AQA

GCSE
English Language

8700/2 Paper 2 Writers' viewpoints and perspectives

Mark Scheme

8700

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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.

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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.**

Level of response marking instructions

Level of response mark schemes are broken down into four levels (where appropriate). Read through the student's answer and annotate it (as instructed) to show the qualities that are being looked for. You can then award a mark.

You should refer to the standardising material **throughout your marking**.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. It is an indication of the quality of response that is typical for each level and shows progression from Level 1 to 4.

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 descriptors for that level. The descriptors for the level indicate 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.

The Indicative Standard column in the mark scheme will help you determine the correct level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. This requires you to fine tune within the level to see how well each of the skills descriptors for that level has been met. Since responses rarely match a level in all respects, you need to balance out the range of skills achieved and allow strong performance in some aspects to compensate for other skills that may be only partially fulfilled.

The standardising scripts 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.

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

Advice

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

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.

2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.

3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.

4. Remember the key to accurate and fair marking is consistency.

5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

SECTION A: READING – Assessment Objectives

AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
AO2	• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	✓
AO4	n/a
	Section B
AO5	✓
AO6	✓

0 1 Read again the first part of **Source A** from **lines 1 to 10**.

Choose **four** statements below which are TRUE.

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

A The inspector travels to the school by train.

B Sister Brendan reacts quickly to the arrival of the Inspector.

C The people who live in the centre of Crompton are mostly wealthy.

D There are no chimneys or warehouses in Crompton.

E The school is situated next to wasteland.

F Some of the houses in the town have been damaged.

G The Inspector thinks Crompton is a lively, cheerful place.

H The school building is well cared for.

[4 marks]

AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
This question assesses the first bullet point identify and interpret explicit and implicit information and ideas.	
A The inspector travels to the school by train. [F] B Sister Brendan reacts quickly to the arrival of the Inspector. [T] C The people who live in the centre of Crompton are mostly wealthy. [F] D There are no chimneys or warehouses in Crompton. [F] E The school is situated next to a wasteland. [T] F Some of the houses in the town have been damaged. [T] G The Inspector thinks Crompton is a lively, cheerful place. [F] H The school building is well cared for. [T]	

0 2 You need to refer to **Source A** and **Source B** for this question.

The children at the primary school and the ragged school behave very differently.

Use details from both sources to write a summary of the differences between the behaviour of the children at the two schools.

[8 marks]

AO1
- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

This question assesses both bullets

Level	Skills Descriptors	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Perceptive, summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: • Makes perceptive inferences from both texts • Makes judicious references/use of textual detail relevant to the focus of the question • Statements show perceptive differences between texts	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one skills descriptor.	The primary school pupils behave respectfully and enthusiastically, as shown in the cheerful greeting each child offers, saying ''Hello,' brightly' to the Inspector. The students behave politely to both teachers and visitors, unlike the students in the ragged school who appear to resent the authority of their teacher and behave violently towards him. One of the boys 'swore most horribly and rushed from the school,' demonstrating his rudeness and disregard for the school rules. The diligent behaviour of the primary pupils is a result of the discipline and high expectations of their teachers, whereas the unruly behaviour in the ragged school demonstrates a lack of respect for the teacher, who is a different social class to them and with whom they are 'at war.'
Level 3 Clear, relevant summary 5-6 marks	Shows clear synthesis and interpretation of both texts: • Makes clear inferences from both texts • Selects clear references/ textual detail relevant to the focus of the question • Statements show clear differences between texts	At the top of the level, a student's response will meet all skills descriptors. At the bottom of the level, a student will have Level 2 and at least	The students at the primary school behave very well and work hard. The Inspector notices how 'Each child we passed said 'Hello,'' showing their politeness and good manners whereas the students in the ragged school are wilder and noisier. They are more likely to swear at the teacher and run away, as it states 'he swore most horribly, and rushed from the school.' This indicates that in the primary school the students' behaviour is carefully controlled by the

		one of the skills descriptors.	teachers, whereas in the ragged school the teacher is struggling to cope with the students' rough behaviour.
Level 2 Some, attempts at summary 3-4 marks	Shows some interpretation from one/both texts: • Attempts some inference(s) from one/both texts • Selects some appropriate references /textual detail from one/both texts • Statements show some difference(s) between texts	At the top of the level, a student's response will meet all skills descriptors. At the bottom of the level, a student will have Level 1 and at least one skills descriptor.	The students at the primary school are better behaved than the students in the ragged school. The students at the primary school say 'Hello' to the visitor when they see him which shows they are polite and friendly. In the other school they aren't so polite to visitors and they fight each other instead 'They fought like furies'. This shows that they were not so well-behaved as modern children.
Level 1 Simple, limited summary 1-2 marks	Shows simple awareness from one/both texts: • Offers paraphrase rather than inference • Makes simple reference/textual details from one/both texts • Statements show simple difference between texts	At the top of the level, a student's response will meet all the skills descriptors. At the bottom of the level, a student will have at least one skills descriptor.	The boys at the ragged school are naughty. One of them swears at the teacher and runs away from school. It says he 'rushed from the school' which shows he ran away. In the other school they are much better and get on with their work better. They don't swear at the teacher like the other boy did.
Level 0 No marks	Nothing to reward.		

AO1 content may include ideas such as:

- The difference in their manners
- The difference in their relationships with teachers
- The difference in their levels of discipline
- The difference in their motivation
- The difference in their attitude to authority.

0 3 You now need to refer only to **Source A** from **lines 11 – 27**.

How does the writer use language to describe Sister Brendan?

[12 marks]

AO2
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

This question assesses Language ie: Words/Phrases/Language Features/Language Techniques/Sentence Forms

Level	Skills Descriptors	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Detailed, perceptive analysis 10-12 marks	Shows detailed and perceptive understanding of language: • Analyses the effects of the writer's choices of language • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	The writer describes her as an enthusiastic, excitable guide 'fluttering along the corridors,' suggesting the flapping, hopping movement of a bird. This bird-like effect links to the metaphor of the 'hungry blackbird out for the early worm' creating the image of a fierce-minded, shrewd head teacher, who despite her small size, has a keen appetite for the 'worm' – the inspector. The string of short or single syllable words - 'sharp little beak of a nose' and 'tiny, dark, darting eyes' - suggests a constant, restless movement as she surveys the school. The assonance in 'sharp', 'dark' and 'darting' hints at something more aggressive about Sister Brendan, creating almost a sinister figure, although this is contrasted with her cheerful 'chattering and chuckling,' implying the writer isn't very sure about his formidable host.
Level 3 Clear, relevant explanation 7-9 marks	Shows clear understanding of language: • Explains clearly the effects of the writer's choices of language • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	Sister Brendan is described as someone who is 'fluttering along the corridors' as if she were quick and light on her feet, a bit like a bird, which links back to the description of her as a 'blackbird.' She is also described as 'chattering and chuckling' which gives us an idea of how she is nattering away continuously to the Inspector. The alliteration of these words suggests the excited sounds of her chirping, like a baby bird, which creates the impression that Sister Brendan is talking non-stop to impress the Inspector.

Level 2 Some understanding and comment 4-6 marks	Shows some understanding of language: • Attempts to comment on the effect of language • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately	At the top of the level, a student's response will meet all the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one skills descriptor.	The writer uses lots of verbs to describe Sister Brendan, such as 'fluttering' and 'chattering.' The word 'fluttering' makes me think of something flapping, so maybe she has got clothes on which are flapping and floating around. The word 'chattering' creates the impression that she is talking all the time and is very cheerful and friendly. The writer uses a simile to compare her to a 'hungry blackbird' which makes it sound like she is lively and hops around.
Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of language: • Offers simple comment on the effect of language • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately	At the top of the level, a student's response will meet all skills descriptors. At the bottom of the level, a student will have at least one skills descriptors.	The writer describes Sister Brendan using words like 'fluttering' to show how she goes down the corridors. He also says that she is chatting away, which shows that she is talking a lot. He describes what she looks like so we can imagine her better. He says she is 'like a small hungry blackbird,' which is a simile that compares her to a bird saying she is like a blackbird.
Level 0 No marks	Nothing to reward.		

AO2 content may include the effect of language such as:

- Use of single syllable/short adjectives: 'tiny…dark…sharp'
- Use of simile: 'like a small hungry blackbird'
- Use of verbs: 'fluttering…chattering…chuckling'
- Use of metaphor: 'the Queen Bee'
- Use of light imagery: 'glittering…shining…glint'
- Use of adjectives: 'thin-cheeked…small cold hand… sharp little beak'
- Any other words or phrases of interest.

0 4 You need to refer to the whole of **Source A** and the whole of **Source B**.

Compare how the writers convey their different attitudes to the two schools.

In your answer, you could:

- compare their different attitudes
- compare the methods the writers use to convey their different attitudes
- support your response with references to both texts.

[16 marks]

AO3
Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Level	**Skills Descriptors**	**How to arrive at a mark**	**Indicative Standard** This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Perceptive, detailed 13-16 marks	• Compares ideas and perspectives in a perceptive way • Analyses how writers' methods are used • Selects a range of judicious supporting detail from both texts • Shows a detailed understanding of the different ideas and perspectives in both texts	At the top of the level, a student's response will meet all skills descriptors. At the bottom of the level, a student will have Level 3 and at least one skills descriptor.	Structurally, both texts open with a view of the surrounding area: 'derelict' in Source A and 'squalid' in Source B, thereby establishing the challenges facing the schools from the outset, but giving Phinn the opportunity later to contrast and highlight the achievements of the school despite the disadvantages. However, Phinn's perspective is that of a visiting observer, whereas the writer of Source B is daily risking injury to teach students whom he feels are metaphorically 'at war' with him. The adverbs 'viciously' and 'fearfully' extend the imagery of school as a war zone. In contrast, Phinn's tone is admiring in his comparison of the school to a 'hive of activity' reinforcing his view of the industrious and harmonious community of 'busy bodies', suggesting he sees the school as inspiring and hopeful, unlike the master who uses a short, bleak sentence to express his pessimistic view of the future: 'It is a forlorn hope.'
Level 3 Clear, relevant 9-12 marks	• Compares ideas and perspectives in a clear and relevant way • Explains clearly how writers' methods are used • Selects relevant detail to support from both texts • Shows a clear understanding of the different ideas and perspectives in both texts	At the top of the level, a student's response will meet all skills descriptors. At the bottom of the level, a student will have Level 2 and at least	The writer of Source A is very impressed by the children he visits whereas the writer of Source B is frustrated by the students and finds his job at the school much more challenging. The writer in Source A describes how the pupils work hard using a list: 'reading, writing, discussing, solving problems' to show the variety of educational activities available and he compares the school to 'a hive of activity' suggesting an admiration for the children working busily and in a focused way, like bees. On the other hand, in Source B, the writer's negative attitude is shown by phrases such as 'boxing most viciously' where the adverb 'viciously' shows how shocked he is by how violently the girls are fighting, especially in a school environment.

		one of the skills descriptors.	This reinforces the writer's committed attitude to the school as despite the challenges he keeps coming back the next day to try again.
Level 2 Some, attempts 5-8 marks	• Attempts to compare ideas and perspectives • Makes some comment on how writers' methods are used • Selects some appropriate textual detail/references, not always supporting from one or both texts • Identifies some different ideas and perspectives	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The writer's attitude to the school in the first source is very positive. He thinks the school does a good job teaching the children. The method he uses to show this is listing: 'Children's painting and poems, posters, pictures and book jackets.' This shows all the lovely different things the children have done at school. The other writer tries to have a positive attitude to his school, but it is harder for him because the children are not so well-behaved and willing to learn as in the primary school. He describes the girls fighting by using the word 'viciously' which is an adverb and shows that he is surprised by how violent they are, but he carries on teaching no matter how hard it is.
Level 1 Simple, limited comment 1-4 marks	• Makes simple cross reference of ideas and perspectives • Makes simple identification of writers' methods • Makes simple references/ textual details from one or both texts • Shows simple awareness of ideas and/or perspectives	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors	The attitude to the school in Source A is that it is good and the children are learning a lot. I know this because the writer describes all the things the children have made, like 'poems, posters, pictures.' In Source B the school is not so good and the children do not learn much because they are fighting and throwing stones. The writer in Source A shows that he thinks the school is good because the children are working all the time, but the other writer uses words like 'boxing most viciously' to show he thinks the students shouldn't be fighting in school.
Level 0 No marks	Nothing to reward.		

AO3 content may include the comparison of ideas such as:

- Their sense of hope and educational inspiration
- Their position and sense of responsibility
- Their levels of expectation
- Their educational priorities
- Their personal emotional response

And comment on methods such as:

- Structural opening – both setting the scene to create contrast or emphasis
- Structural ending – emotive, either hopeful or despairing
- Whole text structure – both chronological accounts
- Narrative perspective - first person, either impersonal or personal
- Tone – either cheerful, amused and objective or agonised, intimate and serious,
- Language features – superlatives, hyperbole, irony, adverbs etc
- Figurative language – metaphors, similes, symbolism etc.

0 5 ‘Education is not just about which school you go to, or about what qualifications you gain; it is also about what you learn from your experiences outside of school.’

Write a speech for your school or college Leavers’ Day to explain what you think makes a good education.

(24 marks for content and organisation and
16 marks for technical accuracy)
[40 marks]

AO5 Content and Organisation
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Level		Skills descriptors	How to arrive at a mark
Level 4 19-24 marks **Compelling, Convincing**	Upper Level 4 22-24 marks	**Content** • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices **Organisation** • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers	At the top of the range, a student’s response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4
	Lower Level 4 19-21 marks	**Content** • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices **Organisation** • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers	At the top of the range, a student’s response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and

			Organisation from the lower range of Level 4
Level 3 13-18 marks **Consistent, Clear**	Upper Level 3 16-18 marks	**Content** • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices **Organisation** • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3
	Lower Level 3 13-15 marks	**Content** • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices **Organisation** • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3
Level 2 7-12 marks **Some success**	Upper Level 2 10-12 marks	**Content** • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices **Organisation** • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2

<table>
<tr><td></td><td>Lower
Level 2

7-9 marks</td><td>Content
• Attempts to match register to audience
• Attempts to match purpose
• Begins to vary vocabulary with some use of linguistic devices

Organisation
• Attempts to use structural features
• Some linked and relevant ideas
• Attempt to write in paragraphs with some discourse markers, not always appropriate</td><td>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation

At the bottom of the range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2</td></tr>
<tr><td rowspan="2">Level 1

1-6 marks

Simple, Limited</td><td>Upper
Level 1

4-6 marks</td><td>Content
• Simple awareness of register/audience
• Simple awareness of purpose
• Simple vocabulary; simple linguistic devices

Organisation
• Evidence of simple structural features
• One or two relevant ideas, simply linked
• Random paragraph structure</td><td>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation

At the bottom of the range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1</td></tr>
<tr><td>Lower
Level 1

1-3 marks</td><td>Content
• Occasional sense of audience
• Occasional sense of purpose
• Simple vocabulary

Organisation
• Limited or no evidence of structural features
• One or two unlinked ideas
• No paragraphs</td><td>At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation

At the bottom of the range, a student will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1</td></tr>
<tr><td>Level 0
No marks</td><td colspan="3">Nothing to reward.</td></tr>
</table>

Turn over for AO6 Technical Accuracy skills descriptors

AO6 Technical Accuracy
Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Level	Skills descriptors	How to arrive at a mark
Level 4 13-16 marks	• Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors
Level 3 9-12 marks	• Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors
Level 2 5-8 marks	• Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors

Level 1 1-4 marks	• Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have at least one of the skills descriptors
Level 0 No marks	Nothing to reward.	