

GCSE - AQA Style

ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

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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.

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 student uses these terms effectively to aid the clarity and precision of the argument.

Level of response marking instructions

Level of response mark schemes are broken down into four levels. There are two, three, four, five or six marks in each level; dependent upon question.

Please note: The sample responses in each Indicative Standard/Content Descriptor column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.

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.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. 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.

The Skills Descriptors column indicates the different skills that students need to demonstrate in their answer for that level. To achieve full marks in a level, students should meet all of the skills descriptors in that level. Students achieving marks at the bottom of a

level will ideally have met all skills descriptors of the previous level and at least one of the skills descriptors in that level.

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

Section A: Reading – Assessment Objectives

AO1	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references.

Section B: Writing – Assessment Objectives

AO5	<ul style="list-style-type: none"> 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.
AO5	<ul style="list-style-type: none"> 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	N/A
AO4	✓
	Section B
AO5	✓
AO6	✓

Section A: Reading

01

Read again the first part of **source A**, lines 1 to 21

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

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

[4 marks]

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts
This assesses bullet point 1 - Identify and interpret explicit and implicit information and ideas.	
A. The NHS turns 69 on Wednesday	<input type="checkbox"/> T
B. Nursing is one of the smallest professions in the UK	<input type="checkbox"/> F
C. Stacking supermarket shelves pays more than nursing	<input type="checkbox"/> T
D. Hospitals have 20,000 fewer nurses than they need	<input type="checkbox"/> F
E. Degree applications have fallen by a half	<input type="checkbox"/> F
F. Not enough nurses have been trained in the UK	<input type="checkbox"/> T
G. Keeping wages down helps recruit nurses to the profession	<input type="checkbox"/> F
H. British nurses are getting ready to move abroad	<input type="checkbox"/> T

You need to refer to **source A** and **source B** for this question:

The conditions faced by nurses are challenging.

Use details from **both** sources to write a summary of the differences in the conditions faced by the nurses in Source A and Source B.

[8 marks]

AO1	<ul style="list-style-type: none">Identify and Interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts		
This assesses both bullet points			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
			<i>This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.</i>
Level 4 <i>Perceptive, summary</i> 7-8 marks	Shows perceptive synthesis and interpretation of both texts <ul style="list-style-type: none">Makes perceptive inferences from both textsMakes judicious references/use of textual detail relevant to the focus of the questionStatements show perceptive understanding of the challenges	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.	In source A, the lack of funding in the NHS impacts on the conditions faced by nurses as the staffing bill has to be “cut” to balance the books which highlights how brutal the system is and how the NHS has become a business rather than a caring profession. However, the challenges in source B tend to be on a more emotional level. As well as the nurse wishing she had more “time” she reflects on the more graphic side of the role as they are up to their “necks” in “blood” which highlights the horrifying conditions of the job.
Level 3 <i>Clear, relevant summary</i> 5-6 marks	Shows clear synthesis and interpretation of both texts <ul style="list-style-type: none">Makes clear inferences from both textsSelects clear references / textual detail relevant to the focus of the questionStatements show clear understanding of the challenges	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.	In source A the conditions for nurses are unsatisfactory in that they are working “under unimaginable pressure” which implies they are not able to carry out their duties so the “patients on the wards feel the difference”, whereas in source B the biggest challenge appears to be the lack of space to tend to the injured soldiers (“the wounded are now lying up to our very door”), which implies they are not equipped to deal with the number of injured that arrive to their hospital each day.

<p>Level 2</p> <p><i>Some understanding and comment</i></p> <p>3-4 marks</p>	<p>Shows some interpretation from one / both texts</p> <ul style="list-style-type: none"> Attempts some inference(s) from one / both texts Selects some appropriate references / textual detail from one / both texts Statements show some understanding of the challenges 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>In source A, one of the main challenges facing nurses today is the stressful nature of the job ("the unimaginable pressure"), whereas in source B it is not having enough beds and equipment to help the soldiers who are injured ("the wounded are now lying up to our very door and we are landing 540 more from the Andes").</p>
<p>Level 1</p> <p><i>Simple, limited comment</i></p> <p>1-2 marks</p>	<p>Shows simple awareness from one/both texts</p> <ul style="list-style-type: none"> Offers paraphrase rather than inference Makes simple reference / textual details from one / both texts Statement(s) show a simple understanding of the challenges 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>In source A the main challenge is they don't get paid enough money whereas in source B it is the number of soldiers they have to try to help.</p>
<p>Level 0</p> <p>No marks</p>	<p>Students in this band will not have offered any differences Nothing to reward.</p>		

AO1 Content may include ideas such as:

- Low pay
- Staff cuts
- Lack of training
- Removal of student funding
- Nurses choosing to work abroad
- Little notice before the arrival of casualties
- Lack of space on the ward
- Horrific injuries
- Emotional impact
- Large volume of casualties in war

You now need to refer **only** to **source B** from **lines 1 to 18**.

How does the writer use language to describe her experience as a nurse?

[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 i.e. Words / Phrases / Language Features / Language Techniques / Sentence Forms			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard <i>This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.</i>
Level 4 <i>Perceptive, detailed analysis</i> 10-12 marks	Shows detailed and perceptive understanding of <i>language</i> <ul style="list-style-type: none">Analyses the effects of the writer’s choices of <i>language</i>Selects a judicious range of textual detailMakes 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 portrays the challenging reality of being a nurse and we get the sense that the narrator is opening up to the reader as she reflects that the gentlemen of England have “little idea” about the harrowing nature of the job from what they read in the newspaper. The list of dynamic verbs (“stuffed” “sewn up” and “laid down”) really mirror the frantic, busy nature of the job and the physical demands placed on the young nurses. This, combined with the graphic imagery, such as “up to our necks in blood” and “pain and mutilation”, forces the reader to see the reality of a wartime nurse. The metaphorical implications of being “up to their necks” reinforces how consuming the job is, both physically and emotionally.
Level 3 <i>Clear, relevant explanation</i> 7-9 marks	Shows clear understanding of <i>language</i> <ul style="list-style-type: none">Explains clearly the effects of the writer’s choice of <i>language</i>Selects a range of relevant textual detailMakes 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.	The writer uses language to describe the nurse’s experience as frantic (“we had but half an hour’s notice”). Clearly the nurse is being rushed, which suggests she is feeling flustered. Her job is at a fast pace which could lead her to feeling unprepared. This is reinforced through the word ‘notice’ as it implies she didn’t know what was happening. The use of the time phrase “half an hour” not only highlights the lack of enough time but also creates a sense of panic and urgency in the role of the nurse.

<p>Level 2</p> <p><i>Some understanding and comment</i></p> <p>4-6 marks</p>	<p>Shows some understanding of <i>language</i></p> <ul style="list-style-type: none"> Attempts to comment on the effect of <i>language</i> Selects some appropriate textual details Makes some use of subject terminology, mainly appropriately 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>The writer describes the job of a nurse as being quite a busy one ("we had the mattresses stuffed, sewn up, laid down") and this suggests nurses have to do a lot of work in the hospital other than just looking after the soldiers. The writer uses a rule of three to show this.</p>
<p>Level 1</p> <p><i>Simple, limited comment</i></p> <p>1-3 marks</p>	<p>Shows simple awareness of <i>language</i></p> <ul style="list-style-type: none"> Offers simple comment on effect of <i>language</i> Selects simple references or textual detail Makes simple use of subject terminology, not always appropriately 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>The writer uses language such as 'wounded' to suggest Florence Nightingale has to deal with a lot of injured people. She also says it is an 'appalling horror' which suggests the job is horrible.</p>
<p>Level 0</p> <p>No marks</p>	<p>No comment offered on the use of <i>structural features</i>. Nothing to reward.</p>		

AO2 Content may include the effect of usages such as:

- Verbs to show physical activity
- Graphic imagery to highlight emotional impact of the job
- Use of metaphorical language such as "up to our necks"
- Adjectives to describe the heroic nature of soldiers

For this question, you need to refer to the **whole of source A** together with the **whole of source B**.

Compare how the writers convey their ideas and viewpoints on nursing.

In your answer, you could:

- compare their different ideas and viewpoints
- compare the methods they use to convey those ideas and viewpoints
- support your ideas with quotations from both texts.

[16 marks]

AO3	Compare writers' ideas and perspectives and how they are conveyed, across two or more texts.		
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
			<i>This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.</i>
Level 4 <i>Perceptive, detailed</i> 13-16 marks	<ul style="list-style-type: none"> • 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 ideas and perspectives in both texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>The writer of source A presents a cynical viewpoint towards the profession, highlighted in the way that she directs criticism towards "politicians" and "economists", suggesting that she believes that the NHS is merely a business and nurses are undervalued. This is reinforced by the metaphorical language used as she describes nurses as "low hanging fruit", suggesting that they are easy targets yet valuable commodities. However, in source B the writer offers a more pragmatic view as she highlights the brutal reality of her experience as a wartime nurse. Her attitude is almost one of admiration for the patients who display an "unshrinking heroism" which is "superhuman". This powerful description forces the reader to focus on the patients rather than the pressures the nurses are under, contrasting with the ideas of the writer in source A.</p>
Level 3 <i>Clear, relevant</i> 9-12marks	<ul style="list-style-type: none"> • 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 ideas and perspectives in both texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>The writer of source A conveys a negative, pessimistic tone. Throughout her article, she believes nursing is being neglected by the government as "not enough nurses have been trained" and "hospitals have 40, 000 fewer nurses" than needed. This hard-hitting fact highlights her view that nursing is in danger of becoming a profession that nobody wants to join unless the government acts quickly. However, the tone in source B is more optimistic in that Florence Nightingale can see beyond the negative side to nursing (the "appalling horror") and realise that her work does bring personal reward ("there is good").</p>

Level 2 <i>Some, attempts</i> 5-8 marks	<ul style="list-style-type: none"> 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 ideas and perspectives 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>In source A the ideas presented are that nursing is becoming an unpopular profession in the UK due to the fact used that "hospitals have 40,000 fewer nurses than they need", whereas in source B the ideas presented are more positive as the narrator is a nurse herself and says that "there is good", which suggests she does see that it is a worthwhile job.</p>
Level 1 <i>Simple, limited</i> 1-4 marks	<ul style="list-style-type: none"> 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 perspectives 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>In source A the writer has a negative view of the job of a nurse as she says "British nurses are getting ready to move abroad", which tells us that nurses don't want to work in this country. In source B she is more positive about being a nurse as she says "it is good for us to be here".</p>
Level 0 No marks	No ideas offered about ideas and perspectives Nothing to reward		

A03 Content may include ideas such as:

- Davies believes that nurses are undervalued and that the NHS is run as a business, whereas Nightingale seems proud of her status as a nurse
- Davies believes that patients are being negatively impacted by the declining standards whereas Nightingale reflects on the high standards of treatment
- Davies highlights the challenge of not having enough trained nurses whereas Nightingale comments on the challenges of managing 40 British female nurses

And methods such as:

- Use of first person in both texts, giving a realistic and honest account of nursing
- Use of descriptive phrases such as "dying, exhausted men" to convey the challenges of the situation
- Use of statistics to highlight the concerns around the NHS
- Use of metaphorical language -- "up to our necks in blood"

Section B: Writing

05

A newspaper recently stated: *“Those who work in the emergency services such as doctors, paramedics and nurses deserve much better pay and working conditions.”*

Write a letter to a broadsheet newspaper in which you explain your views on this statement.

(24 marks for content and organisation,
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 <i>Compelling, Convincing</i> 19-24 marks	Upper Level 4 22-24 marks	Content <ul style="list-style-type: none"> Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> 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 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper 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.</p>
	Lower Level 4 19-21 marks	Content <ul style="list-style-type: none"> Register is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with conscious crafting of linguistic devices Organisation <ul style="list-style-type: none"> 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 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower 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 upper range of Level 4.</p>

Level 3 <i>Consistent, Clear</i> 13-18 marks	Upper Level 3 16-18 marks	Content <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of clear, connected ideas • Coherent paragraphs with integrated discourse markers 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper 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.</p>
	Lower Level 3 13-15 marks	Content <ul style="list-style-type: none"> • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation <ul style="list-style-type: none"> • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with a range of discourse markers 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower 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 upper range of Level 3.</p>
Level 2 <i>Some Success</i> 7-12 marks	Upper Level 2 10-12 marks	Content <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper 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.</p>

	Lower Level 2 7-9 marks	Content <ul style="list-style-type: none"> Attempts to match register to audience Attempts to match purpose Begins to vary vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> Attempts to use structural features Some linked and relevant ideas Attempts to write in paragraphs with some discourse markers; not always appropriate 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower 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 upper range of Level 2.</p>
Level 1 <i>Simple, Limited</i> 7-12 marks	Upper Level 1 4-6 marks	Content <ul style="list-style-type: none"> Simple awareness of register/audience Simple awareness of purpose Simple vocabulary; simple linguistic devices Organisation <ul style="list-style-type: none"> Evidence of simple structural features One or two relevant ideas, simply linked Random paragraph structure 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper 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.</p>
	Lower Level 1 1-3 marks	Content <ul style="list-style-type: none"> Occasional sense of audience Occasional sense of purpose Simple vocabulary Organisation <ul style="list-style-type: none"> Limited or no evidence of structural features One or two unlinked ideas No paragraphs 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have at least one of the skills descriptors for Content and Organisation from the upper range of Level 1.</p>
Level 0 No marks	Candidates will not have offered any meaningful writing to assess. Nothing to reward.		

AO6	Technical Accuracy - Candidate 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	<ul style="list-style-type: none"> • 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 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>
Level 3 9-12 marks	<ul style="list-style-type: none"> • 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 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> • 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 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>
Level 1 1-4 marks	<ul style="list-style-type: none"> • 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 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	