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# INTERNATIONAL GCSE ENGLISH LANGUAGE 9270/2

Paper 2 – Source Based Reading and Directed Writing

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Mark scheme

June 2022

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Version 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.

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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:**

This section assesses candidates' response to reading. The skills which are assessed are defined in AO1.

**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.**

<b>1</b>	<b>Read Source A. Why is Presint 18 parkrun popular, according to the article?</b>	<b>5</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 of detail and consideration of it. Better responses are likely to use detail to explain.</p> <p><b>0 marks:</b> nothing relevant</p> <p><b>Award 1-3 marks</b> for answers which <b>offer isolated relevant detail and/or unsupported assertion</b> eg</p> <ul style="list-style-type: none"> <li>• It is a flat course.</li> <li>• You can run quite fast on the course.</li> </ul> <p><b>Award 4-5 marks</b> for answers which <b>collate some relevant detail, may comment and/ or explain</b> eg</p> <ul style="list-style-type: none"> <li>• Because the course is quite flat, 'only has three turns' and you are running out and then back, it is easier to get a fast time, which is why people like doing it.</li> <li>• The article states that the course is close to the airport so it is 'convenient for those who are in the city or passing through'. It is also close to a lake that works as 'a natural cooling system', so the run is more pleasant in the high temperatures of the city.</li> </ul>	

2	<b>Read Source B. Why is Minecraft more than just another video game, according to the article?</b>	6
	<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</p> <p>Marks are awarded for the appropriate selection of detail and consideration of it. Better responses are likely to use detail to explain.</p> <p><b>0 marks:</b> nothing relevant</p> <p><b>Award 1-2 marks</b> for answers which <b>identify isolated relevant detail</b>; may make simple comment eg</p> <ul style="list-style-type: none"> <li>• It is like 'digital Lego'</li> <li>• You can watch other people playing Minecraft in videos to learn to be better at it.</li> </ul> <p><b>Award 3-4 marks</b> for answers which <b>begin to use detail to explain</b> e.g.</p> <ul style="list-style-type: none"> <li>• The writer describes how his children are part of a 'community' who play Minecraft and they work together in the game.</li> <li>• Minecraft is more than a game because it helps to bring children together. The writer also suggests that those who might have been 'dismissed for being too geeky' can be popular as they know a lot about the game.</li> </ul> <p><b>Award 5-6 marks</b> for answers which <b>offer a coherent overview</b>, may infer e.g.</p> <ul style="list-style-type: none"> <li>• Minecraft is described as having a 'community' of players, suggesting that they are a group of people with a common interest and work together. There is also a skill to playing the game and children will watch videos of more expert players in order to become better at playing themselves.</li> <li>• Christy Wyatt claims that Minecraft is like 'digital Lego' and children are building 'amazing' things on there. Another claim made in the article is that knowledge and skill in Minecraft is not seen as 'geeky' but rather it is 'social capital' which suggests that this knowledge can be traded and can help children to overcome difficulties with their peers at school.</li> </ul>	

3	<b>Read Source C. Examine how the writer presents his views on teenagers' reading habits.</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 of the views presented in the named source. Better answers are likely to explore the views and the methods; 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>offer isolated detail and/or simple comment</b> eg</p> <ul style="list-style-type: none"> <li>• He says that teenagers are reading more, but not books.</li> <li>• He refers to a study that shows seventeen year olds do not read for 'pleasure'.</li> </ul> <p><b>Award 4-6 marks</b> for answers which <b>begin to use detail to make some relevant comment</b>; may refer to methods eg</p> <ul style="list-style-type: none"> <li>• The writer lists all the different types of reading material teenagers are reading. However, he suggests they are worthless, as they are 'from everywhere and from nowhere'.</li> <li>• He supports his views by referring to two studies, one of them backed by talking to 'teachers and parents'. He also writes about 'his own observations' and 'spending a lot of time talking to teenagers in recent years'. This suggests he has spent some time on research, although it is not specific or detailed.</li> </ul> <p><b>Award 7-9 marks</b> for answers which <b>examine and/or explore viewpoint and/or method</b> eg</p> <ul style="list-style-type: none"> <li>• The writer uses lists as a way of emphasising his viewpoint. Not only does he list types of materials, which he dismisses as unworthy, he also lists the numerous other activities that teenagers prefer, such as texting, playing computer games, and watching TV to support his argument. The detailed list, which is wholly his point of view, reveals his prejudice towards young people</li> <li>• 'Work by the Pew Research Center and other organisations' is used to give authority to his views but we are not told anything about the research, particularly statistical evidence. Equally, 'my own observation' is only his point of view, possibly based on a pre-existing attitude. The writer makes generalisations as if all teenagers behave in the same way: 'much of their social life is now conducted on smartphones'.</li> </ul>	

4	<b>Look at Source D and read Source E. What do Sources D and E tell you about the challenges and rewards of playing a musical instrument?</b>	<b>10</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.  R3: Develop and sustain interpretations of writers' ideas and perspectives.</p> <p>Marks are awarded for the appropriate identification and synthesis of relevant detail in the named sources. Better answers are likely to develop comment and cross-reference; may infer and/or explore.</p> <p><b>0 marks:</b> nothing relevant</p> <p><b>Award 1-3 marks</b> for answers which <b>offer isolated detail and/or unsupported assertion</b> eg</p> <ul style="list-style-type: none"> <li>• Source D shows that people enjoy playing instruments together.</li> <li>• Source D shows a crowd enjoying the band. Source E tells us that you need a lot of skill to play an instrument well before you can perform on stage.</li> </ul> <p><b>Award 4-6 marks</b> for answers which <b>use detail to make some relevant comment</b> eg</p> <ul style="list-style-type: none"> <li>• In Source D both images show that making music together can be enjoyable, either working with a group or enjoying the appreciation of an audience.</li> <li>• In Source D, second image, the challenge is to play well for your fans. In Source E, learning to play an instrument takes time, 'three years on' and it can be complicated, 'you have to blow in a special way'. It can be a personal challenge, 'there are few short cuts' but ultimately it is rewarding, 'what an achievement!'</li> </ul> <p><b>Award 7-10 marks</b> for answers which <b>collate and use a range of relevant detail; may infer and/or explore</b> eg</p> <ul style="list-style-type: none"> <li>• The smiling faces in the first image in Source D shows that music making can be rewarding for the performers and allows different ages to mix and share ideas. The second image shows that a popular band can unite people but there will be pressure of the audience's expectation on the band to perform well.</li> <li>• In Source E the writer tells us that learning to play an instrument competently can be deceptive, 'I mean, how easy is it...'. Liking an instrument helps in persevering with the practice. Learning to play can be costly 'five thousand paid-for lessons' and time-consuming. The rewards can be very special 'I've never felt happier'. This is similar to the second image in Source D where the pleasure of the band can be in seeing the enthusiasm from the crowd for their music.</li> </ul> <p>Where candidates in 4-6 and 7-10 bands refer to one source only, the mark awarded is restricted to the bottom mark in that band.</p>	

5	<b>Read Source F. How does the writer help the reader to picture the Dragon Kite?</b>	<b>10</b>
	<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 detail, structure and/or linguistic techniques. Better responses are likely to examine and analyse language and the effect.</p> <p><b>0 marks:</b> nothing relevant</p> <p><b>Award 1-3 marks</b> for answers which <b>identify isolated detail and make simple comment</b> eg</p> <ul style="list-style-type: none"> <li>• It was a 'very special kind of kite'.</li> <li>• It looked like a 'crawling serpent'.</li> <li>• The writer describes it as 'creature' which helps the reader picture it like an animal.</li> </ul> <p><b>Award 4-6 marks</b> for answers which <b>begin to use detail to make relevant comment;</b> may refer to effects eg</p> <ul style="list-style-type: none"> <li>• The writer describes the kite as 'unlike any that had been seen' which tells the reader it was different and perhaps unusual. He then goes on to describe it as having 'the appearance of a crawling serpent', creating the impression there is something strange about it.</li> <li>• The kite is described as though it is alive and has a mind of its own. Firstly, the writer describes how it 'soared', was 'wriggling' and 'pulled fiercely', giving the reader the image of a creature which wants to escape.</li> </ul> <p><b>Award 7-10 marks</b> for answers which <b>examine, analyse and/or explore detail and/or effect</b> eg</p> <ul style="list-style-type: none"> <li>• The kite is described as something 'special' and different. The writer describes the kite as a 'crawling serpent', detailing its 'eyes made of mirrors' and how it has a 'head' and 'tail', giving the reader the impression that this kite is both sinister and powerful, potentially a threat. This sense of power is developed further with the idea that 'only Mehmood could manage it'; as if only its creator understands it.</li> <li>• The description of the kite as something like a 'living, complaining creature' helps the reader to picture both its beauty and power. It appears to almost come to life as the writer describes it with a series of verbs such as 'soared', 'pulled' and 'leaped', and how it seemed to be 'determined to be free'. The idea that Mehmood never made another kite like it helps the reader to picture something rare and almost 'supernatural' in its power.</li> </ul>	



## **Section B**

This section assesses candidates' writing. The skills which are assessed are defined in AO2.

### **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 (30 marks).

W4 is assessed in the final template (10 marks).

### **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 from 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>	<b>Do teenagers read seriously anymore?</b> Write your response to the writer in which you give your views about teenagers' reading habits.	<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 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 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></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 promote viewpoint; may use sources</li> <li>uses rhetorical devices for effect; discourse markers used to navigate readers and support organisation</li> <li>begins to sustain reader engagement through a variety of elements e.g. direct address, use of quotation</li> </ul>

	<ul style="list-style-type: none"> <li>secure use of Standard English</li> </ul>
Generic Skills Descriptors	Specific Content
<b>Band 3: some control</b>  11-15 Marks <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 viewpoint and support ideas; may use sources</li> <li>may begin to engage reader through use of rhetorical questions and direct address</li> <li>demonstrates logical progression from one point to the next</li> <li>generally uses accurate Standard English</li> </ul>
<b>Band 2: simple</b>  6-10 Marks <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 what they think; explains these with some simple detail; may use and/or copy from sources</li> <li>evidence of some attempt to formulate a response e.g. an appropriate opening</li> <li>some sustained use of accurate Standard English</li> </ul>
<b>Band 1: some attempt</b>  1-5 Marks <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 a view about teenagers and reading; may copy from sources</li> <li>may give example(s)</li> <li>occasional use of accurate Standard English</li> </ul>
0 Marks	nothing worthy of credit

7	<b>Write an article for students advising them on how to make the best use of their free time.</b>	<b>40</b>
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<b>Generic Skills Descriptors</b>	<b>Specific Content</b>
<b>Band 6: sophisticated</b>  26–30 Marks <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 advice; may use sources</li> <li>skilful manipulation of reader's response</li> <li>voice is consistently matched to needs of student audience</li> <li>sophisticated use of Standard English</li> </ul>
<b>Band 5: assured</b>  21–25 Marks <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 advice; 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>
<b>Band 4: secure</b>  16–20 Marks <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 use of free time; 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 advice article 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></p> <p>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 use of free time; 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 article e.g. an engaging opening</li> <li>generally uses accurate Standard English</li> </ul>
<p><b>Band 2: simple</b></p> <p>6-10</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 use of free time; 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 introductory paragraph</li> <li>some sustained use of accurate Standard English</li> </ul>
<p><b>Band 1: some attempt</b></p> <p>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 an idea about free time; 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>

**W4: Demonstrate technical accuracy in grammar, punctuation and spelling.**

Generic Skills Descriptors
<p><b>Band 5: sophisticated</b></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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><b>0 Marks:</b> nothing worthy of credit.</p>