
INTERNATIONAL GCSE **English Language**

9270/1 – Paper 1 Literary Non-Fiction and Composition
Mark scheme

June 2018

Version/Stage: 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.**

1	What have you learnt about Mdu and his kinsmen?	5
	<p>Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to explain detail with possible inferential comment.</p> <p>0 marks: nothing relevant.</p> <p>Award 1-3 marks for answers which identify literal detail eg</p> <ul style="list-style-type: none"> • Mdu was standing in front of a cave entrance. • Mdu had baboon hair on his head. • The kinsmen wear baggy shorts and have whippet-thin arms and legs. <p>Award 4-5 marks for answers which use detail to explain and/or infer eg</p> <ul style="list-style-type: none"> • Mdu seems to be in charge. He is the only one to wear a 'mantle of power' and he acts as though he owns the land. • They seem to be a primitive people as they live in a cave and hunt for their food. • The kinsmen eye the writer 'warily' as though they are not used to seeing people from the outside world. 	

2	How does the writer add to your understanding of the Hadzabe tribesmen in lines 12 – 29?	6
	<p>Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to address the 'how' in the question and begin to consider writer methodology.</p> <p>0 marks: nothing relevant.</p> <p>Award 1-2 marks for answers which identify isolated literal detail eg</p> <ul style="list-style-type: none"> • They speak the Khosian click language. • They use iron tools. • Mdu is fascinated by the buttons and zippers of the writer's clothing. <p>Award 3-4 marks for answers which begin to collate a range of detail and/or use detail to explain what is 'added' eg</p> <ul style="list-style-type: none"> • He tells us that they are Bushmen who speak the Khosian click language and that the cave in which he finds them is only one of many places where they might sleep. • The writer shows that they communicate with other tribes as they have iron tools because they trade meat for them with the local Barbaig people. • Mdu acts like 'a blind person' might, running his hands over the writer's hands and hair. He seems fascinated by the buttons and zippers of the writer's clothing and seems to want to point these out to his kinsmen. <p>Award 5-6 marks for answers which address 'how' the writer adds to the reader's understanding eg</p> <ul style="list-style-type: none"> • The writer adds to our understanding by giving a range of factual detail about the Hadzabe Bushmen in lines 12 – 29. This includes detail about: their language – the Khosian click language; their traditions - 'when they make a significant kill the entire village will relocate to feast upon it; the tools they use - iron tools which they trade for meat with the local Barbaig people. • The writer introduces his own ideas about the Hadzabe when he suggests they lack sophistication and are 'barely removed from the Stone Age'. He also reveals his personal response to them when he says it was 'physically intimidating and emotionally draining'. This suggests that the Hadzabe are in some way threatening or disturbing. • The writer describes Mdu's actions closely at first making him seem almost child-like. But it then becomes clear that Mdu is trying to teach the writer the click language. Mdu is clearly in charge and seems to regard the writer as no more than a 'quick-learning' pet. 	

3	What do lines 30 – 48 show you about the relationship between the writer and Mdu?	6
	<p>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.</p> <p>0 marks: nothing relevant.</p> <p>Award 1-2 marks for answers which identify literal detail; may make simple comment eg</p> <ul style="list-style-type: none"> • Mdu watched the writer intently to make sure he was taking it all in. • The writer was happy to be Mdu's student. • Language was not necessary between them. <p>Award 3-4 marks for answers which use detail to explain what is shown about the relationship eg</p> <ul style="list-style-type: none"> • Mdu is like a teacher talking to a small child. He points things out to the writer so that he will learn about the forest. • The writer seems to be fascinated by Mdu and 'lost track of time and miles' when he was with him. • Mdu seems a bit impatient with the writer as he sighs and stomps his foot when he thinks the writer hasn't understood. Mdu is the one in charge. <p>Award 5-6 marks for answers which present a coherent overview through developed comment and/or inference; may refer to more subtle points eg</p> <ul style="list-style-type: none"> • The lines suggest that this is very much a teacher-student relationship. Mdu is the one in charge and it is he who takes on the responsibility of teaching the writer all about the forest. The writer is a very willing student. He views Mdu with a mixture of awe and admiration and tries to 'enter his mind'. • They seem to communicate even without talking. By simply watching and being with Mdu, the writer seems to develop an almost instinctive understanding of the 'spiritual and natural environments'. He's almost like a very young child with a parent, not yet able to speak but still able to absorb ideas and emotions. • This is not an equal relationship. Mdu holds the power. He sees no need to respond to the writer's pointing out of the contrail in the sky and responds impatiently with a sigh. He proceeds to deliver a 'grand lesson' and it is clear that his word is absolute and final. 	

4	How does the writer reveal his thoughts and feelings in lines 49 – 65?	7
	<p>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.</p> <p>0 marks: nothing relevant.</p> <p>Award 1-2 marks for answers which identify literal detail; may make simple comment eg</p> <ul style="list-style-type: none"> • He says he ‘froze in place’. • He thought he was going to be attacked. • He makes it sound scary. <p>Award 3-4 marks for answers which use detail to explain and/or comment on the writer’s thoughts and feelings eg</p> <ul style="list-style-type: none"> • When he says that he ‘froze in place’ it shows that he was very frightened and couldn’t move. • When he saw the baboon which was ‘shrieking and stomping its foot’, he probably thought he was going to be attacked and wanted to run but couldn’t. • When he realises he was used as bait he says ‘the realization ... was slowly being tattooed on my memory’. This shows that he will never forget it. <p>Award 5-7 marks for answers which examine detail to make inference about/explore the writer’s thoughts and feelings; likely to address methodology eg</p> <ul style="list-style-type: none"> • The writer uses the word ‘froze’ twice, the first time to say he ‘froze in place’ and the second that he ‘froze in the moment’. The repeated use of this word emphasises his inability to move or even think clearly and shows clearly just how terrified he was. • He describes the baboon’s actions in detail: ‘shrieking and stomping its foot, its hand balled into tight fists’. He also knew that baboons ‘will not hesitate to attack a man’. Although he doesn’t say it, it is clear from this description that he was frightened and felt powerless against such a creature. He wants the reader to feel as he did – that he was going to be attacked. • Finally it dawns on him that he was being used as bait to draw the baboon out. He suggests that this is both a painful and indelible ‘realization’ by using the metaphor ‘tattooed on my memory’. Tattoos are painful and permanent, showing that he will never forget this experience. 	

5	<p>The following extracts are taken from across the whole passage. How does the writer use language in them to create a picture of Mdu?</p> <p>‘He pounded his chest twice with a fist and spread his arms wide, as if to say, ‘This is my land’.’ (lines 4 – 5)</p> <p>‘Sometimes he froze in mid-stride and sniffed the air, and at any little sound his bow was instantly loaded with an arrow.’ (lines 33 – 34)</p> <p>‘He melted into the surroundings, silently, as much a part of the forest as the trees or animals...’ (lines 35 – 36)</p> <p>‘Mdu’s man had trailed us without me realizing it and Mdu had used me as bait to draw the baboon out.’ (lines 62 – 63)</p>	7
	<p>Marks are awarded for the identification and appropriate consideration of relevant language use; candidates do not have to consider all four quotations. Candidates may examine sentences separately or make cross-reference between them. Better answers are likely to examine and analyse language use and effect.</p> <p>0 marks: nothing relevant.</p> <p>Award 1-2 marks for answers which refer to relevant detail and/or make simple identification of technique or simple comment eg</p> <ul style="list-style-type: none"> • The verb ‘pounded’ is used to describe how Mdu hits his chest. • The writer makes Mdu sound angry. • The writer says that he ‘melted into the surroundings’ to show what he did. <p>Award 3-4 marks for answers which explain the effects of the writer’s use of language eg</p> <ul style="list-style-type: none"> • The writer uses the word ‘pounded’ to describe how Mdu beats his chest. The word ‘pounded’ makes him sound strong and powerful. • The way Mdu froze and ‘sniffed the air’ makes him sound like an animal who is trying to catch the scent of its prey. • The writer uses the metaphor ‘melted into the surroundings’. Mdu didn’t really melt but it makes it sound as though he almost disappeared into the forest. <p>Award 5-7 marks for answers which analyse and/or explore a range of language use and effect; may present a convincing overview eg</p> <ul style="list-style-type: none"> • The writer creates a picture of Mdu as a very powerful man. He ‘pounds’ his chest in an exaggerated manner, almost like Tarzan or King Kong. This action makes him seem larger than life and reinforces an image of strength and fearlessness. • The writer focuses on the variety of Mdu’s actions rather than his physical appearance. By doing this, he creates a picture of a man who is capable of a wide range of emotions and responses: he can be powerful, as when he ‘pounds’ his chest but also instantly alert as when he ‘froze in mid-stride and sniffed the air’. Also, he ‘melted’ silently into the forest which suggests stealth, physical control and a sense of his being completely at one with his surroundings. • The writer uses the metaphor ‘melted’ to suggest that Mdu is totally at one with his environment. The word ‘melted’ suggests that there is almost no record of his having been there – he leaves no trace of his presence. This sense of his being an integral part of this place is further reinforced in the same sentence by his being compared with the trees and animals, the natural inhabitants of the forest. 	

6	What impressions do you have of the man telling the story? Support your answer with reference to the text.	9
	<p>The question offers candidates the opportunity to consider the whole text. Responses at the higher end are likely to range widely and be evaluative in nature.</p> <p>Marks are awarded for appropriate selection and explanation of detail.</p> <p>0 marks: nothing relevant.</p> <p>Award 1-3 marks for answers which offer isolated relevant literal detail(s) and/or unsupported assertion or simple comment, eg</p> <ul style="list-style-type: none"> • He tries to imitate Mdu's words. • He is a clever man. • He seems very pleased that he has a good story to tell. <p>Award 4-6 marks for answers which collate some relevant detail and/or use detail to make some relevant comment about the man telling the story eg</p> <ul style="list-style-type: none"> • The man clearly wants to learn from Mdu. He says he 'was happy to be his student' and he watches him closely and tries to repeat the words Mdu says. • He is clever as he takes off his watch and ring before arriving so that they can't be taken from him. However, he is a bit naïve as he lets Mdu trick him. • He is disturbed and shaken by what has happened. Even though he's a writer, his hands are shaking so much that he can't make notes on what's happened. <p>Award 7-9 marks for answers which offer a coherent supported explanation of a range of impressions of the man, demonstrating inference and exploration eg</p> <ul style="list-style-type: none"> • The man seems to be quite humble. From the start he is respectful, lowering his head, and he doesn't object when Mdu treats him like a 'quick-learning pet'. He seems almost emotionally overwhelmed by being in the presence of the Hadzabe who are 'barely removed from the Stone Age'. It is as though he feels honoured to be accepted by them, again suggesting his humility. • The man seems to be an adventurer who has entered the forest to discover more about the Hadzabe. He is obviously already knowledgeable about the area, and the local tribes and their history. He could be a bit of a risk-taker as he does not know how the tribe will treat him. However, this also shows courage as he is prepared to face the unknown in order to learn more about them. • Even though the experience with the baboon must have been very frightening, the man doesn't seem to blame the Hadzabe. It's as though the writer in him takes over and, instead of focusing on the danger, he is excited by the story he will tell. He can appreciate the ingenuity of the Hadzabe in using him as the bait and is eager to make notes to use in the future. 	

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, 2 and 3 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.

7	‘People learn more from experience than they learn from study.’ Discuss.	40
---	---	-----------

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated 26-30 Marks</p> <ul style="list-style-type: none"> 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. Sophisticated manipulation of sentence structures for clarity, purpose and effect. Creatively structured with sophisticated paragraphing for effect. 	<ul style="list-style-type: none"> Cogent focus on subject. Integrates a range of complex details. Compelling personal voice and/or skilful manipulation of reader’s response. Sophisticated use of Standard English.
<p>Band 5: assured 21-25 Marks</p> <ul style="list-style-type: none"> 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. Assured and ambitious use of a range of sentence structures for clarity, purpose and effect. Assuredly structured with fluent linking of paragraphs to sustain coherence. 	<ul style="list-style-type: none"> Develops discussion and promotes viewpoint. Range of rhetorical devices used effectively; discourse markers effectively integrated. Begins to anticipate and address potential reader response. Assured use of Standard English.
<p>Band 4: secure 16-20 Marks</p> <ul style="list-style-type: none"> Communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response. Varied sentence structures securely used to create different effects. Clearly organised with coherent links formed within and between paragraphs. 	<ul style="list-style-type: none"> Clear selection of detail to promote viewpoint. Some use of rhetorical devices for effect; discourse markers used to navigate readers and support organisation. Engagement of reader may be sustained through direct address. Secure use of Standard English.

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

8	Describe the place where you feel, or have felt, most happy.	40
---	--	----

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated 26-30 Marks</p> <ul style="list-style-type: none"> 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. Sophisticated manipulation of sentence structures for clarity, purpose and effect. Creatively structured with sophisticated paragraphing for effect. 	<ul style="list-style-type: none"> Cogent focus on place. Fully integrated descriptive detail. Compelling personal voice and/or skilful manipulation of reader's response. Sophisticated use of Standard English.
<p>Band 5: assured 21-25 Marks</p> <ul style="list-style-type: none"> 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. Assured and ambitious use of a range of sentence structures for clarity, purpose and effect. Assuredly structured with fluent linking of paragraphs to sustain coherence. 	<ul style="list-style-type: none"> Selectively and effectively uses a range of devices to describe place. Uses specific structure, such as 'zooming in', to good effect. Begins to anticipate and address potential reader response. Assured use of Standard English.
<p>Band 4: secure 16-20 Marks</p> <ul style="list-style-type: none"> Communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response. Varied sentence structures securely used to create different effects. Clearly organised with coherent links formed within and between paragraphs. 	<ul style="list-style-type: none"> Clear selection of detail to enhance description of place. Clear selection of descriptive vocabulary for effect. Engagement of reader may be sustained through direct address. Secure use of Standard English.

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

Q9	Write a story called: 'The Trick'.	40
-----------	---	-----------

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated 26-30 Marks</p> <ul style="list-style-type: none"> 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. Sophisticated manipulation of sentence structures for clarity, purpose and effect. Creatively structured with sophisticated paragraphing for effect. 	<ul style="list-style-type: none"> Plot, setting and characterisation wholly convincing within context. Integrates a range of narrative strands and/or complex details. Compelling personal voice and/or subtlety of purpose and ability to manipulate reader response. Sophisticated use of Standard English.
<p>Band 5: assured 21-25 Marks</p> <ul style="list-style-type: none"> 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. Assured and ambitious use of a range of sentence structures for clarity, purpose and effect. Assuredly structured with fluent linking of paragraphs to sustain coherence. 	<ul style="list-style-type: none"> Plot, setting and characterisation designed to interest and engage. Selectively and effectively uses a range of linguistic and/or structural devices (eg flashback) to sustain narrative. Begins to anticipate and address potential reader response. Assured use of Standard English.
<p>Band 4: secure 16-20 Marks</p> <ul style="list-style-type: none"> Communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response. Varied sentence structures securely used to create different effects. Clearly organised with coherent links formed within and between paragraphs. 	<ul style="list-style-type: none"> Clear evidence of plot with some clear attempt to provide setting and/or characterisation. Details and vocabulary are clearly selected to enhance narrative. Engagement of reader may be sustained through direct address. Secure use of Standard English.

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

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

Generic Skills Descriptors
<p>Band 5: sophisticated 9-10 Marks</p> <ul style="list-style-type: none"> • 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.
<p>Band 4: assured 7-8 Marks</p> <ul style="list-style-type: none"> • 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.
<p>Band 3: secure 5-6 Marks</p> <ul style="list-style-type: none"> • 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.
<p>Band 2: some control 3-4 marks</p> <ul style="list-style-type: none"> • 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.
<p>Band 1: simple 1-2 Marks</p> <ul style="list-style-type: none"> • Demonstrates poor grammatical control. • Uses punctuation randomly and with occasional accuracy. • Basic spelling is sometimes accurate.
<p>0 Marks: nothing worthy of credit.</p>