

OXFORD

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INTERNATIONAL GCSE ENGLISH LANGUAGE 9270/1

Paper 1 - Literary Non-Fiction and Composition

Mark scheme

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2 2 B Y 9 2 7 0 1 / M S

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.

1	How does the writer set the scene?	6
	<p>R1 R4 Marks are awarded for the appropriate selection of detail/method and consideration of it. Better responses are likely to explain.</p> <p>0 marks: nothing relevant</p> <p>Award 1-2 marks for answers which identify relevant isolated detail and/or make simple comment eg</p> <ul style="list-style-type: none"> • The writer says it's raining and late afternoon. • He makes it sound like it's not a nice day. <p>Award 3-4 marks for answers which begin to develop comment on relevant detail and/or method eg</p> <ul style="list-style-type: none"> • The writer describes the weather, saying it's raining and windy. He also describes the place which is a beach, miles long, where the tide is out and there are rock pools exposed. • The writer gives a personal view of the scene, describing it in the first person. He emphasizes that he's on his own with a short sentence: 'So here I am'. <p>Award 5-6 marks for answers which offer overview of 'scene'; likely to examine and/or explore detail and/or method eg</p> <ul style="list-style-type: none"> • The writer offers a range of details relating to the scene, interlinking the place and its location, the time of day, the weather and his personal situation. We learn it's a large, deserted beach in England where the weather is wet and windy. It's late afternoon and he's walking on his own because he's in the process of leaving his partner and is hoping the wind will clear his head. • The writer uses pathetic fallacy to make the weather reflect his feelings. He's emotionally unstable and the blue-grey clouds 'piled' in the sky are a physical echo of the problems that are weighing him down. 	

2	How does the writer help the reader to picture the shark?	10
	<p>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.</p> <p>0 marks: nothing relevant</p> <p>Award 1-3 marks for answers which identify relevant isolated detail and/or method eg</p> <ul style="list-style-type: none"> • The writer says that it's nothing like a goldfish to help the reader picture it. • He calls the shark a 'dark, sleek, serious thing'. <p>Award 4-6 marks for answers which begin to develop comment on detail and/or method and/or effect eg</p> <ul style="list-style-type: none"> • The writer uses the image of a goldfish being lifted out of its tank to contrast with the appearance of the shark so the reader knows that it does not look 'useless' or hopeless. • He uses adjectives to describe the shark. At first from a distance, it's a 'sinuous, solid black something'. Later, as he looks more closely, he calls it a 'dark, sleek, serious thing'. The adjectives make it sound like a stone in that it's solid, but also a bit mysterious and strange. <p>Award 7-10 marks for answers which examine, analyse and/or explore detail and/or method and/or effect eg</p> <ul style="list-style-type: none"> • The writer addresses the reader directly, using an image that might be familiar: a goldfish being lifted out of its tank. He describes this in detail, 'a sort of round, deflated, useless creature, wriggling hopelessly', a fish that seemingly lacks power, purpose and strength, only to confirm that 'this is nothing at all like that'. This clever technique draws the reader in by conjuring up the familiar, and then forces the reader to picture the opposite of this. • He structures the description so that the reader sees the shark materializing in the same way he did. At first it is 'sinuous' and 'solid black', then transforming into 'dark, sleek' and 'serious'. The adjectives create a sense of mystery, of something gradually being revealed, which is reinforced by the references to the shark itself; first it is a 'something', then a 'thing', with the final description contradicting earlier adjectives and closely defining its actual nature and appearance: 'a small, grey/brown, perfectly formed shark'. 	

3	What problems does the writer face in lines 37-71?	6
	<p>R1 R2 R3 Marks are awarded for appropriate selection of detail and consideration of it. Better answers are likely to explain more subtle points.</p> <p>0 marks: nothing relevant</p> <p>Award 1-2 marks for answers which identify relevant isolated detail; may make simple comment eg</p> <ul style="list-style-type: none"> • The shark is trapped in the rock pools. • He doesn't know how to get it into the water. <p>Award 3-4 marks for answers which offer a range of detail and/or begin to develop some comment; may refer to the writer's feelings eg</p> <ul style="list-style-type: none"> • As the tide has gone out, the shark has become trapped in the rock pools and will die if the writer doesn't rescue it. • He has a plan to rescue the shark which is to get hold of it and 'physically put it back in the sea' but the shark could bite so this could be quite a dangerous thing to try to do. <p>Award 5-6 marks for answers which collate a range of detail; may to refer to more subtle points eg</p> <ul style="list-style-type: none"> • He realises that the shark has become stranded in the rock pools as the tide has gone out. It keeps trying to escape but will eventually lose strength and die if it's not returned to the open water. There is no one else around to help so any rescue attempt is the sole responsibility of the writer. • His ignorance of sharks is a significant problem as he doesn't know how solid it is and whether he will injure it by grabbing hold of it. Added to that, he's very aware of the shark's teeth and the damage they could do to him. Although the shark is small, the rescue attempt is relatively dangerous for him, particularly as there is no one to raise an alarm if he is injured. 	

4	Explain how the writer overcomes the new difficulties and dangers described in lines 72-113.	8
	<p>R1 R2 R3 Marks are awarded for the appropriate selection of detail and consideration of it with likely reference to effect. Better answers are likely to focus on language use and/or technique.</p> <p>0 marks: nothing relevant</p> <p>Award 1-3 marks for answers which identify relevant isolated new difficulty and/or danger; may make simple comment eg</p> <ul style="list-style-type: none"> • The shark is still stuck. • The writer makes a huge effort to get the shark back into the sea. <p>Award 4-6 marks for answers which use detail to explain and/or comment on how the writer overcomes the new difficulties and/or dangers eg</p> <ul style="list-style-type: none"> • The writer realises that the tide is still going out which means that the shark is still stuck in another rockpool. To free it, he has to carry the shark out into the sea. • The writer says that the shark is angry with him which makes it more dangerous. The water is very cold which could also be a danger for the writer. Luckily for him he manages to throw the shark in front of him and it swims into the sea. <p>Award 7-8 marks for answers which offer a coherent and developed explanation relating to how the writer overcomes the new difficulties and dangers eg</p> <ul style="list-style-type: none"> • The writer reaches the top of the beach before realizing that the tide is still going out and the shark is still stuck. This means that the first thing he has to do is make his way back down the beach. He realizes that the task is more complex than he had thought. He has to carry the shark into the water and throw it in ahead of him. He has to walk carefully to make sure he doesn't drop the shark as there are submerged rocks which could trip him up. • This situation is much more dangerous for the writer: he has to wade out into the sea while still wearing his jeans and shoes and carrying the shark; there are hazardous submerged rocks and the sea is 'very cold'. However, he faces these dangers alongside the additional threat of hypothermia. The shark is now angry and probably very frightened, making it more likely to bite him. Furthermore, the situation is in some ways beyond the writer's control: when he throws the shark into the water it could turn round and attack him. However, he remains determined and brave. Even though there is still no one around to help him, he launches the shark forward enabling it to swim away into the open water. 	

5	<p>What do you learn from the whole passage about the man telling the story? Support your answer with reference to the passage.</p>	10
	<p>R1 R2 R3</p> <p>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. Responses may validly draw on the introduction. The 'importance of the visit' may be implicit in the response.</p> <p>0 marks: nothing relevant</p> <p>Award 1-3 marks for answers which identify relevant isolated detail; may include simple comment or assertion eg</p> <ul style="list-style-type: none"> • The writer is in the process of leaving his partner so he's not happy. • The writer is determined to rescue the shark. <p>Award 4-6 marks for answers which begin to use detail to support comment relating to what is learnt; may infer eg</p> <ul style="list-style-type: none"> • The writer is staying at his aunt's seaside home in West Sussex, England. He's in the process of leaving his partner which he says is 'slow and painful'. It sounds as though he's gone to the seaside to get away from problems at home and 'to blow my brain clear of everything'. • The writer doesn't give up easily. Even when his first attempt to save the shark fails, he keeps trying until eventually he's successful. It's not easy to do this on his own, especially as the shark has sharp teeth, so it shows he's determined to succeed and that he cares about a helpless animal. <p>Award 7-10 marks for answers which offer developed, supported comment; likely to make more subtle inference and/or explore eg</p> <ul style="list-style-type: none"> • The writer is going through a difficult time in his life: 'I feel awful a lot of the time'. He is in the process of leaving his partner and is temporarily staying at his aunt's seaside home. At the start of the passage, it seems as though he is running away from his personal problems and trying to forget all about them. The incident with the shark, however, seems to give him the courage to face up to things. He could clearly see the 'obvious' solution to the shark dilemma and the close of the passage suggest that he can see the 'obvious' solution to his personal dilemma. The phrase 'set off home' suggests he is going to leave his aunt's and resolve his personal problems. • The writer is both determined and resourceful. He assesses the problem, sees a solution and acts on it decisively. This involves some personal risk – sharks have sharp teeth – but he is not deterred. Even when his first attempt fails, he resolutely tries again, this time with the added difficulty of wading through cold water in boots and jeans. He is prepared to take a further risk, throwing the shark forward into the water and not knowing if it will swim back and attack him. He is also thorough, waiting up to an hour to check that the shark is definitely free and out of danger. 	

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.

6	Describe a beach at different times of the year.	40
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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 a beach; difference may be implicit 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 a beach; difference may be implicit uses structure (eg contrast) 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 a beach; difference may be implicit 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

Generic Skills Descriptors	Specific Content
<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 a beach; difference may be implicit deliberately uses details and language to describe place 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 a beach and/or difference 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 a beach and/or difference may use simple descriptive words and phrases occasional use of accurate Standard English
<p>0 Marks</p>	<p>nothing worthy of credit</p>

7	‘Actions are more important than words.’ Discuss.	40
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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

Generic Skills Descriptors	Specific Content
<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 actions and/or words occasional use of accurate Standard English
<p>0 Marks</p>	<p>nothing worthy of credit</p>

Q8	Write a story which starts or ends with the word, 'Freedom'.	40
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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

Generic Skills Descriptors	Specific Content
<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
<p>0 Marks</p>	<p>nothing worthy of credit</p>

W4: 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
<p>0 Marks: nothing worthy of credit.</p>