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9270/1

PAPER 1 Literary Non-Fiction and Composition

Mark scheme

November 2020

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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 Examiner.

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 oxfordaqaexams.org.uk

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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: 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.

0	1
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 What does the writer find unsettling about being in a rain forest?

[5 marks]

R1 R2

Marks are awarded for the appropriate selection of detail and consideration of it. Better responses are likely to use detail to explain. Accept relevant detail drawn from introduction.

0 marks: nothing relevant

Award 1-3 marks for answers which **identify relevant isolated detail and/or offer unsupported assertion** e.g.

- There is no sunlight.
- It sometimes rains all the time.

Award 4-5 marks for answers which **collate relevant detail to explain** e.g.

- There are several things the writer mentions which he seems to find unsettling such as the soaring temperatures, the 'hysterical screeching', and the rain which, when combined with the heat, makes him feel like he's 'standing in a sauna under a hot shower'.
- He is particularly unsettled by the constant flow of insects which he was not expecting. There are all kinds of 'ants, bugs and assorted wrigglers' which drop down from the canopy of the rain forest. As he uses the word 'unfortunately' to describe this constant flow, we know he is not comfortable with it.

0	2
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How does the writer convey his attitude to the creatures in the rainforest?

[8 marks]

R1 R3 R4

Marks are awarded for the appropriate selection of detail and consideration of it with likely reference to effect and attitude. Better answers are likely to focus on language use and method.

0 marks: nothing relevant

Award 1-2 marks for answers which **identify relevant isolated detail and/or method**; may make simple comment or assertion e.g.

- The writer says that he 'frantically swats away these invaders' which shows he does not like them.
- He uses a simile when he says the insect is 'like a child holding a rifle'.

Award 3-5 marks for answers which **begin to develop comment on detail and/or method and/or attitude** e.g.

- The writer describes how he 'frantically' swats the creatures away and how he 'reacts with horror and manically' flicks and brushes. The words he chooses show how desperate he is to get rid of them and he seems to be very frightened and panicked by them.
- He makes the mosquito seem frightening by first describing it as being 'the size of a wasp' and then comparing its proboscis with a hypodermic needle. This again emphasizes its size and makes it sound both dangerous and capable of inflicting pain.

Award 6-8 marks for answers which **examine, analyse and/or explore detail and/or method and/or attitude** e.g.

- It is clear that the writer does not like these creatures by the way he describes them almost as though they are in a battle: the insects are 'invaders', his neck becomes a 'landing zone', and he seems to be 'winning the struggle'. The insects are given human characteristics as though they are choosing to battle with him: the ant is 'assertive' and there are 'pluckier arrivals'. He also writes of the 'primal fear' he experiences when he sees the scorpion, suggesting his reaction is deep-rooted and instinctive, and perhaps trying to justify his later question of whether such creatures are actually worth saving.
- When describing the mosquito, he uses imagery to develop the description and reveal some ambivalence in his attitude. The insect's proboscis is compared with 'a hypodermic needle', something most people are averse to, and is so large that the insect is likened to 'a child holding a rifle'. This is a very disturbing image and makes the reader think of both the insect's vulnerability (like a child it is easily killed) and also the unpredictable and unknowing damage it can do. Perhaps the writer is admitting that the creatures do not attack him through spite but simply because that is what they do.

0 3

How does the writer create a picture of deforestation for the reader?

[10 marks]

R1 R4

Marks are awarded for the identification and appropriate consideration of detail and method. Better responses are likely to examine and explore method and effect.

0 marks: nothing relevant

Award 1-3 marks for answers which **identify relevant isolated detail and/or method**; may make simple comment or assertion e.g.

- The writer says the 'huge stumps lie in their thousands, many of them charred'. This makes it sound like they have been on fire.
- He uses short sentences for effect such as: 'Nothing seems alive'.

Award 4-6 marks for answers which **begin to develop comment on detail and/or method and/or effect** e.g.

- The writer makes the deforestation seem terrible when he says that 'huge stumps lie in their thousands, many of them charred'. The earth is 'churned into ugly ridges' which makes it sound unnatural and not nice to look at. Also the area is compared with a 'giant prairie' which emphasizes that there are no living trees to be seen at all. They are now just 'junk timber'.
- The writer uses short sentences such as 'Nothing seems left alive'. This emphasizes the point that everything is dead and shows how different it is to earlier when it was full of sound and insects. Now 'there are no birds' and 'the insects seem to have vanished'.

Award 7-10 marks for answers which **examine, analyse and/or explore detail and/or method and/or effect** e.g.

- One of the main ways the writer does this is by focusing on what remains of the trees. They are now 'huge stumps' and they lie 'in their thousands', the size and number being emphasized by 'huge' and 'thousands'. They are 'charred' which suggests blackened and without foliage. The trunks are 'shattered' and 'their branches twisted' as though they died in agony. They are compared with buildings destroyed in war which are 'grey as concrete', the lack of colour again emphasized. The scene is one of 'carnage', again a word suggesting death and violent destruction, reminding the writer of 'urban warfare'.
- He structures the passage to give maximum impact to his description of deforestation. He starts by setting expectations: 'the lone tree, the miles of bare dry soil'. But then he describes the reality which is much more devastating. The short sentence, 'Nothing seems alive', emphasizes the devastation as it contrasts with previous scenes in which the rainforest was teeming with life. He then compares the scene to that of a town destroyed by warfare. To make clear that this was not caused by tanks or artillery he paragraphs: 'It was bulldozers. Linked by chains.' The effect of the paragraphing of these two short sentences is to make the reader pause and reflect on the brutal devastation before reading the fuller explanation of how this destruction was brought about.

0 4 Why do you think the writer feels 'a bit sorry' for the men?

[7 marks]

AO1: R1 R3

Marks are awarded for appropriate selection of detail and consideration of it. Better answers are likely to offer developed explanation and may touch on more subtle points.

0 marks: nothing relevant

Award 1-2 marks for answers which **identify relevant isolated detail and/or make simple comment** e.g.

- The writer feels sorry for them because their day's labour was wasted.
- He feels sorry for the men because they have a fine to pay and maybe they will go to prison.

Award 3-5 marks for answers which **begin to collate and use detail to explain** e.g.

- The writer feels sorry for them because they look miserable. They've worked hard all day but now their work has been wasted. Their truck will be impounded as well as the tree trunks so they won't be able to make any more money and they also have a long journey before they can get home that night.
- He might feel sorry for them because they have already been caught stealing logs and have to pay off a fine. It seems that this is the only way they can pay the fine off and yet it just gets them into more trouble with the police and they will be given another fine which they can't pay.

Award 6-7 marks for answers which **offer a coherent, supported and developed explanation; likely to touch on more subtle points** e.g.

- The writer might feel sorry for them because they are poor and also they do not resist capture: 'He's been caught red-handed and admits it.' One of the loggers had a 'sheepish grin on his face' as though he knows he shouldn't be there. The writer realises that for these men this is a 'way of life' and there are 'thousands of others like them'. He also seems to feel sorry for them because they have worked hard all day and will have nothing to show for it. The tree trunks and the truck will be impounded but, also, they have a two-hour drive ahead of them and probably won't get home for a long time. He seems to recognise that, despite what they do for a living, they have a very hard life.
- He seems to realise that the men are caught in a hopeless situation. They seem to be very poor and need to make a living and the landowners encourage them to push into the virgin forest. But when they get caught they are fined and have their logs taken away from them while the landowner gains the right to bring the bulldozers in. Then, in order to pay the fine, these men have to go back into the forest to cut down more trees and risk the chance of being caught again. They seem to risk most and gain least.

0	5
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What do you learn from the **whole** passage about the problems facing those trying to save the rainforest?

[10 marks]

AO1: R1 R2 R3

Marks are awarded for the identification and appropriate consideration of detail. Better responses are likely to offer developed comment and to explore and infer meaning.

0 marks: nothing relevant

Award 1-3 marks for answers which **identify relevant isolated detail; may include simple comment or assertion** e.g.

- There are bulldozers linked by chains that tear down everything in their path so they do a lot of damage.
- There are many thousands of men prepared to cut down trees in the rainforest because it's their job.

Award 4-6 marks for answers which **begin to use detail to develop comment about the problems** e.g.

- One of the problems is that most people don't really understand what's going on. They think they do but, unlike the writer, they don't get to see the reality of deforestation. Maybe if they did, they would do more to stop it.
- The small-scale loggers are encouraged to cut down the trees by the landowners. When they do this, the landowners can claim the land is no longer virgin rainforest and then they avoid the heavy penalties for bringing in the bulldozers. They can make a lot of money from this.

Award 7-10 marks for answers which **offer developed, supported comment; likely to infer and/or explore**; may touch on more subtle points e.g.

- In the passage, the rainforest is shown to be an inhospitable environment. It is not easily accessed and even the writer is accompanied by a guide. It can also be dangerous, as is shown by the threat posed by mosquitoes and scorpions, especially those with red dots. There are other dangers too. The group are accompanied by an armed policeman, as the land beneath the trees is so valuable that the rush to gain from it can be 'anarchic and unrestrained'. Given these issues, it is very difficult for the 'small band of officials trying to stop deforestation' to be successful. They are pitched against the thousands of poor people, the big agro-industrialists and the physical dangers inherent in the rainforest.
- The problems are not limited to the rainforests. They are international. People in countries far away are reluctant to buy GM foods and so turn away from the largest producer of GM soya, the USA. They provide the market for the non-GM soya grown in the fertile soil of the rainforests once the trees have been removed. If there was not such a high international demand for this product, then the big agro-industrialists would lose their market and there would be no gain in destroying vast areas of rainforest.

Section B: Writing

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.

0 6

Describe a scene from the natural world'

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>26–30 Marks</p> <ul style="list-style-type: none"> 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 Sophisticated manipulation of sentence structures for clarity, purpose and effect Creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> Cogent focus on scene Fully integrated descriptive detail Compelling personal voice and/or skilful manipulation of reader's response Sophisticated use of Standard English
<p>Band 5: assured</p> <p>21–25 Marks</p> <ul style="list-style-type: none"> 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 Assured and ambitious use of a range of sentence structures for clarity, purpose and effect Assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> Selectively and effectively uses a range of devices to describe the scene Uses structure (eg contrast/zooming in) to good effect Begins to anticipate and address potential reader response Assured use of Standard English
<p>Band 4: secure</p> <p>16–20 Marks</p> <ul style="list-style-type: none"> Communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response Varied sentence structures securely used to create different effects Clearly organised with coherent links formed within and between paragraphs 	<ul style="list-style-type: none"> Clear selection of detail to enhance description of the scene Vocabulary is clearly selected to enhance description Engagement of reader may be sustained through direct address Secure use of Standard English

<p>Band 3: some control</p> <p>11-15 marks</p> <ul style="list-style-type: none"> Communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader Some variety and conscious control of sentence structures for effect Ideas are logically sequenced with paragraphs marking a shift in focus 	<ul style="list-style-type: none"> Some clear focus on the scene Deliberately uses details and language to describe the scene Shows some deliberate use of techniques to engage the reader Generally uses accurate Standard English
<p>Band 2: simple</p> <p>6-10</p> <ul style="list-style-type: none"> Communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary Some sustained use of a range of sentence structures Some sustained sequencing of ideas with usually random paragraphing 	<ul style="list-style-type: none"> Makes some linked points relevant to the scene May occasionally use adjectives with some effect Some sustained use of accurate Standard English
<p>Band 1: some attempt</p> <p>1-5 Marks</p> <ul style="list-style-type: none"> Some attempt to communicate relevant meaning Some attempt to organise ideas into sentences Some simple sequencing of ideas 	<ul style="list-style-type: none"> Makes some points relevant to place May use simple descriptive words and phrases Occasional use of accurate Standard English
<p>0 Marks</p>	<p>Nothing worthy of credit</p>

0 7 Write a story with the title: 'The game is up!'

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>26–30 Marks</p> <ul style="list-style-type: none"> 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 Sophisticated manipulation of sentence structures for clarity, purpose and effect Creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> Plot, setting and characterisation wholly convincing within context Integrates a range of narrative strands and/or complex details Compelling personal voice and/or subtlety of purpose and ability to manipulate reader response Sophisticated use of Standard English
<p>Band 5: assured</p> <p>21–25 Marks</p> <ul style="list-style-type: none"> 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 Assured and ambitious use of a range of sentence structures for clarity, purpose and effect Assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> Plot, setting and characterisation designed to interest and engage Selectively and effectively uses a range of linguistic and/or structural devices (eg flashback) to sustain narrative Begins to anticipate and address potential reader response Assured use of Standard English

<p>Band 4: secure</p> <p>16–20 Marks</p> <ul style="list-style-type: none"> Communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response Varied sentence structures securely used to create different effects Clearly organised with coherent links formed within and between paragraphs 	<ul style="list-style-type: none"> Clear evidence of plot with some clear attempt to provide setting and/or characterisation Details and vocabulary are clearly selected to enhance narrative Engagement of reader may be sustained through direct address Secure use of Standard English
<p>Band 3: some control</p> <p>11-15 Marks</p> <ul style="list-style-type: none"> Communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader Some variety and conscious control of sentence structures for effect Ideas are logically sequenced with paragraphs marking a shift in focus 	<ul style="list-style-type: none"> Usually sustains first, second or third person account in a recognisable narrative Events are linked through appropriate vocabulary choices Shows some deliberate use of techniques to engage the reader Generally uses accurate Standard English
<p>Band 2: simple</p> <p>6-10 Marks</p> <ul style="list-style-type: none"> Communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary Some sustained use of a range of sentence structures Some sustained sequencing of ideas with usually random paragraphing 	<ul style="list-style-type: none"> Makes some linked points to create a chronological story Shows awareness of the need to include details to interest reader Some sustained use of accurate Standard English
<p>Band 1: some attempt</p> <p>1-5 Marks</p> <ul style="list-style-type: none"> Some attempt to communicate relevant meaning Some attempt to organise ideas into sentences Some simple sequencing of ideas 	<ul style="list-style-type: none"> Makes some points relevant to a story May use simple narrative techniques eg the use of 'then' Occasional use of accurate Standard English

0 Marks	Nothing worthy of credit
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0 8 'All choices have consequences.' Discuss.

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>26–30 Marks</p> <ul style="list-style-type: none"> 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 Sophisticated manipulation of sentence structures for clarity, purpose and effect Creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> Cogent focus on subject integrates a range of complex details and ideas to promote viewpoint Compelling personal voice and/or skilful manipulation of reader's response Sophisticated use of Standard English
<p>Band 5: assured</p> <p>21–25 Marks</p> <ul style="list-style-type: none"> 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 Assured and ambitious use of a range of sentence structures for clarity, purpose and effect Assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> Develops discussion and promotes viewpoint Range of rhetorical devices used selectively and effectively; discourse markers effectively integrated Begins to anticipate and address potential reader response Assured use of Standard English
<p>Band 4: secure</p> <p>16–20 Marks</p> <ul style="list-style-type: none"> Communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response Varied sentence structures securely used to create different effects Clearly organised with coherent links formed within and between paragraphs 	<ul style="list-style-type: none"> Clear selection of detail to promote viewpoint Some use of rhetorical devices for effect; discourse markers used to navigate readers and support organisation Engagement of reader may be sustained through direct address Secure use of Standard English

<p>Band 3: some control</p> <p>11-15 marks</p> <ul style="list-style-type: none"> Communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader Some variety and conscious control of sentence structures for effect Ideas are logically sequenced with paragraphs marking a shift in focus 	<ul style="list-style-type: none"> Awareness of need to discuss with some relevant detail Discourse markers used to introduce and link ideas May begin to engage reader through simple use of rhetorical questions and direct address Generally uses accurate Standard English
<p>Band 2: simple</p> <p>6-10</p> <ul style="list-style-type: none"> Communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary Some sustained use of a range of sentence structures Some sustained sequencing of ideas with usually random paragraphing 	<ul style="list-style-type: none"> Makes some linked points relevant to subject May occasionally use discourse markers appropriately Some sustained use of accurate Standard English
<p>Band 1: some attempt</p> <p>1-5 Marks</p> <ul style="list-style-type: none"> Some attempt to communicate relevant meaning Some attempt to organise ideas into sentences Some simple sequencing of ideas 	<ul style="list-style-type: none"> Makes some points relevant to subject May link some ideas relevant to subject Occasional use of accurate Standard English
<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>Band 5: sophisticated</p> <p>9-10 Marks</p> <ul style="list-style-type: none"> • demonstrates complete grammatical control • uses punctuation in a sophisticated way to guide and/or manipulate reader; may use creatively for effect • spells a wide range of complex and irregular words accurately; occasional lapses may occur
<p>Band 4: assured</p> <p>7-8 Marks</p> <ul style="list-style-type: none"> • demonstrates extensive grammatical control • uses a range of punctuation accurately to demarcate sentences and clauses, punctuate dialogue, and create a range of effects • spells a range of complex and irregular words accurately
<p>Band 3: secure</p> <p>5-6 Marks</p> <ul style="list-style-type: none"> • demonstrates generally secure grammatical control • sentence demarcation is secure and punctuation is used for effect; some accurate use of commas and/or semi-colons • spells commonly used complex and irregular words accurately
<p>Band 2: some control</p> <p>3-4 marks</p> <ul style="list-style-type: none"> • demonstrates limited grammatical control • capital letters and full stops are generally used correctly; begins to use punctuation for effect • basic spelling is accurate; some commonly used complex and irregular words spelt accurately
<p>Band 1: simple</p> <p>1-2 Marks</p> <ul style="list-style-type: none"> • demonstrates poor grammatical control • uses punctuation with occasional accuracy • basic spelling is usually accurate

0 Marks: nothing worthy of credit
