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ENGLISH LANGUAGE

9270/1

PAPER 1 – Literary Non-Fiction and Composition

Mark scheme

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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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

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

Section A:

This section assesses students' response to reading. The skills which are assessed are defined in AO1.

AO1: Reading

R1: Read and understand texts, selecting and utilising material appropriate to purpose

R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate

R3: Develop and sustain interpretations of writers' ideas and perspectives

R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Examiners must reward any valid interpretations. Answers *might*, however, include some of the examples given for each question.

1	What do you learn about the behaviour of the sailfish in lines 1–10?	5
	<p>R1 R3 Marks are awarded for the appropriate selection of detail/method and consideration of it. Better responses are likely to offer developed comment.</p> <p>0 marks: nothing relevant</p> <p>Award 1–2 marks for answers which identify relevant isolated detail and/or make simple comment eg</p> <ul style="list-style-type: none"> • It was shaking its head violently. • It did a 'somersault' to try and escape the fishermen. <p>Award 3–5 marks for answers which offer a range of detail and/or begin to develop comment eg</p> <ul style="list-style-type: none"> • The fish shows its power by 'shaking its head so violently', causing the rod to whip about 'from side to side' as the sailfish was trying to free itself from the hook. It appears to be angry and wants to get itself free. • The sailfish is really powerful as it 'kept on diving' as it tries to escape the fishing line. The writer shows how fast it is by saying it was 'rocketing to the surface', which suggests it is moving incredibly fast and with great power. 	

2	<p>Explain why Moses panics at the sight of the sailfish in lines 11–24.</p>	7
<p>R1 R2 R3 Marks are awarded for the identification and appropriate consideration of detail and method. Better responses are likely to offer developed explanation and may touch on more subtle points.</p> <p>0 marks: nothing relevant</p> <p>Award 1–2 marks for answers which identify relevant isolated detail and/or offer simple comment eg</p> <ul style="list-style-type: none"> • The sailfish had ‘furious eyes’ • He says the ‘size of the fish can freeze you’, which shows it is scary. <p>Award 3–5 marks for answers which begin to collate and use detail to explain why Moses might panic eg</p> <ul style="list-style-type: none"> • The writer details how big the sailfish was – ‘seven or eight feet long’, ‘fifty kilogrammes in weight’ and a huge fin which is ‘two-and-a-half feet high’ – all of which emphasise how overwhelming the fish was when Moses got close to it, causing him to panic. • Moses admits that when he saw the fish it ‘froze’ him and he found himself staring into ‘its rolling, furious eyes’. Even though Moses is a big man, the sailfish was huge and would overpower him easily, so he panicked. <p>Award 6–7 marks for answers which offer a coherent, supported and developed explanation; likely to touch on more subtle points eg</p> <ul style="list-style-type: none"> • The writer emphasises how large the sailfish is, detailing its length, weight and how its ‘fin alone was two-and-a-half feet high’, all of which create an ominous and overwhelming image of the sailfish and explain why Moses might have panicked. Despite being a ‘big man with powerful arms and shoulders’, Moses realized he was no match for this enormous fish and ‘failed’. • Even though Moses is strong and experienced, it appears that the sight of the sailfish is what ‘froze’ him. He describes its eyes as ‘furious’ and ‘rolling’ and it was also ‘going gold and purple with rage’, conveying an almost crazed image of the fish. In addition to this, the sailfish’s bill is ‘like a razor’ and could easily cut off a man’s hand. Moses appears to realise his vulnerability once he reeled the fish in, and decides not to reach out. 		

3	<p>How does the writer use language to create a picture of the sailfish for the reader in lines 25–44?</p>	10
	<p>R1 R4 Marks are awarded for appropriate selection of detail and consideration of it. Better responses are likely to examine and explore method and effect.</p> <p>0 marks: nothing relevant</p> <p>Award 1–3 marks for answers which identify relevant isolated detail and/or method; may make simple comment or assertion e.g.</p> <ul style="list-style-type: none"> • The writer uses a simile to describe its ‘sword-like bill’, which makes it seem dangerous. • He tells us it is the ‘fastest fish in the ocean’. <p>Award 4–6 marks for answers which begin to develop comment on detail and/or method and/or effect e.g.</p> <ul style="list-style-type: none"> • The writer describes just how big a sailfish can get, creating an impressive image of the fish. He compares the fin to a ‘mainsail of a boat’, emphasizing how large and powerful their fin is and how they get their name. • The sailfish is described as the ‘fastest fish in the ocean’, comparing its speed to that of a ‘captain stowing his canvas and starting up the outboard motor’, conveying to the reader an image of a powerful and incredibly fast fish. <p>Award 7–10 marks for answers which examine, analyse and/or explore detail and/or method and/or effect e.g.</p> <ul style="list-style-type: none"> • The writer details both the size and the speed of the sailfish, creating a really impressive and powerful picture of the fish. Its sail is described as rising ‘ominously’ conveying a threatening, almost sinister image, which is further developed by the use of the superlative in its description as the ‘fastest fish in the ocean’. All of this emphasis on both power and strength creates an almost menacing image of the sailfish. • Contrasting ideas of the sailfish are used to convey how it is both intimidating and beautiful. The writer describes how the sailfish is ‘frighteningly fast’ and compares it to a ‘captain stowing his canvas and starting up the outboard motor’, creating an image of an almost machine-like beast which can cut through the water like a speedboat. However, there is also focus on its striking appearance, conveyed through colour imagery like ‘silver, blue, purple and gold’, alongside the comparison of its colours being like a ‘buried vein of precious gems’. This works to convey a sense of awe and beauty in the otherwise frightening fish. 	

4	<p>How does the writer present fishing in India in lines 45–68?</p>	8
	<p>R1 R3 R4 Marks are awarded for the appropriate selection of detail and consideration of it with likely reference to effect. Better answers are likely to examine and explore method and/or effect.</p> <p>0 marks: nothing relevant</p> <p>Award 1–3 marks for answers which identify relevant isolated detail and/or offer simple comment eg</p> <ul style="list-style-type: none"> • Fishermen in India are ‘obsessively secretive’. • You have to get up early to go fishing. <p>Award 4–6 marks for answers which begin to develop comment on detail and/or effect eg</p> <ul style="list-style-type: none"> • The writer tells us how ‘obsessively secretive’ fishermen in India are; they are protective of the places they fish and will not publish their photos so that others can find where they were and potentially spoil it. • Fishermen in India are knowledgeable and, like Baptista, will study maps and images to find the perfect spot for fishing. The men get up early at ‘false dawn’ to travel to Xanadu, when the sea is compared to a work of art, like a ‘Turner painting’, conveying the beauty of fishing at this time of day. <p>Award 7–8 marks for answers which examine, analyse and/or explore detail and/or effect eg</p> <ul style="list-style-type: none"> • The writer describes how the ‘habit of secrecy is as old as fishing itself’ in India, and the men have to ‘work to get friendly’ with the local fishermen in Xanadu to be able to go there regularly. Baptista has studied the ‘precise annual visit’ of the sailfish and has spent a long time finding the perfect spot. He is incredibly knowledgeable and spends a long time ‘poring over an image of the coast’ in order to find the perfect place to find them. The reader is given the impression that fishing is a way of life, not just a hobby, and that there is a lot of dedication required. • Fishing in India takes commitment but is presented as rewarding in many ways. The writer joins Baptista and his nephews early in the morning at ‘false dawn’ and they travel a long way down the coastline in the hopes of catching a sailfish. He describes the ‘clustered hamlets of fishing communities’, conveying an almost isolated yet cosy setting. The sea itself is compared to a ‘Turner painting’ with a ‘patchwork sky’, creating the sense that the benefit of the early start is in the tranquility and picturesque perfection of the place they are visiting. 	

5	What do you learn from the whole passage about catching sailfish?	10
	<p>R1 R2 R3 Marks are awarded for the identification and appropriate consideration of detail. Better responses are likely to offer developed comment and to explore and infer meaning.</p> <p>0 marks: nothing relevant</p> <p>Award 1–3 marks for answers which identify relevant isolated detail; may include simple comment or assertion eg</p> <ul style="list-style-type: none"> • The sailfish is ‘a watery version of the Himalayan snow leopard’. • Fishermen have to take a lie detector test to prove they caught a sailfish because they are hard to catch. <p>Award 4–6 marks for answers which begin to use detail to support comment relating to what is learnt; may infer eg</p> <ul style="list-style-type: none"> • The sailfish are like a ‘watery version of the Himalayan snow leopard’, which suggests they are rarely seen, let alone caught and experienced close up. Even when they are caught, they are frightening fish and can easily slice off your hand. • Sailfish are described as being ‘unequaled in majesty and evasiveness’, conveying how elusive they are and how notoriously difficult they are to catch. The fact that teams taking part in the ‘Sailfish Cup’ have to take a lie detector test to verify they have caught them suggests that they are rarely caught, so stories of success must be proved. <p>Award 7–10 marks for answers which offer developed, supported comment; likely to make more subtle inference and/or explore eg</p> <ul style="list-style-type: none"> • The writer suggests throughout the extract that the sailfish is particularly elusive, comparing it to the ‘Himalayan snow leopard’, and that catching one would be more ‘luck’ than a ‘feat of skill’. Sailfish are presented as powerful and frightening, which makes catching them particularly difficult; they do not take being ‘snared’ well and will fight with all their strength. Therefore, catching one is not only ‘luck’ but would also take a brave and unshakeable fisherman to actually bring one in. • Catching a sailfish is seen as prestigious and therefore any ‘claim of having landed one can be met with automatic suspicion’, because they are incredibly difficult to catch as well as them being elusive. They must be challenging to catch, as not only are they the ‘fastest fish in the ocean’, they are also incredibly dangerous and have a ‘razor-like bill’. Even Moses, who is experienced and strong, was unable to reel one in as he became unnerved by its ‘furious eyes’ and rage. Having to take a lie-detector test and provide video evidence of catching one proves that they are different to any other fish in the ocean. 	

Section B

This section assesses students' writing. The skills which are assessed are defined in AO2.

AO2: Writing

W1: Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader.

W2: Use a range of sentence structures for clarity, purpose and effect.

W3: Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence.

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

W1, 2 and 3 are assessed in the first template (30 marks).

W4 is assessed in the final template (10 marks).

Mode of assessment

Scripts should be clearly annotated with comments based on the mark scheme descriptors. Summative comments must be taken from the mark scheme descriptors and the band from which they are taken must be indicated in brackets.

Rubric Infringement

Students are required to complete one of the given tasks. Where a student attempts more than one task, both (or all) must be marked using the mark scheme. The student will be awarded the higher of the marks.

6	Describe a time when you experienced a moment of panic and/or excitement.	40
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Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>26–30 Marks</p> <ul style="list-style-type: none"> communicates in a sophisticated way with discriminating selection and development of detail; sophisticated adaptation of form for purpose; sophisticated/creative vocabulary choices and phrasing; fully engages readers sophisticated manipulation of sentence structures for clarity, purpose and effect creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> cogent focus on a feeling of panic and/or excitement; difference may be implicit fully integrated descriptive detail compelling personal voice and/or skillful manipulation of reader’s response sophisticated use of Standard English
<p>Band 5: assured</p> <p>21–25 Marks</p> <ul style="list-style-type: none"> communicates effectively with assured selection of detail and developed ideas; assured adaptation of form for purpose; assured vocabulary choices and phrasing; begins to manipulate reader response assured and ambitious use of a range of sentence structures for clarity, purpose and effect assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> selectively and effectively uses a range of devices to describe feeling of panic and/or excitement; uses structure to good effect begins to anticipate and address potential reader response assured use of Standard English
<p>Band 4: secure</p> <p>16–20 Marks</p> <ul style="list-style-type: none"> communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response varied sentence structures securely used to create different effects clearly organised with coherent links formed within and between paragraphs 	<ul style="list-style-type: none"> clear selection of detail to enhance description of panic and/or excitement. some use of rhetorical devices for effect; discourse markers used to navigate readers and support organisation engagement of reader may be sustained through direct address secure use of Standard English

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

7	'The battles you lose are as important as the ones that you win'. Discuss.	40
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Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>26–30 Marks</p> <ul style="list-style-type: none"> communicates in a sophisticated way with discriminating selection and development of detail; sophisticated adaptation of form for purpose; sophisticated/creative vocabulary choices and phrasing; fully engages readers sophisticated manipulation of sentence structures for clarity, purpose and effect creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> cogent focus on subject integrates a range of complex details and ideas to promote viewpoint compelling personal voice and/or skilful manipulation of reader's response sophisticated use of Standard English
<p>Band 5: assured</p> <p>21–25 Marks</p> <ul style="list-style-type: none"> communicates effectively with assured selection of detail and developed ideas; assured adaptation of form for purpose; assured vocabulary choices and phrasing; begins to manipulate reader response assured and ambitious use of a range of sentence structures for clarity, purpose and effect assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> develops discussion and promotes viewpoint range of rhetorical devices used selectively and effectively; discourse markers effectively integrated begins to anticipate and address potential reader response assured use of Standard English
<p>Band 4: secure</p> <p>16–20 Marks</p> <ul style="list-style-type: none"> communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response varied sentence structures securely used to create different effects clearly organised with coherent links formed within and between paragraphs 	<ul style="list-style-type: none"> clear selection of detail to promote viewpoint some use of rhetorical devices for effect; discourse markers used to navigate readers and support organisation engagement of reader may be sustained through direct address secure use of Standard English

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

Q8	Write a story with the title, ‘The one that got away’.	40
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Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>26–30 Marks</p> <ul style="list-style-type: none"> communicates in a sophisticated way with discriminating selection and development of detail; sophisticated adaptation of form for purpose; sophisticated/creative vocabulary choices and phrasing; fully engages readers sophisticated manipulation of sentence structures for clarity, purpose and effect creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> plot, setting and characterisation wholly convincing within context integrates a range of narrative strands and/or complex details compelling personal voice and/or subtlety of purpose and ability to manipulate reader response sophisticated use of Standard English
<p>Band 5: assured</p> <p>21–25 Marks</p> <ul style="list-style-type: none"> communicates effectively with assured selection of detail and developed ideas; assured adaptation of form for purpose; assured vocabulary choices and phrasing; begins to manipulate reader response assured and ambitious use of a range of sentence structures for clarity, purpose and effect assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> plot, setting and characterisation designed to interest and engage selectively and effectively uses a range of linguistic and/or structural devices (eg flashback) to sustain narrative begins to anticipate and address potential reader response assured use of Standard English
<p>Band 4: secure</p> <p>16–20 Marks</p> <ul style="list-style-type: none"> communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response varied sentence structures securely used to create different effects clearly organised with coherent links formed within and between paragraphs 	<ul style="list-style-type: none"> clear evidence of plot with some clear attempt to provide setting and/or characterisation details and vocabulary are clearly selected to enhance narrative engagement of reader may be sustained through direct address secure use of Standard English

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

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

Generic Skills Descriptors
<p>Band 5: sophisticated</p> <p>9–10 Marks</p> <ul style="list-style-type: none"> • demonstrates complete grammatical control • uses punctuation in a sophisticated way to guide and/or manipulate reader; may use creatively for effect • spells a wide range of complex and irregular words accurately; occasional lapses may occur
<p>Band 4: assured</p> <p>7–8 Marks</p> <ul style="list-style-type: none"> • demonstrates extensive grammatical control • uses a range of punctuation accurately to demarcate sentences and clauses, punctuate dialogue, and create a range of effects • spells a range of complex and irregular words accurately
<p>Band 3: secure</p> <p>5–6 Marks</p> <ul style="list-style-type: none"> • demonstrates generally secure grammatical control • sentence demarcation is secure and punctuation is used for effect; some accurate use of commas and/or semi-colons • spells commonly used complex and irregular words accurately
<p>Band 2: some control</p> <p>3–4 marks</p> <ul style="list-style-type: none"> • demonstrates limited grammatical control • capital letters and full stops are generally used correctly; begins to use punctuation for effect • basic spelling is accurate; some commonly used complex and irregular words spelt accurately
<p>Band 1: simple</p> <p>1–2 Marks</p> <ul style="list-style-type: none"> • demonstrates poor grammatical control • uses punctuation with occasional accuracy • basic spelling is usually accurate
<p>0 Marks: nothing worthy of credit.</p>