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# International GCSE **English Language**

9270/2-Paper 2-Source-based Reading and Directed Writing  
Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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:**

**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	<b>Read Source A. What do you learn about the purposes of the puppets?</b>	<b>6</b>
	<p><b>AO1:</b> R1, R2, R3</p> <p>Marks are awarded for the appropriate selection of detail and consideration of it. Better responses are likely to use details to explain purposes.</p> <p><b>0 marks:</b> nothing relevant.</p> <p><b>Award 1-2 marks</b> for answers which <b>offer isolated relevant detail and/or unsupported assertion</b> eg</p> <ul style="list-style-type: none"> <li>• The puppets can do things that real actors can't do.</li> <li>• The puppets were there to entertain people.</li> </ul> <p><b>Award 3-4 marks</b> for answers which <b>collate some relevant detail and/or use detail to make some relevant comment</b> eg</p> <ul style="list-style-type: none"> <li>• The puppets had more 'freedoms' than real actors and actresses so they could say things and do things that might be considered offensive if real people said them.</li> <li>• The puppets had more opportunities to travel than the villagers and townspeople, so their role was very important in keeping these people up to date with information from the capital.</li> </ul> <p><b>Award 5-6 marks</b> for answers which <b>collate and use a range of relevant detail to infer and explore</b> eg</p> <ul style="list-style-type: none"> <li>• One of the purposes was clearly to entertain. They could do things that human performers could not do, such as dance and wear a range of costumes. They travelled to towns and villages that would probably have very little access to entertainment of any kind and it is clear that their stories of intrigue and politics would have been very popular.</li> <li>• The purpose of the puppets was more than just to entertain and tell stories. The stories that they acted out would report vital news to people who would otherwise have had no way of finding it out. They acted like an old-fashioned 'news channel', taking vital news to the people of the towns and villages. Some of the things they reported may have been considered too controversial for anyone else to convey, especially to the king. Therefore one of their purposes was to ensure that any reports of indiscretions or 'bad behaviour' were delivered to the king to be dealt with.</li> </ul>	

2	<b>Read Source B. How does the writer use language to describe his impressions of his first trip to the cinema?</b>	9
	<p><b>AO1:</b> R1, R3, R4</p> <p>Marks are awarded for the identification and consideration of relevant language use. Candidates may refer to word-use, sentence structure or other linguistic features. Better responses are likely to examine and analyse use and effect.</p> <p><b>0 marks:</b> nothing relevant.</p> <p><b>Award 1-3 marks</b> for answers which <b>refer to relevant detail and/or make simple identification of technique or comment</b> eg</p> <ul style="list-style-type: none"> <li>• He says that it was very large.</li> <li>• The writer uses metaphors to show what it looks like.</li> <li>• He uses descriptive words to make it sound good.</li> </ul> <p><b>Award 4-6 marks</b> for answers which <b>explain the effects of the writer's use of language</b> eg</p> <ul style="list-style-type: none"> <li>• The writer uses effective metaphors such as 'we were standing in a great big cave'. This shows it was large on the inside and slightly mysterious.</li> <li>• His use of detail, 'a thick frieze-like wedding cake ... red-and-white stripy uniforms' helps build a precise picture of the cinema.</li> <li>• The writer describes his feelings, 'impressed beyond words ... turned to stone by my first encounter', to convey that this is a very special experience.</li> </ul> <p><b>Award 7-9 marks</b> for answers which <b>analyse and/or explore language use and effect</b> eg</p> <ul style="list-style-type: none"> <li>• The writer describes the Odeon as 'bulging with light' and 'eclipsing all the other buildings'. The word 'bulging' suggests the volume and power of the light and the metaphorical use of 'eclipsing' suggests no other building can be seen or is worthy of note.</li> <li>• The combination of images, 'the staircase... seemed to lie back luxuriantly', 'the airy splendour', and their cumulative effect convey a sense of sophistication and grandeur, reflecting the writer's awe at what he sees.</li> <li>• The description of his own behaviour shows his humility and awe of this first visit and builds as he progresses through the building. It culminates in his view of the screen as he stands 'transfixed'. It is as though he has been taken to a different world and is mesmerised by it. It has a physical impact on him.</li> </ul>	

3	<b>Read Source C. Explain the benefits of playing video games according to the writer.</b>	6
	<p><b>AO1:</b> R1, R2, R3</p> <p>Marks are awarded for the appropriate selection and synthesis of advantages and disadvantages. Responses are likely to draw on detail contained in the table below; allow other valid interpretations.</p> <p><b>0 marks:</b> nothing relevant.</p> <p><b>Award 1-2 marks</b> for answers which <b>identify some relevant detail/ unsupported assertion</b> eg</p> <ul style="list-style-type: none"> <li>• The writer says that computer games help you to relax.</li> <li>• Computer games are good for your studies.</li> </ul> <p><b>Award 3-4 marks</b> for answers which <b>uses detail to begin to explain some of the benefits</b> eg</p> <ul style="list-style-type: none"> <li>• According to the writer, playing computer games can help to reduce stress, as they are a way of taking your mind off work.</li> <li>• The focus players have when playing computer games can also help to improve 'proof-reading' skills and the ability to 'focus on finer details'. These types of skills would be a benefit to students in particular when they are writing essays.</li> </ul> <p><b>Award 5-6 marks</b> for answers which <b>collate a range of relevant detail to explain and the benefits;</b> eg</p> <ul style="list-style-type: none"> <li>• There are many benefits to playing computer games. According to the writer, even something as easy as playing a 'simple puzzler' can be a way of escaping from the pressures of study, meaning that players are able to return their full attention to their work and improve their ability to think more clearly.</li> <li>• Although some people believe that playing computer games actually increases aggression, the writer feels that they actually have the benefit of helping to reduce 'hostile feelings' as they help people to cope well with stress. Playing games as a social activity or as a form of escapism offers players the ability to relax and take their minds off the stresses of life in general.</li> </ul>	

4	<b>Read Sources D and E. Compare the behaviour of theatre audiences in the 1600s and in modern times.</b>	9
	<p><b>AO1:</b> R1, R2, R3</p> <p>Marks are awarded for the appropriate identification and comparison of the views presented in the named sources. Better answers are likely to explore the views presented and may raise possible contradictions within these.</p> <p><b>0 marks:</b> nothing relevant.</p> <p><b>Award 1-3 marks</b> for answers which <b>identify relevant detail and/or make simple comment on this</b> eg</p> <ul style="list-style-type: none"> <li>• Source D says that audiences could be noisy.</li> <li>• Source E tells us that some people use their phones during the performance.</li> </ul> <p><b>Award 4-6 marks</b> for answers which <b>begin to demonstrate awareness of similarity and/or difference</b>; awareness may be implicit eg</p> <ul style="list-style-type: none"> <li>• In the 1600s it was expected that the audience would join in, ‘they clapped the heroes’ but in modern theatres audiences don’t deliberately interrupt and think it ‘disrespectful to the performers’.</li> <li>• Audiences in the 1600s could be badly behaved just as they can be today. They would sometimes throw apples at the actors. Nowadays, they can disturb other people in the audience with their selfish behaviour.</li> </ul> <p><b>Award 7-9 marks</b> for answers which <b>explore and compare the behaviours presented</b>; comparison may be implicit through selection and comment eg</p> <ul style="list-style-type: none"> <li>• Some of the audiences from the 1600s wanted to draw attention to themselves, and wanted ‘to be seen and admired.’ However, modern audiences seem less involved with being at the theatre and are more interested in ‘Facebooking merrily away’ even though it can be distracting for others in the audience.</li> <li>• In the 1600s there is a strong sense of the audience being more like a football crowd, interacting with each other, the performers, and vandalising the place if they disapproved of the play. There was full engagement with the event. There is a sense that modern audiences are not as fully engaged, with the behaviour of a minority spoiling the play for others in the audience.</li> </ul>	



5	<b>Read Source F. Examine the methods the writer uses to create mystery and suspense around the arrival of the circus.</b>	<b>10</b>
	<p><b>AO1:</b> R1, R3, R4</p> <p>Marks are awarded for the appropriate identification and consideration of method which may refer to detail, structure and/or linguistic techniques. Better responses are likely to examine and analyse method.</p> <p><b>0 marks:</b> nothing relevant.</p> <p><b>Award 1-3 marks</b> for answers which <b>identify appropriate detail and/or method</b>; may make simple comment eg</p> <ul style="list-style-type: none"> <li>• The writer describes how the circus makes a ‘sudden appearance’ which is mysterious.</li> <li>• The sign tells the crowd that the ‘circus opens at nightfall’ which creates a feeling of suspense for the reader.</li> </ul> <p><b>Award 4-6 marks</b> for answers which <b>begin to develop comment on detail and/or method</b> eg</p> <ul style="list-style-type: none"> <li>• The writer makes the circus seem mysterious as it appears without warning and was ‘simply there’ one morning, suggesting that is not a normal circus.</li> <li>• There is an impression of awe and suspense created through the descriptions the writer gives of the lights beginning to appear, using a simile to compare them with ‘particularly bright fireflies’. This suggests there is a magical and strange appearance to this unusual circus.</li> </ul> <p><b>Award 7-10 marks</b> for answers which <b>examine, analyse and/or explore detail and/or method</b> eg</p> <ul style="list-style-type: none"> <li>• The writer addresses the reader directly using the pronouns ‘you’ and ‘your’. She places the reader as a spectator, one of the watching crowd, and builds detail relating to ‘your’ clothing, thoughts and perspectives to reinforce this. This sustained focus on the reader as an active participant effectively enhances the sense of anticipation felt by the reader.</li> <li>• The writer creates suspense for the reader by cleverly using a culmination of sounds and description to enhance the appearance of the lights. The ‘barely audible’ popping sound introduces the flickering of light like ‘bright fireflies’, the simile suggesting both beauty and mystery. The acceleration in sound mirrors the increasing light moving from ‘quiets’ to ‘gasps’ then to a small child ‘clapping his hands’. Finally the tents are all ‘aglow’ and are ‘sparkling against the night sky’, evoking a mesmerising image of bright stars shining above the crowd.</li> </ul>	

**Section B:**

**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 for each question.  
W4 is assessed in the final template.

**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 form which they are taken must be indicated in brackets.

**Rubric infringement**

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

<b>6</b>	<p><b>An entertainment website has launched an essay-writing competition with the title:</b></p> <p><b>‘Entertainment is one of the most important things in our lives.’</b></p> <p><b>Write your entry for this competition in which you explain your views.</b></p> <p><b>You may use information from the sources in Section A as well as your own ideas.</b></p>	<b>40</b>
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Generic Skills Descriptors	Specific Content
<p><b>Band 6: sophisticated</b> 26–30 marks</p> <ul style="list-style-type: none"> <li>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.</li> <li>Sophisticated manipulation of sentence structures for clarity, purpose and effect.</li> <li>Creatively structured with sophisticated paragraphing for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Cogent focus on subject.</li> <li>Integrates a range of complex details and ideas; may use sources.</li> <li>Skilful manipulation of reader's response.</li> <li>Voice is consistently matched to needs of competition audience.</li> <li>Sophisticated use of Standard English.</li> </ul>
<p><b>Band 5: assured</b> 21–25 marks</p> <ul style="list-style-type: none"> <li>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.</li> <li>Assured and ambitious use of a range of sentence structures for clarity, purpose and effect.</li> <li>Assuredly structured with fluent linking of paragraphs to sustain coherence.</li> </ul>	<ul style="list-style-type: none"> <li>Assured use of details and ideas to enhance explanation; may use sources.</li> <li>Range of rhetorical devices used selectively and effectively; discourse markers effectively integrated.</li> <li>Begins to anticipate and address potential reader response; makes ideas plausible.</li> <li>Uses tone effectively.</li> <li>Assured use of Standard English.</li> </ul>
<p><b>Band 4: secure</b> 16–20 marks</p> <ul style="list-style-type: none"> <li>Communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response</li> <li>Varied sentence structures securely used to create different effects.</li> <li>Clearly organised with coherent links formed within and between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Range of details and ideas used to explain; may use sources.</li> <li>Uses rhetorical devices for effect; discourse markers used to navigate readers and support organisation.</li> <li>Captures a variety of elements of competition entry eg Effective opening and conclusion.</li> <li>Secure use of Standard English.</li> </ul>

Generic Skills Descriptors	Specific Content
<p><b>Band 3: some control</b> 11-15 marks</p> <ul style="list-style-type: none"> <li>Communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader.</li> <li>Some variety and conscious control of sentence structures for effect.</li> <li>Ideas are logically sequenced with paragraphs marking a shift in focus.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use detail to extend explanation and support ideas; may use sources.</li> <li>May begin to engage reader through use of rhetorical questions and direct address.</li> <li>Demonstrates awareness of the needs of a competition entry eg an engaging opening.</li> <li>Generally uses accurate Standard English.</li> </ul>
<p><b>Band 2: simple</b> 6-10 marks</p> <ul style="list-style-type: none"> <li>Communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary.</li> <li>Some sustained use of a range of sentence structures.</li> <li>Some sustained sequencing of ideas with usually random paragraphing.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some ideas about the importance of entertainment; explains these with some simple detail; may use and/or copy from sources.</li> <li>Evidence of some attempt to write an essay eg an introductory paragraph.</li> <li>Some sustained use of accurate Standard English.</li> </ul>
<p><b>Band 1: some attempt</b> 1-5 marks</p> <ul style="list-style-type: none"> <li>Some attempt to communicate relevant meaning.</li> <li>Some attempt to organise ideas into sentences.</li> <li>Some simple sequencing of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Makes some general statements about entertainment; may copy from sources.</li> <li>May give example(s) of types of entertainment.</li> <li>Occasional use of accurate Standard English.</li> </ul>
<p>0 marks</p>	<p>Nothing worthy of credit.</p>

<b>7</b>	<p><b>Write an article for a magazine for teenagers, in which you discuss various forms of entertainment and their impact on different audiences.</b></p> <p><b>You may use information from the sources in Section A as well as your own ideas.</b></p>	<b>40</b>
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Generic Skills Descriptors	Specific Content
<p><b>Band 6: sophisticated</b> 26–30 marks</p> <ul style="list-style-type: none"> <li>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.</li> <li>Sophisticated manipulation of sentence structures for clarity, purpose and effect.</li> <li>Creatively structured with sophisticated paragraphing for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Cogent focus on subject.</li> <li>Integrates a range of complex details and ideas to promote viewpoint; may use sources.</li> <li>Skilful manipulation of reader's response.</li> <li>Voice is consistently matched to needs of magazine audience.</li> <li>Sophisticated use of Standard English.</li> </ul>
<p><b>Band 5: assured</b> 21–25 marks</p> <ul style="list-style-type: none"> <li>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.</li> <li>Assured and ambitious use of a range of sentence structures for clarity, purpose and effect.</li> <li>Assuredly structured with fluent linking of paragraphs to sustain coherence.</li> </ul>	<ul style="list-style-type: none"> <li>Assured use of details and ideas to sustain and develop viewpoint; may use sources.</li> <li>Range of rhetorical devices used selectively and effectively; discourse markers effectively integrated.</li> <li>Begins to anticipate and address potential reader response; makes viewpoint convincing.</li> <li>Uses tone effectively.</li> <li>Assured use of Standard English.</li> </ul>
<p><b>Band 4: secure</b> 16–20 marks</p> <ul style="list-style-type: none"> <li>Communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response.</li> <li>Varied sentence structures securely used to create different effects.</li> <li>Clearly organised with coherent links formed within and between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Range of details and ideas used to develop points about entertainment and audiences; may use sources.</li> <li>Uses rhetorical devices for effect; discourse markers used to navigate readers and support organisation.</li> <li>Captures a variety of elements of magazine article eg use of quotation; relevant facts and/or statistics.</li> <li>Secure use of Standard English.</li> </ul>

Generic Skills Descriptors	Specific Content
<p><b>Band 3: some control</b> 11-15 marks</p> <ul style="list-style-type: none"> <li>Communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader.</li> <li>Some variety and conscious control of sentence structures for effect.</li> <li>Ideas are logically sequenced with paragraphs marking a shift in focus.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use detail to develop and support ideas on entertainment and audiences; may use sources.</li> <li>May begin to engage reader through use of rhetorical questions and direct address.</li> <li>Demonstrates awareness of the needs of a magazine article eg logical progression from one point to the next.</li> <li>Generally uses accurate Standard English.</li> </ul>
<p><b>Band 2: simple</b> 6-10 marks</p> <ul style="list-style-type: none"> <li>Communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary.</li> <li>Some sustained use of a range of sentence structures.</li> <li>Some sustained sequencing of ideas with usually random paragraphing.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some ideas about entertainment and/or audiences; explains these with some simple detail; may use and/or copy sources.</li> <li>Evidence of some attempt to write a magazine article eg an appropriate opening.</li> <li>Some sustained use of accurate Standard English.</li> </ul>
<p><b>Band 1: some attempt</b> 1-5 marks</p> <ul style="list-style-type: none"> <li>Some attempt to communicate relevant meaning.</li> <li>Some attempt to organise ideas into sentences.</li> <li>Some simple sequencing of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses some view(s) about entertainment and/or audiences; may copy from sources.</li> <li>May give example(s) relating to entertainment.</li> <li>Occasional use of accurate Standard English.</li> </ul>
<p>0 marks</p>	<p>Nothing worthy of credit.</p>

**W4 (questions 6 and 7): Demonstrate technical accuracy in grammar, punctuation and spelling**

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