

GCSE (9-1)

English Language

Unit **J351/01**: Communication information and ideas

General Certificate of Secondary Education

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations:

Annotation	Meaning
	to indicate explanations and analytical comment
	for explanations that are not fully clear
	AO1 Supporting detail
	Development of observation/argument
	AO2 Good analysis/use of language
	AO3 link or comparison
	AO4 Evaluation
	AO2 Structure
	Relevance to question
	Not relevant to question
	Paraphrase or lifting
	Omission/needs development/needs example
	Blank Page
	AO6 Expandable vertical wavy line: errors of punctuation/lack of fluency
	AO6 Expandable horizontal wavy line: specific errors of spelling/grammar

Subject-specific Marking Instructions**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the unseen texts
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Rubric Infringement

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

If a candidate has written two answers for Section B, mark both answers and award the highest mark achieved.

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described:

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.
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.

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid:

	% of GCSE (9–1)						
	AO1	AO2	AO3	AO4	AO5	AO6	Total
J351/01 <i>Communicating Information and Ideas</i>	6.25	7.5	3.75	7.5	15	10	50%
J351/02 <i>Exploring Effects and Impact</i>	2.5	11.25	3.75	7.5	15	10	50%
Total	8.75	18.75	7.5	15	30	20	100%

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide ‘correct’ answers. The Mark Scheme can only provide ‘best guesses’ about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners’ Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates’ responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates’ responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the ‘target range’ of Level of Response Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related notes on each question will help you to understand how the band descriptors may be applied. However, these comments do not constitute the mark scheme. They are some thoughts on what was in the setter's mind when the question was formulated. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 Candidates' answers should demonstrate knowledge and understanding of the texts. This knowledge will be shown in the range and detail of their references to the text. Re-telling sections of the text without commentary is of little or no value.

INSTRUCTIONS TO EXAMINERS:**A INDIVIDUAL ANSWERS**

- 1 The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.
- 2 Using 'best-fit', decide first which set of Level of Response Band Descriptors best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.
 - **Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
 - **Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
 - **Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.
- 3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

B TOTAL MARKS

- 1 Transfer the mark awarded to the front of the script.
- 2 The maximum mark for the paper is **80**.

Question		Answer	Marks	Guidance
1	a	<p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark for any response that refers to the 'woodpile'.</p>	1	<p>Where did Thoreau find the two ants?</p> <p>The word 'woodpile' is enough! <i>Use caret to show response is incorrect.</i> Tick correct responses.</p>
1	b	<p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark each for the following points:</p> <p>One was 'red' and the other one was 'black' / they were different colours</p> <p>One ant was 'much larger' than the other</p>	2	<p>Explain two ways in which the two ants were different from each other.</p> <p>Accept:</p> <ul style="list-style-type: none"> • explanations without quotations • accept explanations which include quotations • accept quotations without explanations. <p>Tick correct responses. <i>Use caret to show response is incorrect.</i></p>
1	c	<p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark for any response which conveys the idea that the ants fought without stopping or without giving up.</p>	1	<p>Explain what the word 'incessantly' suggests about the way they fought.</p> <p>Do not accept a quotation without an explanation. <i>Use caret to show response is incorrect.</i> Tick correct responses.</p>

Question	Answer	Marks	Guidance
2	<p>AO1ii: <i>Select and synthesise evidence from different texts.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> • A detailed response which shows a secure ability to synthesise appropriate ideas and evidence from both texts, showing perceptive understanding of similarities between the experiences of the natural world, including conceptual ideas. <p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> • A response which shows some ability to make connections between ideas and evidence from both texts, showing clear awareness of similarities between the experiences of the natural world. The ideas and evidence selected may not be equal across both texts. <p>Level 1 (1–2 marks)</p> <ul style="list-style-type: none"> • A response which shows limited ability to select and make connections between evidence from both texts, showing little awareness of similarities between the experiences of the natural world. The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts. <p>0 marks</p> <p>No response or no response worthy of credit.</p>	6	<p>Both texts describe an experience of the natural world. What are the similarities between the experiences of the natural world? Draw on evidence from both texts to support your answer.</p> <p>Give credit for answers that synthesise evidence from both texts. Higher level responses will draw together and synthesise perceptive ideas, using appropriate evidence from both texts. Lower level responses will make straightforward connections between points and use some relevant evidence. Give credit for the quality of the response and the skill shown in the ability to synthesise appropriate ideas and evidence. Higher level responses will draw on conceptual ideas whereas lower level responses will select and comment on more obvious features.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> • Both texts refer to an encounter with ants • Both writers observe the ants closely and in detail • Both texts describe where the ants are found. • Both writers convey enjoyment of the natural world. • Both writers describe the collection of specimens. • Both texts compare the ants to humans in some way. • Both texts the encounter with ants have an impact. <p>LNK for connections</p> <p>Tick quotations in the margin</p> <p>Tick for evidence</p> <p>Wavy underline for vague or inaccurate explanations.</p>

Question	Answer	Marks	Guidance
3	<p>SKILLS: 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.</p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 6 (11–12 marks)</p> <ul style="list-style-type: none"> • A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is consistent and detailed. • Precisely selected and integrated subject terminology deployed to enhance the response. <p>Level 5 (9–10 marks)</p> <ul style="list-style-type: none"> • An analysis which demonstrates a perceptive understanding of how the writer has used language and structure to achieve effects and influence the reader. <p>Candidates' analysis of both language and structure is reasonably detailed and balanced.</p> <ul style="list-style-type: none"> • Well-chosen subject terminology integrated into explanations. <p>Level 4 (7–8 marks)</p> <ul style="list-style-type: none"> • A developed explanation which shows a secure understanding of how the writer has used language and structure to achieve effects and influence the reader. 	12	<p>Look again at lines 13-29. Explore how Wilson uses language and structure to show Bert's growing fascination with the natural world. Support your ideas by referring to the text, using relevant subject terminology.</p> <p>Give credit for answers that link aspects of language and structure with how they are used to convey Bert's growing fascination with the natural world, supported by close and relevant reference to the text. Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors.</p> <p>Candidates may refer to some of the following points:</p> <p>Language</p> <ul style="list-style-type: none"> • the compounded adjective 'blackish-brown' • the scientific terminology 'grublike larvae' and 'cocoon-encased pupae' • contrast with the anthropomorphic and emotive term 'sisters' • inclusion of the proper name for the particular species of salamander – the 'axolotl' – reminds of his scientific precision • inclusion of the proper name for the particular species of salamander – the 'axolotl' – reminds of his scientific precision • paragraphs end with two straightforward metaphors which describe how 'his enthusiasms bubbled over' so much that he became 'obsessed' and, to conclude the

Question	Answer	Marks	Guidance
	<p>Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced.</p> <p>Relevant terminology should be used to develop ideas.</p> <p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to language and structure but may not give a full explanation of the effects of both. Some use of relevant subject terminology to support ideas. <p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> A straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader. <p>Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects.</p> <ul style="list-style-type: none"> Some use of subject terminology, though it may not always be relevant. <p>Level 1 (1–2 marks)</p> <ul style="list-style-type: none"> A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader. Little or no use of subject terminology. <p>0 marks No response or no response worthy of credit.</p>		<p>whole extract, ‘the die was cast’ and he decided to become a biologist.</p> <p>Structure</p> <ul style="list-style-type: none"> the fronted adverbial phrase ‘caught for an instant in the sunlight’ two exclamative sentences: ‘What an exotic and beautiful world! How complete and well formed!’ paragraph concludes with the extended metaphor cum simile ‘trickled magically out of sight like water into dry soil’ intriguing adverbial phrase ‘magically out of sight’ extended noun phrase ‘a way of life strange beyond imagination’ progression to next paragraph in which Bert’s newfound interest is described. extended list of creatures he keeps: ‘dogs, mice, guinea pigs ... a large salamander called an axolotl’. connective adverbial phrase ‘above all’ introduces the next paragraph and focuses the reader’s attention simple monosyllabic clause at the climax of the sentence, ‘Bert kept ants.’ <p>Tick for quotations L for language S for structure Tick for comments Tick? For insecure or vague comments</p>

Question	Answer	Marks	Guidance
4	<p>SKILLS: Mark the response out of 12 marks (AO4) and out of 6 marks (AO3) using the two sets of level descriptors below; add the two marks together to award a total mark out of 18.</p> <p>AO4 (12 marks) Evaluate texts critically and support this with appropriate textual references.</p>	<p>12 (AO4) 6 (AO3) 18 (total)</p>	<p>'Both texts powerfully describe how people can be affected by the natural world.'</p> <p>How far do you agree with this statement?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • discuss the impact of the natural world in each text • explain how far the natural world can change people's lives • compare how the writers present the effects of the natural world. <p>Support your response with quotations from both texts.</p> <p>This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3).</p> <p>Candidates may construct their answer in response to the bullet points in combination, and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3.</p> <p>Give credit for critical evaluation of 'how far' the candidate agrees with the statement. Accept all valid evaluations which are supported by appropriate, integrated references to both texts.</p> <p>For example, some candidates may consider one text to have more powerfully described the experience than the other or to have described a more significant effect.</p>

Question	Answer	Marks	Guidance
	<p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 6 (11–12 marks)</p> <ul style="list-style-type: none"> • A sustained critical evaluation demonstrating a perceptive and considered response to the statement and a full explanation of the impact of the texts on the reader. • Comments are supported by apt, skilfully selected and integrated textual references. <p>Level 5 (9–10 marks)</p> <ul style="list-style-type: none"> • An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader. • Comments are supported by persuasive textual references. <p>Level 4 (7–8 marks)</p> <ul style="list-style-type: none"> • A response with developed evaluative comments addressing the statement and some comments about the impact on the reader. • Comments are supported by well–chosen textual references. <p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> • A response with clear evaluative comments and some awareness of the impact on the reader. • Comments are supported by appropriate textual references. <p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> • A response with straightforward evaluative comments and a little awareness of the impact on the reader. • Comments are supported by some appropriate textual references. <p>Level 1 (1–2 marks)</p> <ul style="list-style-type: none"> • A limited description of content. • Comments are supported by copying or paraphrase. 		<p>Tick quotations in the margin LNK for comparison or contrasts EVAL for evaluative comments Tick for comments Tick? for vague or inaccurate comments</p>

Question	Answer	Marks	Guidance
	<p>0 marks No response or no response worthy of credit.</p> <p>AO3 (6 marks) <i>Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.</i></p> <p>Level 6 (6 marks)</p> <ul style="list-style-type: none"> A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed. <p>Level 5 (5 marks)</p> <ul style="list-style-type: none"> A sustained comparison of writers' ideas and perspectives and how they are conveyed. <p>Level 4 (4 marks)</p> <ul style="list-style-type: none"> A developed comparison of writers' ideas and perspectives and how they are conveyed. <p>Level 3 (3 marks)</p> <ul style="list-style-type: none"> A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed. <p>Level 2 (2 marks)</p> <ul style="list-style-type: none"> A response which identifies main points of comparison between writers' ideas and perspectives. <p>Level 1 (1 mark)</p> <ul style="list-style-type: none"> A response which makes simple points of comparison between writers' ideas and perspectives. <p>0 marks No response or no response worthy of credit.</p>		<p>Candidates may evaluate these ideas for AO4:</p> <ul style="list-style-type: none"> The writer of the first text presents his text as a vivid first person account. He makes an extended comparison between the ants and soldiers in a human battle. He describes a series of emotional responses to the natural world – he is 'surprised', 'excited' and 'harrowed' by what he sees. His concerns may be more a commentary on humankind's resort to war than an expression of concern for the ants. The whole focus of the text is on one particular moment in the writer's life and it is not clear what long-term impact the experience had on the writer. <ul style="list-style-type: none"> The writer of the second text recounts someone else's experience in a third person account. Nevertheless, he describes the moment Bert first saw the ants in vivid detail. The encounter with the ants, however, is not the main focus of the text; the writer is more concerned to describe how Bert's career path was influenced by this particular childhood experience. The reader may be surprised by the effect the encounter with the ants had on Bert and impressed by his childhood obsession with nature, especially the human flea who fed on Bert's blood.

Question	Answer	Marks	Guidance
5/6	<p>SKILLS: AO5: <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i> AO5: <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 6 (21–24 marks)</p> <ul style="list-style-type: none"> The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5) Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5) There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects. (AO5) <p>Level 5 (17–20 marks)</p> <ul style="list-style-type: none"> The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5). There is a sustained use of tone, style and register to fulfil the purpose of the task. (AO5) There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5) <p>Level 4 (13–16 marks)</p> <ul style="list-style-type: none"> The form is adapted to show a clear understanding of purpose and audience. (AO5) Tone, style and register are chosen to match the task. (AO5) 		<p>Candidates may make the following comparisons for AO3:</p> <ul style="list-style-type: none"> The first text makes Thoreau's encounter with the ants its main focus whereas Wilson includes Bert's encounter to illustrate his main point about how Bert was inspired to become a professional biologist. The first text is more like a poetic evocation of a particular moment whereas the second is a more factual account of Bert's life and career Thoreau's encounter with the ants is a decontextualized moment whereas Wilson's account is set in the midst of Bert's family life and the clear historical context of World War II. Both texts express excitement about an unexpected encounter with ants in a natural setting – Thoreau was 'excited even as if they had been men' and Bert 'was riveted' by the 'sudden apparition' of the ants. Both texts describe the ants' energetic activity – in text 1 the ants were 'fiercely contending with one another' and in text 2 they 'rushed frantically to seize and carry' the larvae and pupae. Both texts anthropomorphise the ants to some degree by comparing the ants to humans – Thoreau compares them to human soldiers and Wilson refers to ants protecting 'their immature sisters'.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5) <p>Level 3 (9–12 marks) The form is sustained and shows clear awareness of purpose and audience. (AO5)</p> <ul style="list-style-type: none"> • Tone, style and register is appropriate for the task, with some inconsistencies. (AO5) • There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. (AO5) <p>Level 2 (5–8 marks)</p> <ul style="list-style-type: none"> • The form, which is mostly appropriate for purpose and audience, is generally maintained. (AO5) • There is an attempt to use a tone, style and register appropriate to the task. (AO5) • There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5) <p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • There is some attempt to use a form appropriate for purpose and audience. (AO5) • There is a limited attempt to use a tone, style and register appropriate for the task. (AO5) • There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. (AO5) 		<p>Write a post for an online forum for young people about ‘A moment that changed my life’.</p> <p>In your article you should:</p> <ul style="list-style-type: none"> • describe the moment in detail • explain your thoughts and feelings about that moment • comment on what made that moment so important for you. <p>You are giving a talk at a parents’ information evening about why all children should study science at school. Explain your views.</p> <p>In your talk you should:</p> <ul style="list-style-type: none"> • explain why some people think that all children should study science at school • consider why other people might think that not all children should study science at school • express your own opinion about all children studying science at school. <p>Tick quotations in the margin</p> <p>Tick for effective expressions</p>

Question	Answer	Marks	Guidance
	<p>0 marks No response or no response worthy of credit.</p> <p>SKILLS: AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 4 (13–16 marks)</p> <ul style="list-style-type: none"> • An ambitious range of sentence structures is used to shape meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects. (AO6) • Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6) <p>Level 3 (9–12 marks)</p> <ul style="list-style-type: none"> • A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity. (AO6) • Vocabulary is sometimes ambitious and used convincingly for purpose and effect. Spelling, including complex regular words, is accurate; there may be occasional errors with irregular and ambitious words. (AO6) <p>Level 2 (5–8 marks)</p> <ul style="list-style-type: none"> • A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors. (AO6) • Vocabulary is appropriate and shows some evidence of being selected for deliberate effect. Spelling is generally accurate with occasional errors with common and more complex words. (AO6) 		<p>Underline spelling errors the first time they occur</p> <p>Underline punctuation errors every time they occur</p> <p>Vertical wavy line for uncontrolled sentences</p>

Question	Answer	Marks	Guidance
	<p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none">• Simple sentences are used with some attempt to use more complex structures. Some punctuation is used but there is a lack of control and consistency. (AO6)• Vocabulary is straightforward and relevant with mostly accurate spelling of simple words. (AO6) <p>0 marks No response or no response worthy of credit.</p>		

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