

# INTERNATIONAL GCSE ENGLISH LANGUAGE 9270/2

Paper 2 – Source-based Reading and Directed Writing

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Mark scheme

June 2019

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Version: 1.0 Final

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. Explain why Fabio the robot was not a success, according to the article.</b>	<b>6</b>
	<p><b>AO1:</b>  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</p> <p>Marks are awarded for the appropriate selection and use of detail. 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/ offer unsupported assertion</b> e.g.</p> <ul style="list-style-type: none"> <li>• Fabio was scaring customers.</li> <li>• The robot wasn't very good at his job.</li> </ul> <p><b>Award 3 – 4 marks</b> for answers which <b>use detail to explain</b> e.g.</p> <ul style="list-style-type: none"> <li>• According to the article, customers started to avoid Fabio because his 'enthusiasm' was too much for them and they weren't used to this when they were shopping.</li> <li>• Fabio was popular at first. However, he soon found it difficult to 'hear customers' requests' over the noise in the shop and he couldn't cope with this.</li> </ul> <p><b>Award 5 – 6 marks</b> for answers which <b>offer a coherent explanation</b>; may demonstrate awareness of more subtle ideas e.g.</p> <ul style="list-style-type: none"> <li>• The article suggests that Fabio was initially popular as he was a novelty with his 'jokes, hugs and greetings'. However, he soon began 'irritating customers' who were perhaps overwhelmed by his 'enthusiasm' and he was unable to adapt his behaviour like a human would.</li> <li>• Customers began 'avoiding' Fabio as he was too enthusiastic in his approach and he was not able to be specific with his instructions. Instead he gave a 'general direction' which was not useful to the customers. He also struggled with 'background noise', which then 'confused' him, and he was not able to deal with requests in the way a human would.</li> </ul>	

2	<b>Read Source B. What does the writer find interesting about the impact of the smartphone in India?</b>	8
	<p><b>AO1:</b>  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</p> <p>Marks are awarded for the appropriate selection, use and consideration of detail. Better responses are likely to infer and explore. 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 literal detail; may make simple comment</b> e.g.</p> <ul style="list-style-type: none"> <li>• The writer likes it, 'What a nice story.'</li> <li>• She thinks people wouldn't do this in the west.</li> </ul> <p><b>Award 3-5 marks</b> for answers which <b>use detail to begin to develop relevant comment</b> e.g.</p> <ul style="list-style-type: none"> <li>• The writer admires how once Indian people own a smartphone, 'their instinct is to be cheery and friendly'. This shows that smartphones have a positive impact in India.</li> <li>• She thinks that the Indians' friendly behaviour might seem 'comical' to Westerners and awkward. She also says that Google didn't really understand what was happening at first.</li> </ul> <p><b>Award 6-8 marks</b> for answers which <b>offer supported developed comment; likely to infer and/or explore</b> e.g.</p> <ul style="list-style-type: none"> <li>• The writer admires how the Indians have adapted western technology rather than copy western habits. The writer finds it interesting that people want to send greetings and that they decorate these messages with 'cheerful things'. She sees it as a 'human' act to want to communicate for the emotional pleasure it gives, revealing the positive and generous nature of the Indian people.</li> <li>• She considers the contrasting use of smartphones as significant in revealing cultural differences between India and the west. She seems to find it ironic that India uses a western invention in a new and unanticipated fashion.</li> </ul>	

3	<b>Refer to Sources C and D. What do sources C and D suggest about the different effects of technology on communication?</b>	9
	<p><b>AO1</b>  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.</p> <p>Marks are awarded for the appropriate identification and consideration of the views presented in the named sources. Better answers are likely to explore the views presented in both sources 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 one or both sources</b> e.g.</p> <ul style="list-style-type: none"> <li>• Source C shows people using technology together.</li> <li>• Source C shows people communicating together using technology in a positive way. Source D is saying that using social media is not a good way to communicate.</li> </ul> <p><b>Award 4-6 marks</b> for answers which <b>begin to explain and/or develop comment on one or both sources; may compare</b> e.g.</p> <ul style="list-style-type: none"> <li>• In Source C both of the images suggest that technology brings people together. They show that technology helps children play together and helps adults communicate in work places.</li> <li>• Both source C and D imply that technology has altered the way we communicate with each other. Source D suggests that we are alone when we use technology and that the screen separates us from being with other people. Source C shows people sharing in technology, which contrasts with what is said in Source D.</li> </ul> <p><b>Award 7-9 marks</b> for answers which <b>offer a coherent supported explanation of the different effects in both sources; likely to infer</b>; may compare e.g.</p> <ul style="list-style-type: none"> <li>• Source D explores the idea that social networks are hindering how much teenagers are actually socialising in person. However, this is not suggested by the images in Source C, which suggest that the use of technology itself is a 'social' act. The two children are using the iPad together and appear positively engaged. The adults' body language suggests they are fully immersed in communicating, even with someone who is not physically there.</li> <li>• The images in Source C give the impression that technology can help create harmony and inclusivity. Source D, on the other hand, suggests that technology has helped to breed a more isolated and cruel generation, the 'faceless keyboard-tapping cretin leaving nasty comments', that use technology to hide behind.</li> </ul>	

4	<b>Read Source E. Explain how a relationship is established between the Biami and David Attenborough's team.</b>	8
	<p><b>AO1:</b>  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</p> <p>Marks are awarded for the appropriate selection and explanation of detail. 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/ offer unsupported assertion</b> e.g.</p> <ul style="list-style-type: none"> <li>• They had to make gestures.</li> <li>• They have brought gifts for each other.</li> </ul> <p><b>Award 3-5 marks</b> for answers which <b>use detail to explain</b> e.g.</p> <ul style="list-style-type: none"> <li>• The team use basic gestures such as smiling and the Biami understood this and smiled back, even though they didn't speak the same language.</li> <li>• So as not to be 'patronising' the team show that they want to trade gifts rather than just give them away. They use gestures both groups understand such as 'pointing' and 'touching fingers to indicate numbers.'</li> </ul> <p><b>Award 6-8 marks</b> for answers which <b>collate a range of relevant detail to explain and/or explore</b> e.g.</p> <ul style="list-style-type: none"> <li>• To form a relationship, communication is made through the use of eyebrow movement, 'the most mobile features of the face.' Understanding is common to both groups such as eyebrows close 'together to express disapproval' and raised eyebrows to express 'a wonder.' Attenborough establishes acknowledgement and acceptance from another Biami man when they copy each other's gestures.</li> <li>• The Biami start by standing their ground which is in itself, 'an act of great trust'. The relationship is built on this. The trading of items by both groups shows respect for each other and helps to develop a bond between them. The negotiation, 'nodding our head in agreement'...'shaking the head'...'did not want the beads', then shows neither group see themselves as superior and are able to further build a trusting relationship.</li> </ul>	



5	<b>Read Source F. Examine the methods the writer uses to create a sense of tension and excitement.</b>	9
	<p><b>AO1</b>  R1: Read and understand texts, selecting and utilising material appropriate to purpose  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.</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 e.g.</p> <ul style="list-style-type: none"> <li>• The writer describes how he felt 'sweat breakout' on his head, which shows that he is tense.</li> <li>• His dad put him on 'his shoulder', showing how excited he is.</li> </ul> <p><b>Award 4-6 marks</b> for answers which <b>begin to develop comment on detail and/or method</b> e.g.</p> <ul style="list-style-type: none"> <li>• The writer makes the incident seem tense as 'everyone stopped talking and was staring' at him as he began to write. It's like they froze as they watched the moment.</li> <li>• There is a sense of anticipation in the way his parents react to his writing. His mother moves to him in a 'choked way' as if she is hiding an 'inner excitement' she doesn't want to let out too soon. The writer describes how it was as if they were 'waiting for a miracle' which suggests the enormity of what he is about to do.</li> </ul> <p><b>Award 7-9 marks</b> for answers which <b>examine, analyse and/or explore detail and/or method</b> e.g.</p> <ul style="list-style-type: none"> <li>• The description of precise detail shows a strong sensory awareness. The adjective 'profound' suggests as intense stillness. The sounds of 'the water tap dripping'... 'the loud, ticking of the clock'... 'the soft hiss and crackle of the logs' combine to create the impression that something significant is about to happen.</li> <li>• The writer creates tension for the reader by using a series of verbs and description to emphasise the effort Christy has to apply in order to write. He 'stiffened', 'shook', 'sweated and strained' as he moves the chalk, suggesting extreme effort and focus. This is intensified as he describes how his 'hands were so tightly clenched' that his 'fingernails bit into the flesh' and how he 'nearly pierced' his lip with his own teeth, evoking a clear sense of tension as he attempts to write.</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>A newspaper is holding an essay writing competition with the title:</b></p> <p><b>‘Communication is more than just words.’</b></p> <p><b>Write your entry for this competition.</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></p> <p>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></p> <p>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 discussion; 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></p> <p>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 discuss; 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 e.g. 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 discussion 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 e.g. 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 communication; explains these with some simple detail; may use and/or copy from sources</li> <li>evidence of some attempt to write an essay e.g. 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 communication; may copy from sources</li> <li>may give example(s)</li> <li>occasional use of accurate Standard English</li> </ul>
<p>0 marks</p>	<p>Nothing worthy of credit.</p>

7	<p><b>A news website has claimed:</b></p> <p><b>‘Technology is ruining young people’s ability to communicate.’</b></p> <p><b>Write an article for your school website in which you argue your views on this statement.</b></p> <p><b>You may use information from the sources in Section A as well as your own ideas.</b></p>	40
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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 a website 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</li> </ul>	<ul style="list-style-type: none"> <li>range of details and ideas used to develop points about technology and communication; 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 an</li> </ul>

within and between paragraphs	<p>article e.g. use of quotation; relevant facts and/or statistics</p> <ul style="list-style-type: none"> <li>secure use of Standard English</li> </ul>
<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 technology and communication; 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 an article e.g. 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 technology and communication; explains these with some simple detail; may use and/or copy sources</li> <li>evidence of some attempt to write an article e.g. 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. Some simple sequencing of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>expresses an opinion about technology/communication; may copy from sources</li> <li>may give example(s) relating to technology/communication</li> <li>occasional use of accurate Standard English</li> </ul>
0 marks	Nothing worthy of credit.

**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>