



General Certificate of Secondary Education

**English/
English Language**

Unit 1 H Tier

Understanding and producing non-fiction texts

Final Mark Scheme

2013 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same, correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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Set and published by the Assessment and Qualifications Alliance.

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Registered address: AQA, Devas Street, Manchester M15 6EX

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

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

SECTION A: READING – Assessment Objectives

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- iii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

SECTION B: WRITING – Assessment Objectives

- i. Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structures and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Assessment Objective	Section A
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	Section B
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓
	One third of the marks available for Section B are allocated to this Assessment Objective

Read **Source 1**, the online newspaper article called *Images bring life of lost Amazon tribe into sharp relief* by Dom Phillips

1 What do you understand about the Amazon tribe and the issues it faces?

(8 marks)

A02, i English A03, i English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> offers evidence that the text is fully understood shows a detailed engagement with the text makes perceptive interpretations and comments on the content and issues in the text offers appropriate quotations or references to support understanding
Band 3 'clear' 'relevant' 5 - 6 marks	<ul style="list-style-type: none"> shows clear evidence that the text is understood shows clear engagement with the text begins to interpret the text and make connections between content and issues offers relevant quotations or references to support understanding
Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> shows some evidence that the text is understood attempts to engage with the text makes some reference to the content and issues mentioned in the text offers some relevant references or quotations to support what has been understood
Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> shows limited evidence that the text is understood shows limited engagement with the text makes limited reference to the content and issues referred to in the text
Band 0	Nothing to reward

Indicative Content

NB The 'content' is what we learn about the tribe itself from the text. The 'issues' are about the threats to the isolation of this and similar tribes.

- The tribe is 'isolated' and lives 'in the Amazon jungle'. It has been observed by a helicopter showing the people of the tribe with more clarity than ever before.
- They grow food and the members of the tribe are wearing cotton clothes which suggests that they grow cotton. This shows that they have the abilities and skills to survive on their own.
- They probably moved nearer to the head of the Amazon river to avoid being enslaved by the rubber production companies 100 years ago. But they live 'deep in the forest', not by the river.
- The men have decorated bodies and are armed. They hunt, presumably animals for food and 'gather' other food, but they also grow their own crops; they 'have agriculture'.
- They almost certainly have their own language and may be part of a larger Indian group.
- The photos from the helicopter tell us they are healthy, have gardens and baskets of food. They also have tools like 'a machete and a metal cooking pot', probably obtained or stolen through contact with loggers.
- They are called an 'Un-contacted tribe' and are protected from interference from the outside world. We know of about 29 'un-contacted' tribes like these but there may be as many as 70. They will only survive if they 'remain isolated from the outside world'.
- For this tribe and others, contact with outsiders can bring fatal illnesses, such as the common cold, for example, which could kill up to half of them.
- Tribes like this one have been protected from contact since 1987. But they remain endangered because their isolation is increasingly threatened-as this tribe's was by the helicopter even though it had to keep its distance.

Now read **Source 2**, the article and the picture which goes with it called *Slimezilla! Monster jellyfish armada threatens divers and nuclear plants* by Richard Lloyd Parry

2 Explain how the headline and picture are effective and how they link to the text.

(8 marks)

A02, iii English A03, iii English Language	Skills
Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> • offers a detailed interpretation of the effect of the headline • presents a detailed explanation and interpretation of what the picture shows and its effect • links the picture and the headline to the text with perceptive comments • offers appropriate quotations or references to support comments
Band 3 'clear' 'relevant' 5 - 6 marks	<ul style="list-style-type: none"> • shows clear evidence that the headline and its effects are understood • makes clear and appropriate links between the headline and the content of the text • offers a clear explanation of the effectiveness of the picture • links the picture to the content of the text • employs relevant quotations or references
Mark Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> • shows some evidence that the headline and its effects are understood • attempts to link the headline to the text • offers some explanation of how the picture is effective • attempts to link the picture to the content of the text
Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> • offers limited or simple comments on the effect of the headlines • offers a limited or simple explanation of what the picture shows • shows limited appreciation of how the picture and headlines link to the text
Band 0	nothing to reward
<p>Indicative content</p> <p>Candidates' responses may include the following.</p> <p>The headline</p> <ul style="list-style-type: none"> • This is in large, bold font and includes an exclamation mark which causes the reader to pause on the word 'Slimezilla' and has a dramatic effect. • 'Slimezilla' is a made-up word but refers to Godzilla, a (Japanese) monster which has featured in numerous films. 'Slime' refers to the nature of the jellyfish which is slimy. • 'Monster jellyfish' provides a description of what the word Slimezilla means. The three words are humorous, revolting, evocative and enticing in their effect. • 'armada' refers to a large number of ships at sea. The metaphor is explained in the text because there are lots of the jellyfish. The Spanish Armada invaded England, just as the armada of jellyfish invaded Japan. The word 'threatens' changes the tone. Now the effect is one of concern, worry, vulnerability, threat etc. • 'Divers and nuclear plants' are the target of the invaders. For a jellyfish to be a threat to/attack a nuclear plant seems exaggerated and adds to the reader's understanding of its awesome size. • The headline attracts the reader to the article. <p>The picture</p> <ul style="list-style-type: none"> • The picture is colourful, dramatic and eye-catching. • The monster-like nature of the jellyfish is apparent; clearly it could destroy the diver. The effect is shocking, dynamic and arresting. It looks slimy, threatening and dangerous. The tentacles and soft slime of the jellyfish are 	

also apparent, their effect 'repellent' as the text says.

- The diver seems to be vulnerable but unafraid, in fact he (or she) seems to be chasing the jellyfish so perhaps he is not in as much danger as first thought. He (or she) seems to be deep into the ocean. The idea of fighting the jellyfish off is also possible.

Links with the text

- The text fills in the factual details referred to in the headline and shown in the picture: the size of the jellyfish, reference to the film, the revolting nature of the jellyfish, an explanation of the damage it can do, the numbers of them involved.
- Candidates should select and quote links as indicated in the mark scheme

Now read **Source 3**, *Bear Encounter* which is an extract from a non-fiction book written by Bill Bryson.

3 Explain the thoughts and feelings the writer has during his encounter with the bear.

(8 marks)

A02, i English A03, i English Language	Skills
Mark Band 4 'perceptive' 'detailed' 7 - 8 marks	<ul style="list-style-type: none"> engages in detail with the events described in the text offers perceptive explanations and interpretations of the thoughts and feelings expressed employs appropriate quotations or references to support ideas
Mark Band 3 'clear' 'relevant' 5 - 6 Marks	<ul style="list-style-type: none"> shows a clear understanding of the events described in the text clearly explains and begins to interpret thoughts and feelings employs relevant quotations or references to support understanding and interpretation
Mark Band 2 'some' 'attempts' 3 - 4 marks	<ul style="list-style-type: none"> shows some engagement with the text and the events described attempts some comments to explain thoughts and feelings offers some relevant quotations or references to support ideas
Mark Band 1 'limited' 1 - 2 marks	<ul style="list-style-type: none"> shows limited engagement with the text offers limited or simple comments to explain thoughts and feelings may offer copying or irrelevant quotation
Band 0	Nothing to reward

Indicative content

Candidates' responses **may** include the following :

- When he heard the 'large vaguely irritable snuffling noise' he immediately thought 'Bear'.
- He 'sat bolt upright', shocked and alarmed. His brain started thinking frantically, he obviously felt alert and panicky, so concerned that he thought he needed to find his knife to defend himself.
- He recollected that he'd had many 'tranquil' nights in the woods with no thought of disturbance.
- He felt concerned enough to ask Stephen what he thought, which shows that he felt a certain panic and he agreed that 'everything sounds big in the woods'.
- He felt the need to be cautious but needed to take a look outside.
- He thought his knife looked 'wimpy' and useless for defending himself against a huge animal.
- He was trying to work out what the animal was, but thought it was a bear.
- He thought Stephen was unhelpful and not concerned about the creature. He was concerned enough to move closer to his friend and felt it 'brought me a tiny measure of comfort to be nearer to him'.
- He thought the eyes looked big and abnormal like eyes in a cartoon.
- He (jokingly) says he 'couldn't decide' whether he wanted to be definitely dead if he stayed outside the tent or inside the tent 'waiting to be dead'
- His main thought was that he 'really, really' wanted the creature to go away.

Now you need to refer to Source 3, *Bear Encounter*, and **either** Source 1 **or** Source 2. You are going to compare **two** texts, one of which you have chosen.

4 Compare the ways in which language is used for effect in the two texts.

(16 marks)

A02, i, iii English A03 i, iii English Language	Skills
Mark Band 4 'perceptive' 'detailed' 13 -16 marks	<ul style="list-style-type: none"> offers a full and detailed understanding of the texts in relation to language analyses how the writers have used language to achieve their effects offers appropriate quotations in support of ideas with perceptive comments focuses on comparison and cross-referencing of language features between the texts
Mark Band 3 'clear' 'relevant' 9 -12 marks	<ul style="list-style-type: none"> shows clear evidence that the texts are understood in relation to language offers clear explanations of the effect of words and phrases in the different contexts offers relevant quotations or references to support ideas offers clear comparisons and cross references of language features between the two texts
Mark Band 2 'some' 'attempts' 5 - 8 marks	<ul style="list-style-type: none"> shows some evidence that the texts are understood in relation to language shows some appreciation of the effect of words and phrases in the different contexts attempts to support responses with usually appropriate quotations or references attempts to compare language use and make cross references
Mark Band 1 'limited' 1 - 4 marks	<ul style="list-style-type: none"> offers limited evidence that either text is understood in relation to language offers limited appreciation of the effect of words and phrases in the different contexts offers few examples with limited comment or analysis shows limited ability to compare or make cross references concerning language
Band 0	Nothing to reward

Indicative content

Candidates' responses may consider some of the following examples of language use:

Source 3

- The language in the text describes a possibly serious encounter in a humorous way.
- Instantly every neuron in my brain was awake and dashing around frantically like ants when you disturb their nest:* this describes the thoughts of panic and alarm rushing around his head with a vivid simile which readers can relate to and will find clever and amusing. Ants scurry about mindlessly when disturbed. *Neuron, dashing around,* might be picked out for comment.
- Once a skunk had come plodding through our camp and it had sounded like a stegosaurus:* Another amusing simile – a *skunk* is a small animal and a *stegosaurus* a huge *dinosaur*; the juxtaposition, hyperbole, exaggeration of the sound of a harmless creature compared with a giant killer is amusing.
- It was a perfectly respectable appliance for, say, buttering pancakes, but patently inadequate for defending oneself against 400 pounds of ravenous fur:* This description of his knife is humorous and effective because of the contrast between homely *pancakes* and a *wild 400 pounds of fur*. The effect is that the reader realises the ridiculous, comic and yet potentially serious and deadly situation.
- The description of Stephen's character adds to the humour of the situation. He is as unconcerned as Bill is worried and offers sarcastic remarks and suggestions: *'What are you doing?' 'I'm moving my tent.'*
- 'Oh, good plan. That'll really confuse it.'* The reader can enjoy the understatement, irony and two points of view of the

situation and empathise with both.

Source 1

- The vivid description of the people in the second paragraph employs lists. This engages the reader and establishes an idea of the lost, un-contacted tribe. This is reinforced by the colourful description, *bodies decorated with red dye, armed with bows and arrows* which gives a sense of war-like, fierce people (perhaps compared with Bryson's *wimpy* knife).
- The word *enslaved* and the information that they had to *escape* may produce sympathy in the reader.
- We are able to identify with the people through descriptive phrases such as *their baskets full of manioc, a metal cooking pot*.
- Some ideas/factual language will shock the reader such as the fact that contact with the outside world is described as *disastrous*, and that the common cold can *kill up to 50% of its population*.
- Words and phrases such as *managed to escape being colonised* and *isolation is increasingly threatened* brings home to the reader the vulnerability of these tribes using words like *escape* and *threatened*.

Source 2

- The word 'they' used before the reader knows what 'they' are – mystery, curiosity and tension are the effects.
- There are a number of descriptive words and phrases about the jellyfish which evoke a repulsive, grotesque creature in the reader's mind, repulsive and attracting at the same time: *They are 6ft wide, 200 kg in weight, and pink, slimy and repellent*. Also descriptions like: *rubber monsters from a Godzilla film, authentic horror of the deep*.
- Unusual words are also effectively used to describe this unusual jellyfish: *armada of the behemoths, poisoned and be-slimed, slimy plague*. These words also relate to the ideas of an army, attacking, destroying, spreading destruction as well as being physically revolting. This shocks the reader at the same time as being entertaining.
- There is also the language of facts in the text. This adds authenticity to the article and shows the serious side of the effects of the jellyfish.
- The article ends on a humorous note. The idea of jellyfish ice cream is bizarre and revolting and the detail that it is *'slightly chewy'* engages the taste buds of the reader but the effect of the words is probably revolting.

NB

- Candidates need to take these, and /or similar examples and effects and compare their uses in the contexts presented by the writers.
- Candidates may include comments about person, tense and devices but these need to be tied to language and their effects explained for higher marks.

- 5 Write an entry for your blog describing your favourite time of year and explaining why you like it.

(16 marks)

A03,i,ii English A04, i, ii English Language	
<p>Band 4 'convincing' 'compelling' 8 - 10 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way
<p>Band 3 'clear' 'success' 5 - 7 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences

<p>Band 2 'some' 'attempts' 3 - 4 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • sustains awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence
<p>Band 1 'limited' 1 - 2 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features
<p>Band 0</p>	<p>Nothing to reward</p>

AO3, iii English A04 iii English Language	Q5
Band 3 5 - 6 marks	<ul style="list-style-type: none"> • uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • consistently uses standard English
Band 2 3 - 4 marks	<ul style="list-style-type: none"> • writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • usually uses standard English
Band 1 1 - 2 marks	<ul style="list-style-type: none"> • writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of some words in common use • sometimes uses standard English
Band 0	Nothing to reward

- 6 'There's no point making the effort and taking the risk of travelling the world, disturbing people and animals as you go, when you can see it all on TV or the internet.'

Write a magazine article which persuades young people **either** to travel **or** stay at home.

(24 marks)

AO3, i, ii English A04 i, ii English Language	
<p>Band 4 'convincing' 'compelling' 13 - 16 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way
<p>Band 3 'clear' 'success' 9 - 12 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences

<p>Band 2 ‘some’ ‘attempts’ 5 - 8 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • sustains awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence
<p>Band 1 ‘limited’ 1 - 4 marks</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features
<p>Band 0</p>	<p>Nothing to reward</p>

AO3,iii AO4,iii	Q6
Band 3 6 - 8 marks	<ul style="list-style-type: none"> • uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • uses standard English consistently
Band 2 3 - 5 marks	<ul style="list-style-type: none"> • writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • uses standard English usually
Band 1 1 - 2 marks	<ul style="list-style-type: none"> • writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of some words in common use • uses standard English sometimes
Band 0	Nothing to reward