

**English Writing Mark Scheme 2016-17**

			Teacher	Pupil Voice		
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	Content	Organisation	Technical Accuracy			
Grade 9	<b>Band 8</b>	<ul style="list-style-type: none"> <li>Communication is convincing and compelling throughout</li> </ul>	<ul style="list-style-type: none"> <li>Highly structured and developed writing, incorporating a range of integrated and complex ideas</li> </ul>	<ul style="list-style-type: none"> <li>Sentence demarcation is consistently secure and consistently accurate</li> </ul>		
	Grade 8	<b>(35-40)</b>	<ul style="list-style-type: none"> <li>Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract</li> </ul>	<ul style="list-style-type: none"> <li>Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> </ul>	
			<ul style="list-style-type: none"> <li>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul>	<ul style="list-style-type: none"> <li>Varied and inventive use of structural features</li> </ul>	<ul style="list-style-type: none"> <li>Uses a full range of appropriate sentence forms for effect</li> </ul>	
Grade 7	<b>Band 7</b>	<b>(31-34)</b>	<ul style="list-style-type: none"> <li>Communication is convincing</li> </ul>	<ul style="list-style-type: none"> <li>Structured and developed writing with a range of engaging complex ideas</li> </ul>	<ul style="list-style-type: none"> <li>Sentence demarcation is consistently secure and consistently accurate</li> </ul>	
			<ul style="list-style-type: none"> <li>Tone, style and register consistently match purpose, form and audience;</li> </ul>	<ul style="list-style-type: none"> <li>Consistently coherent use of paragraphs with integrated discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of punctuation is used with a high level of accuracy</li> </ul>	
			<ul style="list-style-type: none"> <li>Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul>	<ul style="list-style-type: none"> <li>Varied and effective structural features</li> </ul>	<ul style="list-style-type: none"> <li>Uses a full range of appropriate sentence forms for effect</li> </ul>	
			<ul style="list-style-type: none"> <li>Tone, style and register consistently match purpose, form and audience;</li> </ul>	<ul style="list-style-type: none"> <li>Consistently coherent use of paragraphs with integrated discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> </ul>	
			<ul style="list-style-type: none"> <li>Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul>	<ul style="list-style-type: none"> <li>Varied and effective structural features</li> </ul>	<ul style="list-style-type: none"> <li>High level of accuracy in spelling, including ambitious vocabulary</li> </ul>	
						<ul style="list-style-type: none"> <li>Extensive and ambitious use of vocabulary</li> </ul>
Grade 6	<b>Band 6</b>	<b>(27-30)</b>	<ul style="list-style-type: none"> <li>Communication is consistently clear and effective</li> </ul>	<ul style="list-style-type: none"> <li>Writing is engaging using a range of detailed connected ideas</li> </ul>	<ul style="list-style-type: none"> <li>Sentence demarcation is mostly secure and mostly accurate</li> </ul>	
			<ul style="list-style-type: none"> <li>Tone, style and register matched to purpose, form and audience</li> </ul>	<ul style="list-style-type: none"> <li>Coherent paragraphs with integrated discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>Range of punctuation is used, mostly with success</li> </ul>	
			<ul style="list-style-type: none"> <li>Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of structural features</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of sentence forms for effect</li> </ul>	
					<ul style="list-style-type: none"> <li>Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> </ul>	
Grade 5	<b>Band 5</b>	<b>(21-26)</b>	<ul style="list-style-type: none"> <li>Communication is clear</li> </ul>	<ul style="list-style-type: none"> <li>Writing is engaging with a range of connected ideas</li> </ul>	<ul style="list-style-type: none"> <li>Sentence demarcation is mostly secure and mostly accurate</li> </ul>	
			<ul style="list-style-type: none"> <li>Tone, style and register generally matched to purpose, form and audience</li> </ul>	<ul style="list-style-type: none"> <li>Usually coherent paragraphs with range of discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>Range of punctuation is used, mostly with success</li> </ul>	
			<ul style="list-style-type: none"> <li>Vocabulary clearly chosen for effect and successful use of linguistic devices</li> </ul>	<ul style="list-style-type: none"> <li>Usually effective use of structural features</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of sentence forms for effect</li> </ul>	
			<ul style="list-style-type: none"> <li>Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> </ul>			
			<ul style="list-style-type: none"> <li>Generally accurate spelling, including complex and irregular words</li> </ul>			

				o Increasingly sophisticated use of vocabulary			
Grade 5	<b>Band 4</b> (16-20)	o Communication is mostly successful	o Increasing variety of linked and relevant ideas	o Sentence demarcation is mostly secure and sometimes accurate			
		o Some sustained attempt to match purpose, form and audience; some control of register	o Some use of paragraphs and some use of discourse markers	o Some control of a range of punctuation			
Grade 4		o Conscious use of vocabulary with some use of linguistic devices	Some use of structural features	o Attempts a variety of sentence forms			
				o Some use of Standard English with some control of agreement			
				o Some accurate spelling of more complex words			
				o Varied use of vocabulary			
	<b>Band 3</b> (11-15)	o Communicates with some success	o Some linked and relevant ideas	o Sentence demarcation is mostly secure and sometimes accurate			
		o Attempts to match purpose, form and audience; attempts to control register	o Attempt to write in paragraphs with some discourse markers, not always appropriate	o Some control of a range of punctuation			
Grade 3		o Begins to vary vocabulary with some use of linguistic devices	o Attempts to use structural features	o Attempts a variety of sentence forms			
				o Some use of Standard English with some control of agreement			
				o Some accurate spelling of more complex words			
				o Varied use of vocabulary			
	<b>Band 2</b>	o Simple communication of ideas	o One or two relevant ideas, simply linked	o Occasional use of sentence demarcation			
Grade 2	<b>(6-10)</b>	o Simple awareness of purpose, form and audience; limited control of register	o Random paragraph structure	o Some evidence of conscious punctuation			
Grade 1		o Simple vocabulary; simple linguistic devices	o Evidence of simple structural features	o Simple range of sentence forms			
Grade 0				o Occasional use of Standard English with limited control of agreement			
				o Accurate basic spelling			
				o Simple use of vocabulary			
		<b>Band 1</b>	o Communicates limited meaning	o One or two unlinked ideas	Occasional use of sentence demarcation		
		<b>(0-6)</b>	o Occasional sense of purpose, form and/or audience	o No paragraphs	Some evidence of conscious punctuation		
			o Simple vocabulary	o Limited or no evidence of structural features	Simple range of sentence forms		
				Occasional use of Standard English with limited control of agreement			
				Accurate basic spelling			
				Simple use of vocabulary			
	<b>Level 0</b>	Candidates will not have offered any meaningful writing to assess. Nothing to reward					