

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

ENGLISH

1900/2431F

**UNIT 1 Non-Fiction, Media and Information
FOUNDATION TIER**

Specimen Paper

Additional materials:
Answer booklet.

TIME 1 hour 45 minutes. (No separate reading time is allowed.)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- Answer **ALL** the questions.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- **Section A** is worth 40 marks. You are advised to **spend no more than 1 hour 10 minutes** on it.
- **Section B** is worth 20 marks. You are advised to spend **no more than 35 minutes** on it.

NOTE

In these specimen papers, the reading materials for Unit 1 (Foundation Tier) and Unit 1 (Higher Tier) are based on the same topic and use adapted versions of the same passages. It is hoped that this strategy will help to highlight issues of differentiation.

'Live' papers will not necessarily be based on the same topic or material at both tiers. However, since all reading material is 'unseen', this should not affect the way candidates are prepared for the unit.

SECTION A

You are advised to spend **no more than 1 hour 10 minutes** on Section A.

READING: NON-FICTION

www.The-Bermuda-What?.com is a website about mysteries and unexplained happenings.

Read the passage from the website carefully, and then **answer questions 1(a), 1(b) and question 2.**

These answers will be marked for reading. Plan your answers and write them carefully.

www.The-Bermuda-What?.com

The Website with the Truth about the Bermuda Triangle Mystery

[Home | Mystery in the Triangle | Mystery Solved | More]

Mystery in the Triangle

In the Atlantic Ocean, south of Florida, lies an area known as the 'Bermuda Triangle'. Superstitious sailors have long believed that ghosts haunt this area. Centuries ago, Christopher Columbus recorded seeing a strange 'ball of light' there. In the days of sail, ships were often becalmed in the Triangle by lack of wind, for long periods. As their drinking water ran out, sailors had to take desperate measures and many died. One of the most famous sea mysteries ever happened in the Triangle. In 1872, the sailing ship *Marie Celeste* was found floating, abandoned, with one lifeboat missing.

Many people nowadays, too, believe there is something strange about the area. During the last 100 years or so, more than fifty ships and twenty aircraft have vanished in the Triangle, with the loss of up to 1000 lives. A famous case involved six US Navy planes, which were lost there in a single day in 1945, with no wreckage or survivors ever found. Then in 1948, a commercial flight from San Juan to Miami vanished without trace.

It has been suggested that the seawater in the Triangle is less dense than in other areas, causing boats to sink quickly. But many people believe that supernatural forces are at work in the Triangle. Some think that the legendary sunken city of Atlantis lies beneath the waters, somehow affecting passing ships and planes. Others claim that alien invaders are living down there, in a bubble city, and abducting travellers in order to examine them. Because the Bermuda Triangle area includes the deepest part of the Atlantic Ocean, the Puerto Rico trench, no diving expedition has ever explored the area's ocean floor.

[continued on next page]

Mystery Solved?

In his book *The Bermuda Triangle Mystery - Solved*, Larry Kusche was the first to demonstrate that many of the so-called mysteries of the Triangle were not so strange after all. Reports had sometimes said that ships had 'mysteriously vanished' when, actually, wreckage had been found and the cause of the sinking explained. People had written about ships or planes disappearing in 'calm seas', when the record showed that a raging storm had been in progress.

Conditions in the Triangle have always been extreme. While some parts of the area are famous for their lack of wind, elsewhere hurricanes, waterspouts and sudden thunder-storms happen frequently, and inexperienced sailors and fliers can easily be caught out. There are strong ocean currents in the Triangle, and it is now an established fact that magnetic compasses do not always work accurately in the area.

Finally, a check of accident and insurance records in 1975 showed that, on average, the Triangle was no more dangerous than any other areas of the oceans. The US Coastguard confirmed this, and since then no-one has produced any statistics to prove otherwise.

1 The website mentions various reasons that have been given to explain the disappearance of ships and planes in the Bermuda Triangle area.

(a) Give **TWO** reasons which are based on **OPINION OR BELIEF**. [2]

(b) Give **THREE** reasons which are based on **FACT**. [3]

2 Some people think that there is a mystery about the area called the 'Bermuda Triangle'.

Referring to the **FACTS AND INFORMATION** given on the website, explain **why the idea of a mystery has built up**.

Use **your own words** as far as possible. [15]

[Turn over for question 3]

READING: MEDIA

Area 51 - The truth is out here! is a magazine article.

Read the article carefully, and then **answer question 3**.

This answer will be marked for reading. Plan your answer and write it carefully.

AREA 51 - The truth is out here!

Area 51 doesn't officially exist. But if it did, it would house UFOs, spy planes...

Simon Reeve asks what's going on.

The little US town of Rachel sits on a vast desert plain in the middle of nowhere. But although it's small, Rachel is special.

The town was caught in the radiation clouds from the first atomic bomb tests at the nearby site in Nevada. And now Rachel is the closest town to the world's most secret military base – known as Area 51 – where, rumour has it, aliens and UFOs are being held.

The US military has not even admitted this base exists, and it doesn't appear on any maps. But all around it there is astonishing security. All this fuels conspiracy theories. In Rachel, Don Day runs the Area 51 Research Centre, totally dedicated to unearthing what goes on at the base. 'Do not try to take photos where you shouldn't, and don't try to cross the boundary,' he warns me.

Little Green Men

In the room with us is a policeman from Texas, who wants to know whether he is likely to see any little green men. I just want to know how close I can get to the base without being shot. So Don Day gives me a map, and I drive off across the baking landscape of the desert.

Heading for a low range of mountains in the distance, I don't see a car or a living soul for

more than two hours. Then I skid to a halt at a sign: 'WARNING. Restricted area. Use of deadly force authorised. It is unlawful to enter this area without permission...'

I spot two cameras atop a hill on the left pointing at me. Minutes later, a sand-coloured Cherokee jeep slowly rolls to the top of a hill about 300m away on my right. Two men climb out and train huge binoculars on me. I watch them. They watch me.

I do the sensible thing and turn my car round and head off back down the dirt road. But within 30 seconds I hear the noise of an attack helicopter above me. The message is clear.

Brains Fried

Back in Rachel, a drinker in the bar announces that UFOs and aliens are definitely hidden at Area 51. Hundreds of other Americans think they have actually met aliens with names as ludicrous as Fred, John or Zret. With the desert sun's heat frying their brains, no wonder Rachel residents believe the sensational Area 51 claims.

But there is no hard evidence to support any of these claims. In fact, Area 51 seems to be a base for testing and developing secret military planes, including the Aurora, the most advanced spy-plane in the world.

- 3 The writer of the article does not believe the 'alien theories' about Area 51. Explain:
- how some of the **INFORMATION** the writer gives shows that he does not believe the 'alien theories';
 - how some of the **WORDS AND PHRASES** the writer uses show that he does not believe the 'alien theories';
 - how **THE WAY THE ARTICLE IS PRESENTED** supports the writer's views.

[20]

SECTION B

You are advised to spend **no more than 35 minutes** on Section B.

WRITING TO INFORM, EXPLAIN, DESCRIBE.

This answer will be marked for writing. Plan your answer and write it carefully. Leave enough time to check through and correct what you have written.

- 4 'Everyone likes a mystery.'

A popular magazine regularly prints articles with this title, written by readers.

Write the words of an article for the magazine, describing a mystery that you are interested in. Explain why you find it interesting, or why you would like to solve it.

For example you could write about a well-known mysterious event, an unexplained happening, or something in your own life. If you wish, you could write about more than one mystery.

[20]

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MARK SCHEME

Specimen Paper

NOTE

In these specimen papers, the reading materials for Unit 1 (Foundation Tier) and Unit 1 (Higher Tier) are based on the same topic and use adapted versions of the same passages. It is hoped that this strategy will help to highlight issues of differentiation.

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SECTION A

NON-FICTION TEXTS: The Bermuda Triangle

QUESTION 1 (a) (b) (5 marks)	<p>The website mentions various reasons that have been given to explain the disappearance of ships and planes in the Bermuda Triangle area.</p> <p>(a) Give TWO reasons which are based on OPINION OR BELIEF [2]</p> <p>(b) Give THREE reasons which are based on FACT [3]</p>
CRITERIA	<p>Candidates should demonstrate that they can:</p> <ul style="list-style-type: none">• retrieve appropriate material;• distinguish between fact and opinion.
CONTENT	<p>Candidates may draw from the following:</p> <p>(a) Reasons which are based on OPINION or BELIEF:</p> <ol style="list-style-type: none">1 water less dense than elsewhere;2 supernatural forces at work;3 legend of Atlantis [sunken city];4 alien invaders [in bubble city]. <p>(b) Reasons which are based on FACT:</p> <ol style="list-style-type: none">5 extreme weather conditions in the area [storms – calm];6 strong currents;7 problems with magnetic compasses;8 statistics [to show Triangle is no more dangerous than any other area].

INSTRUCTIONS TO EXAMINERS

- We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- Award **one mark** for each point made clearly under the correct heading.
- Award **two marks maximum for (a); three marks maximum for (b)**.
- Award **no mark** for:
 - a point repeated (i.e. already correctly given);
 - a point given under the wrong heading;
 - a point which is *entirely* unclear.

NOTES ON THE TASK

- This task offers candidates a relatively gentle way into the paper. Provided that they accurately distinguish between fact and opinion, candidates may well score full marks here.
- There is no premium on 'own words' in this task.

QUESTION 2 (15 marks)	Some people think that there is a mystery about the area called the 'Bermuda Triangle'. Referring to the FACTS AND INFORMATION given on the website, explain why the idea of a mystery has built up . Use your own words as far as possible.
CRITERIA	Candidates should demonstrate that they can: <ul style="list-style-type: none"> • retrieve appropriate information; • explain relevance/significance (insight/synthesis, at the highest levels); • express points in own words wherever possible.
CONTENT	Candidates may refer to some of the following points: <ol style="list-style-type: none"> 1 history of strange [mysterious] incidents over many years; 2 many losses, disappearances, deaths; 3 no survivors, no wreckage found [so no first-hand/eyewitness explanations]; 4 superstitions, inaccurate/exaggerated reports about incidents in the area; 5 no undersea investigations [due to depth].

INSTRUCTIONS TO EXAMINERS

- We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- **Tick and Number** each point made clearly. **Bracket** the number if the point is not clear.
- Write **R** for a point repeated.
- Tick and put **OP** for valid points not in the scheme BUT lists of specific incidents should not gain extra credit.
- Use the Band Descriptors in conjunction with the photostat examples to arrive at your mark.
- Write a brief comment to explain your mark.

NOTES ON THE TASK

- The task requires candidates to give an explanation based on material from the passage (not to offer their own hypotheses); higher level answers will focus consistently on this aspect.
- **'Content'** lists relevant points from the passage; candidates may give varying emphasis/synthesise in different ways. Credit relevant use of material to support/develop response.

QUESTION 2 BAND DESCRIPTORS*****Be prepared to use the FULL range!*****

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	15	Performance clearly exceeds that described in Band 4.
4	14 13	A clear understanding of the relevant aspects of passage and an ability to express these in own words. There will be a good range of appropriate points and a grasp of some of the points requiring synthesis/generalisation.
5	12 11	There will be a secure understanding of the more obvious points, although synthesis/generalisation may not be fully achieved. Own words will generally be used but there is likely to be some selective lifting.
6	10 9	An understanding of the passage is generally revealed but some misreading may occur. The answer may reveal general understanding without achieving clear focus on specifics; there may be 'lifting' which at times may be indiscriminate.
7	8 7	Answers at this level will reveal some grasp of the material. Only a limited range of points will be made and organisation of them across the tasks is likely to be haphazard. There will be indiscriminate lifting and specific points are unlikely to be identified.
8	6 5	The passage and/or tasks will have been misunderstood. At the top of the band, answers will reveal a rudimentary understanding of some obvious reasons. Responses will be unstructured and contain much indiscriminate lifting.
Below 8	4 3 2 1	The response to the task will be brief and hesitant. Material selected from the text will have little bearing on the task and will lack substance and coherence.

MEDIA: Area 51 – The truth is out here!

<p>QUESTION 3 (20 marks)</p>	<p>The writer of the article does not believe the 'alien theories' about Area 51. Explain:</p> <ul style="list-style-type: none"> • how some of the information the writer gives shows that he does not believe the 'alien theories'. • how some of the words and phrases the writer uses show that he does not believe the 'alien theories'. • how the way the article is presented supports the writer's views.
<p>CRITERIA</p>	<p>Candidates should demonstrate that they can:</p> <ul style="list-style-type: none"> • read with insight and engagement; • organise a response, making appropriate reference to the text; • use inference to evaluate the significance of content/information; • identify and evaluate choices of language/style/structure/presentation/layout, as appropriate.
<p>CONTENT</p>	<p>Candidates may refer to some of the following points:</p> <p>A Information</p> <ul style="list-style-type: none"> • Links Rachel to past scare over nuclear radiation – area of danger/weirdness? • Emphasis on remote/harsh/extreme setting/conditions – 'middle of nowhere'; 'vast desert plain'; 'baking landscape of the desert'; 'living soul for more than 2 hours'; 'desert sun's heat' – breeding ground for theory/speculation. • Detail of strong military presence – 'how close ... without getting shot'; 'WARNING ... etc.' (notice); attack helicopter 'within 30 seconds'; 'astonishing security'; jeep, men with 'huge binoculars', etc.; 'the message is clear' – all this provides real explanation of what's going on. • Final paragraph setting out 'logical' explanation – base for testing secret spy-plane. <p>B Words and Phrases</p> <ul style="list-style-type: none"> • Words/phrases directly suggesting writer's own disbelief; 'rumour has it'; 'conspiracy theories'; 'little green men'; 'names as ludicrous'; 'sensational Area 51 claims'; 'no hard evidence'. • Dismisses/puts down people who believe – 'drinker in the bar'; 'sun's heat frying their brains'; policeman (responsible job, etc.) who believes in extraterrestrials. <p>C Presentation</p> <ul style="list-style-type: none"> • Title/headline - echo of 'X-Files' (= fiction?) • Subtitle: exaggeration - 'UFOs, spy planes...' • Byline: suggests detached view - 'what's going on'. • Crossheads: deliberately flippant? - 'Little Green Men', 'Brains Fried'

INSTRUCTIONS TO EXAMINERS

- We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- **Tick and letter (A/B/C)** each point made clearly. Use letter **A** for identifying **information** points, letter **B** for identifying **words and phrases** points and letter **C** for **presentation** points.
- Put a **Bracket** round the [letter] if the point is not clearly made. Write **R** for a point repeated.
- Tick and put **OP** for valid points not in the markscheme.
- Use the Band Descriptors in conjunction with the photostat examples to arrive at your mark.
- Write a brief comment to explain your mark.

NOTES ON THE TASK

- It is impossible to predict every response from every candidate to this type of question. Please look for and credit valid alternative points and reactions.
- The task requires candidates to identify features of the text which indicate the writer's point of view/stance; higher level answers should focus consistently on this aspect.
- Understanding the significance of particular elements of content (inference) will provide one discriminator – e.g. the relevance of reference to nuclear testing.
- Response to the use of language will provide a second discriminator; Band 4 candidates will begin to **analyse** language/presentation; Band 5 candidates will **describe** language/presentation.

QUESTION 3 BAND DESCRIPTORS*****Be prepared to use the FULL range!*****Start with the **middle** mark in the band and adjust upwards or downwards as appropriate.

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	20	Performance clearly exceeds that described in Band 4
4	19 18 17	Response at this level will reveal a good understanding of features of the text which indicate the writer's point of view/stance. Comments will be supported by appropriate textual references; there will be an understanding of the ways in which language/presentation is used/information is deployed. There will be evidence of a sound analytical approach.
5	16 15 14	Responses at this level will show a sound understanding of some features of the text which indicate the writer's point of view/stance. There will be some evidence of attempts to explain or analyse but candidates may show a tendency (especially at the lower end of the band) to describe and narrate instead. It is likely that reference to use of language/presentation and writing will be superficial and/or unsupported by textual references.
6	13 12 11	Responses at this level will show limited understanding of the task and material and make some reasonably relevant comments on content. In general, however, Band 6 answers will describe or summarise the passage rather than comment on the effect of particular elements of content. Textual references may be either non-existent or lacking in relevance.
7	10 9 8	Some simple descriptive comments may be made about content, but there is likely to be much indiscriminate re-telling of the content without any attempt to explain its relevance to the task. Responses at this level are likely to reveal considerable misunderstanding of both the passage and the task.
8	7 6 5	Scripts at this level will make only glancing references to the task or may consist entirely of lengthy, indiscriminate re-telling, with no indication of explanation or comment. They may reveal almost complete misunderstanding of the task and passage.
Below 8	4 3 2 1	The answer will be brief and almost totally lacking in relevance although some contact with the demands of the task may be discernible.

SECTION B

QUESTION 4 (20 marks)	'Everyone likes a mystery.' A popular magazine regularly prints articles with this title, written by its readers. Write the words of an article for the magazine, describing a mystery that you are interested in. Explain why you find it interesting, or why you would like to solve it. For example you could write about a well-known mysterious event, an unexplained happening, or something in your own life. If you wish, you could write about more than one mystery.
CRITERIA	Candidates should demonstrate that they can: 1 write appropriately for the task; 2 organise and paragraph clearly and effectively; 3 use appropriate register and vocabulary; 4 spell, punctuate and use grammar/syntax accurately.

INSTRUCTIONS TO EXAMINERS

- **Ring** errors and ✓ or ✓✓ felicities of expression and content, sufficiently to show how you have formed your judgement.
- A brief summative comment may be helpful to indicate any significant strengths and/or weaknesses in the response which have formed your judgement.
- For writing tasks, **length** is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (e.g. control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (less than 50 words) should not normally be marked higher than Band 7.
- Award **two** marks, one for AOs 3(i) + (ii), one for AO 3(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- Use the photostat examples as guides to your assessment.
- At the end of the response write the two separate marks (e.g. 11 + 3), then transfer the two separate marks to the front page of the script.

NOTES ON THE TASK

- Candidates will make their own choice/definition of 'mystery', as indicated in the task (Some may refer back to material in Section A; there is no premium or penalty for such reference).
- Candidates may write about one or more mysteries, which may or may not be linked.
- **TASK-SPECIFIC CRITERIA:**
 - clarity of presentation of information about the chosen mystery;
 - clarity of explanation of own interest/reasons for wanting to solve it;
 - effectiveness of description/illustration (if used), e.g. of examples/cases of mystery, or specific reasons for interest, etc.

QUESTION 4 BAND DESCRIPTORS		Writing to Inform, Explain, Describe (Foundation Tier)	
Use 'best-fit', within and across columns: if most elements are achieved, award the higher mark in the band.			
BAND	MARKS	AO3 (i)	AO3 (ii)
Above 4	14	communicate clearly and imaginatively, using and adapting forms for different readers and purposes	organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
Performance clearly exceeds that described in Band 4.			
4	13 12	<p>Task: the article presents clear examples of 'mystery' and establishes a generally successful relationship with the reader.</p> <p>Format: The writing draws effectively on typical features of a magazine article and explains what the writer finds interesting/worth solving. There is some consistency of tone, achieved through the use of a range of vocabulary appropriate to the topic (which may include some <i>specialist/technical terms</i>)</p>	<p>An appropriate opening gives identifiable direction; there is clear development in some detail and a suitable ending (e.g. with some <i>summary/recapitulation</i>). Paragraphs are used to organise information/explanation, with topic sentences sometimes effectively placed; differing paragraph lengths may help to sustain interest. Straightforward connectives are used.</p>
5	11 10	<p>Task: the article sets out recognisable examples of 'mystery' and there is a sense of relationship with the reader.</p> <p>Format: Some typical features of a magazine article are used to some effect and the writing suggests what the writer finds interesting/worth solving. However, tone may be inconsistent, with some restriction of vocabulary.</p>	<p>The opening attempts to show direction; there is some clear development and an attempt to achieve an appropriate ending. Paragraphing shows some selection and sequencing of information/explanation, though the 'thread' may be lost at times. Simple connectives are used, possibly repetitively.</p>
6	9 8	<p>Task: the article refers to some elements of 'mystery' and shows intermittent awareness of the reader.</p> <p>Format: A few of the more obvious features of a magazine article may be used. Some simple explanation of what the writer finds interesting/worth solving is attempted, but there is little consistency of tone and vocabulary is limited and on occasions imprecise.</p>	<p>The opening offers some direction; there is some sense of development and a limited attempt to achieve an ending. Paragraphing is largely based on simple division of content.</p>

BAND	MARKS	AO3 (i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes	AO3 (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
7	7 6	<p>Task: the article shows some awareness of 'mystery', but there is minimal engagement with the reader.</p> <p>Format: a rudimentary sense of a magazine article is given and there is limited indication of what the writer finds interesting/worth solving, but tone/address are inconsistent and vocabulary is restricted.</p>	<p>Opening: there may be some evidence of an attempt to create a sense of direction; development is limited, and the writing may just stop, with no conscious attempt at an ending.</p> <p>Paragraphing, if present, may be used to show obvious divisions of content, but generally points are listed without organisation, emphasis or detail.</p>
8	5 4	<p>Task: the article shows limited awareness of 'mystery' and no apparent awareness of the reader.</p> <p>Format: there may be little more than a 'headline' to suggest a magazine article and content is very thin. There is no consistent tone and vocabulary is very limited.</p>	<p>There is very limited evidence of deliberate structuring in terms of opening, development or ending.</p> <p>There is little or no evidence of paragraphing to any effect.</p>
Below 8	3 2 1	Performance does not meet the requirements of Band 8.	

Use ‘best-fit’, within and across columns: if most elements are achieved, award the mark for the band.

		AO3 (iii)			
		use a range of sentence structures effectively with accurate punctuation and spelling			
BAND	MARKS				
4 and above	6	Sentence structures have some variety mainly compound and complex; subordination helps to provide order/clarity in information/ explanation.	Spelling of complex regular words is usually accurate, but irregular/ more difficult words (e.g. <i>specialist/ technical terms</i>) are less secure.	Punctuation between sentences is generally appropriate and correct; punctuation within sentences is generally successful in clarifying information and explanation.	
5	5	Sentence structures show a limited range, largely simple and compound, and tend to be repetitive.	Spelling is usually correct in straightforward vocabulary / regular words, but there may be errors in a number of common spelling patterns.	Punctuation between sentences is at times insecure; when complex sentences are used, punctuation within sentences is only sometimes successful in clarifying meaning.	
6	4	Sentence structures are repetitive, mainly simple and compound; often lengthy, with simple syntax not always used correctly.	Spelling is mainly correct in simple vocabulary; otherwise, errors are frequent, including a number of error types.	Punctuation between sentences is basic, sometimes accurate; punctuation within sentences is occasionally attempted, with limited success.	
7	3	Sentence structures are simple and repetitive; syntactical faults are frequent.	Spelling: errors are frequent even in simple vocabulary, and are random/difficult to categorise, rather than recurring error-types.	Punctuation between sentences is very uncertain; within sentences, punctuation is largely omitted or misused.	
8	2	Sentence structures are recognisable; simple structures are sometimes correct.	Spelling: most words are recognisable, but only the simplest are correctly spelt.	Punctuation is largely haphazard, inconsistent or absent.	
Below 8	1	Performance does not meet the requirements of Band 8.			

