GCSE
ENGLISH/ENGLISH LANGUAGE

ENG1H
Understanding and producing non-fiction texts
Mark scheme

4700/4705
June 2015

Version 1: Final Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

Further copies of this Mark Scheme are available from aqa.org.uk

Marking methods

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

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme and standardising scripts throughout marking period.
3. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
4. The key to good and fair marking is **consistency**.

Marking using CMI+

All English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. You can annotate items in various ways. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
3. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
4. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
5. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you.

INTRODUCTION

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

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

• read the answer as a whole

• work up through the descriptors to find the one which best fits

• where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

SECTION A: READING – Assessment Objectives

i.   Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.

iii.   Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

SECTION B: WRITING – Assessment Objectives

i.   Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.

ii.   Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.

iii.   Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Assessment Objective	Section A
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	Section B
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓ One third of the marks available for Section B are allocated to this Assessment Objective

Read **Source 1**, 'UN unveils plans to eliminate child labour by 2020' by Randeep Ramesh.

1 What do you understand from the article about the issues of child labour? [8 marks]

AO2, i English AO3, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	• offers evidence that the text is fully understood • shows a detailed engagement with the text • makes perceptive connections and comments about concerns and issues raised in the text • offers appropriate quotations or references to support understanding
Band 3 'clear' 'relevant' 5 - 6 marks	• shows clear evidence that the text is understood • shows clear engagement with the text • begins to interpret the text and make connections between the issues raised in the text • offers relevant quotations or references to support understanding
Band 2 'some' 'attempts' 3 - 4 marks	• shows some evidence that the text is understood • attempts to engage with the text • makes some reference to the issues mentioned in the text • offers some relevant references or quotations to support what has been understood
Band 1 'limited' 1 - 2 marks	• shows limited evidence that the text is understood • shows limited engagement with the text • makes limited reference to issues referred to in the text
Band 0	Nothing to reward

Indicative Content

Candidates' responses **may** include:
- The United Nations wants to stop all child labour by 2020 because, by current trends, there will still be 'about 190 million' child labourers by then, which is a shocking fact.
- The worst areas are poor countries like in sub-Saharan Africa where the number will 'jump by around 15 million over the next decade, reaching 65 million by 2020'.
- There is an international agreement 'that all children should complete primary school by 2015', but as Gordon Brown says, this will not happen unless more is done.
- Child labour damages children's education because those children miss school, like in India where 'non-attendance rates for child labourers are twice the level for children not involved in child labour'.
- Child labour is widespread and cruel, for example: 'Around half of the workforce in Afghanistan's brick kilns is aged under 14', and in Ethiopia 'almost 60% of children work' - but the extent of the problem, the 'sheer scale of child labour', is not widely known about.
- Children are sometimes forced to do work as well as go to school and so don't achieve good scores in tests or just drop out. Some of the companies involved in employing children include 'Apple, Samsung and Google'.
- The UN wants to make education compulsory for all children, maybe paying poor families to compensate for loss of income.
- Gordon Brown said that employing young children was the 'new slavery', and that too many governments and agencies 'turn a blind eye' to this exploitation.

Now read **Source 2**, 'Admit it. You love cheap clothes. And you don't care about child slave labour' by Gethin Chamberlain.

2   Explain how the headline and picture are effective and how they link to the text.   [8 marks]

AO2, iii English AO3, iii English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	• offers a detailed interpretation of how the headline is effective • presents a detailed explanation and interpretation of what the picture shows and its effects • links the picture and the headline to the text with perceptive comments • offers appropriate quotations or references to support comments
Band 3 'clear' 'relevant' 5 - 6 marks	• shows clear understanding of how the headline is effective • makes clear links between the headline and the content of the text • offers a clear explanation of the effectiveness of the picture • makes clear links between the picture and the content of the text • supports ideas with relevant references or quotations
Band 2 'some' 'attempts' 3 - 4 marks	• shows some understanding of how the headline is effective • attempts to link the headline to the text • offers some explanation of how the picture is effective • attempts to link the picture to the content of the text
Band 1 'limited' 1 - 2 marks	• offers limited understanding of how the headline is effective • offers a limited or simple explanation of what the picture shows • shows limited appreciation of how the picture and headline link with the text
Band 0	Nothing to reward

Indicative content

Candidates' responses **may** include:
The headline
•   The opening two word sentence is a direct address and accusatory – arrests the reader, 'What am I admitting or being accused of?'.
•   'You love cheap clothes' has the same effect but is a personal accusation on the clothes you buy; the short statement is ambiguous because nobody wants to admit to buying/wearing cheap clothes, so the two short sentences lead to the topic.
•   The conjunction 'And' begins the sentence to make the link between what you do and the serious accusation about child labour. The effect is to make you think your actions are shameful, immoral, unethical, even abusive or criminal.
•   Individual words are loaded with emotive and weighty meaning: 'Admit', 'cheap', 'child' and 'slave'; the words 'you love' and 'you don't care' show a contrast.
•   The most important effect is that cumulatively these sentences are addressed personally to the individual reader –there is nothing discursive or narrative here; it's an attack on your morals and behaviour.

The Picture
•   This is a sweatshop employing children which, according to the headline, you, the reader, are supporting.
•   There are piles of work about, which suggests that such work is relentless and so the hours are probably long.

- The boy is operating machinery, with no guard, in fact there is an obvious lack of health and safety in the photo.
- The boy is looking straight at the reader; his eyes and mouth seem formed into a greeting. However, the look on his face can also be interpreted as one of anguish, appeal, asking for understanding of his piteous situation.
- Perhaps an effect of the picture is to confirm, for the reader, the accusations made in the headline.

Links
- The 'brutal conditions' referred to, links with the reference to 'child slave labour'.
- The long quotation: 'Now take a stroll through your favourite mall and have a look at the shelves. Recognise some of that handiwork? You should', links directly with the accusation that 'You love cheap clothes' in the headline.
- The quotation: 'We, the consumers, let them do this because we want the shiny, pretty thing', links with the idea that we 'don't care' – we 'let them do this'.
- The picture links directly to, 'Take a look through some of the doorways. See the children stitching the fine embroidery and beading?' – the boy is stitching using a sewing machine.
- The references to lack of health and safety measures in the text are also evident from the picture.
- Our disdain for the appeal on the boy's face and lack of concern about his being exploited (being a 'slave') is reflected in the view that 'we can't be expected to pay more and, anyway, those places are very cheap to live in'.

Now read **Source 3**, 'Two Wheels in the Dust' by Anne Mustoe.

3   Explain some of the thoughts and feelings the writer has when she is in Bombay.   **[8 marks]**

AO2, i English AO3, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	• engages in detail with the experiences described in the text • offers perceptive explanations and interpretations of the thoughts and feelings expressed • employs appropriate quotations or references to support ideas
Band 3 'clear' 'relevant' 5 - 6 Marks	• shows a clear understanding of the experiences described in the text • clearly explains and begins to interpret thoughts and feelings • employs relevant quotations or references to support understanding and interpretation
Band 2 'some' 'attempts' 3 - 4 marks	• shows some engagement with the experiences described in the text • attempts to make some comments to explain thoughts and feelings • offers some quotations or references to support ideas
Band 1 'limited' 1 - 2 marks	• shows limited engagement with the text • offers limited or simple comments to explain thoughts and feelings • may offer copying or irrelevant quotation
Band 0	Nothing to reward

Indicative content

Candidates' responses **may** include the following :
• She felt overwhelmed by the 'starving millions of India' which suggests that the poverty was everywhere for her to see.
• She 'would never have believed' people could survive in such awful conditions until she saw for herself the destitution they were living in.
• She thought the people on the 'waste ground' were 'without hope' because they truly had less than nothing.
• However, she noticed that things were different in the shanty towns where 'families emerged from their hovels looking neat and clean', so these people were better off than some.
• She thought their ability to keep neat and clean was a 'miracle of ingenuity' – they must have been clever and resourceful to achieve this. She thought these people 'were on their way up in the world' compared to others who were hopeless.
• She felt no 'hostility' or aggression from people she met - because she was not staring at them or taking photographs, she was not prying and was no threat.
• She thinks that you have to 'switch off from the poverty' in India if you are visiting, in order to keep sane.
• She did not feel callous – unfeeling or unsympathetic- towards beggars but she had to avert her eyes and she felt the situation is hopeless for most of the poor because there are just too many children – and more coming.
• Her feelings change: She enjoyed the 'balmy' evening air, the lights, the sights of the place around the Gateway to India and the harbour.
• Around the hotel and the Yacht Club, she felt it was 'cosmopolitan, even Mediterranean' and she felt at home.
• She especially enjoyed the fish and chips from 'Leopold's', which was wonderful after 'six weeks of curry!'.

Now you need to refer to Source 3, 'Two Wheels in the Dust', and either Source 1 **or** Source 2.

You are going to compare the use of language in **two** texts, one of which you have chosen.

4   Compare the ways in which **language** is used for effect in the two texts.
     Give some examples and analyse the effects.

[16 marks]

AO2, i, iii English AO3, i, iii English Language	Skills
Band 4 'perceptive' 'detailed' 13 -16 marks	• offers a full and detailed understanding of the texts in relation to language • analyses how the writers have used language to achieve their effects in the different contexts • offers appropriate quotations in support of ideas with perceptive comments • focuses on comparison and cross-referencing of language between the texts
Band 3 'clear' 'relevant' 9 -12 marks	• shows clear evidence that the texts are understood in relation to language • offers clear explanations of the effect of words and phrases in the different contexts • offers relevant quotations or references to support ideas • offers clear comparisons and cross references in relation to language between the two texts
Band 2 'some' 'attempts' 5 - 8 marks	• shows some evidence that the texts are understood in relation to language • shows some explanation of the effect of words and phrases in the different contexts • attempts to support responses with usually appropriate quotations or references • attempts to compare language use and make cross references
Band 1 'limited' 1 - 4 marks	• offers limited evidence that either texts is understood in relation to language • offers limited explanation of the effect of words and phrases in the different contexts • offers very few examples with simple comments • shows limited ability to compare language use or make cross references
Band 0	Nothing to reward

Indicative content

Candidates' responses **may** consider some of the following examples of language use:

Source 3
• The phrase, 'in utter destitution, while others live in cardboard and sacking shacks on waste ground further out' gives the reader a vivid image of the situation of the poor: 'destitution' gives the effect of utter distress and penury with no hope or way out, whilst 'cardboard and sacking shacks' becomes effective if compared with the reader's home, and 'waste ground' situates these people like rubbish strewn in the open air. However, for some candidates, this may also resonate with the plight of the UK's homeless.
• Phrases like, 'scratching a living', 'settle among the rubbish tips' and 'bedraggled, starvelings without hope' would seem to be more appropriate descriptions of the habitat and life of animals, rather than people – 'scratching' and 'rubbish tips' evoke this, particularly. The word 'bedraggled' conjures up a picture of being ragged, tangle-haired and grimy.
• By contrast, and juxtaposed, we have the images of the 'balmy' evening air, the blazing lights of the opulently-sounding 'Taj Mahal' hotel, and 'a dance at the yacht club'. These are images of wealth, well-being, indulgence and contentment.

Source 2
- The tone is set on the first line of the text with the phrase 'brutal conditions' which evokes the image of a working environment which is harsh and stark, with basic facilities or less, and suggests that the treatment of the workers is similar.
- The description - 'stinking open drains' revolts readers and makes them sympathetic to the unhealthy lifestyle of people 'east out of Delhi'. The words 'industrial wasteland' suggest that no child should be working there, and that they, themselves, are waste products; 'wasteland' resonates with 'waste ground' in Source 3, where some of the people without hope live.
- The words 'shiny, pretty thing' contrast with the evocation of the stench of open drains because it fits the opulent and wealthy world of the west, of the reader, and the juxtaposition is intended to make the latter feel ashamed.

Source 1
- The factual language and statistics are effective: 'there will still be about 190 million child labourers in eight years' time', 'child labourers in sub-Saharan Africa will jump by around 15 million over the next decade, reaching 65 million by 2020' - the numbers '190 million' and '65 million' are huge -   readers will be appalled and ashamed at the scale and extent of the issue described by these words and numbers.
- The constant repetition of the phrase 'child labour', which some readers might have thought an oxymoron, emphasises and reinforces the crimes committed against these children.
- The idea of 'Mining' being 'a magnet' for child labour is a poignant and possibly ironic use of language - 'magnet' perhaps signifies attraction - as if to a pleasant or desirable thing, not to pulling a child down a dark mine. (The word also appears in Source 3) The description, 'scuttling around mounds of rock with little more than a hammer and chisel' is also effective: 'scuttling' suggests fear, panic, fleeing from danger, whilst lost, overwhelmed, and ill-equipped. Little animals, like mice, 'scuttle'.
- The phrases 'underage labour', 'and 'poor rural areas' suggest innocence, ignorance and ruthless exploitation and, when juxtaposed to the perpetrators, the proper nouns 'Apple, Samsung and Google', fill the reader with anger and disgust.
- Other selected words might include Gordon Brown's: '"new slavery"'; 'combat child labour', the triplet 'inertia, indifference and an indefensible willingness… ', 'turn a blind eye'.

Candidates need to take these, and/or similar, examples and effects and compare the different uses for different purposes made by the writers. Vivid words and images should be explained and interpreted for higher marks.

Candidates may include person, tense and devices but these need to be exemplified and their effects explained for higher marks.

5   Write an entry for your blog which describes a place you have visited which has affected you or stayed in your memory, and explain why this is so.

[16 marks]

AO3,i,ii English AO4, i, ii English Language	
Band 4 'convincing' 'compelling' 8 - 10 marks	**Communication** • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious **Organisation of Ideas** • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way
Band 3 'clear' 'success' 5 - 7 marks	**Communication** • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing **Organisation of Ideas** • employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences

Band 2 'some' 'attempts' 3 - 4 marks	**Communication** • communicates ideas with some success • some awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect **Organisation of Ideas** • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence
Band 1 'limited' 1 - 2 marks	**Communication** • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word for effect **Organisation of Ideas** • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features
Band 0	Nothing to reward

AO3, iii English AO4, iii English Language	**Q5**
Band 3 5 - 6 marks	• uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • consistently uses standard English
Band 2 3 - 4 marks	• writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • usually uses standard English
Band 1 1 - 2 marks	• writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of some words in common use • sometimes uses standard English
Band 0	Nothing to reward

6 'Young people in wealthy countries take what they have for granted: they should care more about young people suffering in poor parts of the world, and do more to help them.'

Write an article for a magazine of your choice in which you argue your response to this statement.

[24 marks]

AO3, i, ii English AO4 i, ii English Language	
Band 4 'convincing' 'compelling' 13 - 16 marks	**Communication** • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious **Organisation of Ideas** • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way
Band 3 'clear' 'success' 9 - 12 marks	**Communication** • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing **Organisation of Ideas** • employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences

Band 2 'some' 'attempts' 5 - 8 marks	**Communication** • communicates ideas with some success • some awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect **Organisation of Ideas** • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence
Band 1 'limited' 1 - 4 marks	**Communication** • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word for effect **Organisation of Ideas** • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features
Band 0	Nothing to reward

AO3, iii English AO4, iii English Language	Q6
Band 3 6 - 8 marks	• uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • consistently uses standard English
Band 2 3 - 5 marks	• writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • usually uses standard English
Band 1 1 - 2 marks	• writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of some words in common use • sometimes uses standard English
Band 0	Nothing to reward