured</b> 21–25 Marks</p> <ul style="list-style-type: none"> <li>communicates effectively with assured selection of detail and developed ideas; assured adaptation of form for purpose; assured vocabulary choices and phrasing; begins to manipulate reader response</li> <li>assured and ambitious use of a range of sentence structures for clarity, purpose and effect</li> <li>assuredly structured with fluent linking of paragraphs to sustain coherence</li> </ul>	<ul style="list-style-type: none"> <li>plot, setting and characterisation designed to interest and engage</li> <li>selectively and effectively uses a range of linguistic and/or structural devices (e.g. flashback) to sustain narrative</li> <li>begins to anticipate and address potential reader response</li> <li>assured use of Standard English</li> </ul>
<p><b>Band 4: secure</b> 16–20 Marks</p> <ul style="list-style-type: none"> <li>communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response</li> <li>varied sentence structures securely used to create different effects</li> <li>clearly organised with coherent links formed within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>clear evidence of plot with some clear attempt to provide setting and/or characterisation</li> <li>details and vocabulary are clearly selected to enhance narrative</li> <li>engagement of reader may be sustained through direct address</li> <li>secure use of Standard English</li> </ul>

<p><b>Band 3: some control</b> 11-15 marks</p> <ul style="list-style-type: none"> <li>communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader</li> <li>some variety and control in use of sentence structures</li> <li>ideas are logically sequenced with paragraphs marking a shift in focus</li> </ul>	<ul style="list-style-type: none"> <li>usually sustains first, second or third person account in a recognisable narrative</li> <li>events are linked through appropriate vocabulary choices</li> <li>shows some deliberate use of techniques to engage the reader</li> <li>generally uses accurate Standard English</li> </ul>
<p><b>Band 2: simple</b> 6-10</p> <ul style="list-style-type: none"> <li>communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary</li> <li>some sustained use of a range of sentence structures</li> <li>some sustained sequencing of ideas with usually random paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>makes some linked points to create a chronological story</li> <li>shows awareness of the need to include details to interest reader</li> <li>some sustained use of accurate Standard English</li> </ul>
<p><b>Band 1: some attempt</b> 1-5 Marks</p> <ul style="list-style-type: none"> <li>some attempt to communicate relevant meaning</li> <li>some attempt to organise ideas into sentences</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>makes some points relevant to a story</li> <li>may use simple narrative techniques e.g. the use of 'then'</li> <li>occasional use of accurate Standard English</li> </ul>
<p>0 Marks</p>	<p>Nothing worthy of credit</p>



**W4: Demonstrate technical accuracy in grammar, punctuation and spelling**

**Generic Skills Descriptors**

**Band 5: sophisticated**

9-10 Marks

- Demonstrates complete grammatical control
- uses a range of punctuation in a sophisticated way to guide and/or manipulate reader; may use creatively for effect
- spells a wide range of complex and irregular words accurately; occasional lapses may occur

**Band 4: assured**

7-8 Marks

- demonstrates extensive grammatical control
- uses a range of punctuation accurately to demarcate sentences and clauses, punctuate dialogue, and create a range of effects
- spells a range of complex and irregular words accurately

**Band 3: secure**

5-6 Marks

- demonstrates generally secure grammatical control
- sentence demarcation is secure and punctuation is used for effect; some accurate use of commas and/or semi-colons
- spells commonly used complex and irregular words accurately

**Band 2: some control**

3-4 marks

- demonstrates limited grammatical control
- capital letters and full stops are generally used correctly; begins to use punctuation for effect
- basic spelling is accurate; some commonly used complex and irregular words spelt accurately

**Band 1: simple**

1-2 Marks

- demonstrates poor grammatical control
- uses punctuation randomly and with occasional accuracy
- basic spelling is sometimes accurate

0 Marks: nothing worthy of credit