

GCSE

English/English Language

NENG1H Understanding and producing non-fiction texts

Mark scheme

5700/5705

For Northern Ireland centres only

November 2014

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel which includes subject teachers. This mark scheme includes any amendments made at the standardisation events and is the mark scheme which was used in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to a Senior Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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

Marking methods

In fairness to candidates, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme and standardising scripts throughout the marking period.
3. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
4. The key to good and fair marking is **consistency**.

Marking using CMI+

All English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. You can annotate items in various ways. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
3. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
4. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
5. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you.

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where candidates use these terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work up through the descriptors to find the one which best fits
- apply formative annotation to assist in making your judgement, highlighting where skills descriptors have been met
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below
- apply summative annotation to justify your mark to the next reader.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

SECTION A: READING – Assessment Objectives

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- ii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

SECTION B: WRITING – Assessment Objectives

- i. Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

At least one third of the available credit is allocated to (iii).

Assessment Objective	Section A
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	Section B
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓
	One third of the marks available for Section B are allocated to this Assessment Objective

Read **Source 1**, 'Climate change: IPCC issues stark warning over global warming' by Robin McKie.

1 What do you understand from the article about the issues of global warming?

[8 marks]

AO2 i English AO3 i English Language	Skills
Band 4 'perceptive' 'detailed' 7-8 marks	<ul style="list-style-type: none"> offers evidence that the text is fully understood shows a detailed engagement with the text makes perceptive connections and comments about the issues presented in the text offers appropriate quotations or references to support understanding
Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> shows clear evidence that the text is understood shows clear engagement with the text begins to interpret the text and make connections between the issues contained in the text offers relevant quotations or references to support understanding
Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> shows some evidence that the text is understood attempts to engage with the text makes some reference to the issues mentioned in the text offers some relevant references or quotations to support what has been understood
Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> shows limited evidence that the text is understood shows limited engagement with the text makes limited reference to issues referred to in the text
0	Nothing to reward

Indicative Content:

Candidates' responses **may** include:

- The 'starkest warning yet' is to be given to political leaders that the dangers of global warming are increasing, so we should take notice of the scientists.
- The effects of burning fossil fuels and deforestation are now said to be affecting the whole planet like never before – that includes 'land surfaces, oceans and the atmosphere'.
- 'Extreme weather events' are on the increase in many regions of the world, whilst ice sheets continue to melt; this indicates that we will certainly be directly affected.
- Another devastating effect is that the amount of acid in the oceans could destroy the planet's

fragile coral reefs before the end of the century.

- We could be facing a 'runaway greenhouse effect' as human behaviour increases global temperatures by 2°C more than they were before industrialisation – facts which clearly indicate that we are to blame.
- But many people in Britain don't believe that global warming even exists - 19% said they don't, nearly four times the number with the same view in 2005. This seems a surprising level of scepticism.
- The world is 'on target' to release half a trillion tonnes of carbon in the next few decades – as much as the last 250 years. The number seems staggeringly high and adds to the sense of urgency in the report.
- One of the scientists said that we have to get away from 'our addiction to oil and coal.....It is as simple as that'.

Now read **Source 2**, “Ban drilling” say MPs as “wake-up call” shows Arctic ice melt could cause colder winters in UK’ by Louise Gray.

2 Explain how the headline and picture are effective and how they link to the text. [8 marks]

AO2 iii English AO3 iii English Language	Skills
Band 4 'perceptive' 'detailed' 7-8 marks	<ul style="list-style-type: none"> • offers a detailed interpretation of the effects of the headline • presents a detailed explanation and interpretation of what the picture shows and its effects • links the picture and the headline to the text with perceptive comments • offers appropriate quotations or references to support comments
Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> • shows clear evidence that the headline and its effects are understood • makes clear and appropriate links between the headline and the content of the text • offers a clear explanation of the effectiveness of the picture • links the picture to the content of the text • employs relevant quotations or references
Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> • shows some evidence that the headline and its effects are understood • attempts to link the headline to the content of the text • offers some explanation of how the picture is effective • attempts to link the picture to the content of the text
Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> • offers limited or simple comments on the effects of the headline • offers a limited or simple explanation of what the picture shows • shows limited appreciation of how the picture and headline link with the text
0	Nothing to reward
<p>Indicative content</p> <p>Candidates' responses may include:</p> <p>The Headline</p> <ul style="list-style-type: none"> • The use of speech marks, with the words reflected in the text, adds some authority and validity to the words in the headline. • 'Ban drilling' is a direct command which engages the reader because it seems like a clear directive from those in authority. • 'Wake up call' is a cliché deliberately used to be engaging and has a sense of alarm about it – the implication is that we have been asleep to the issue of the ice melting. A wake up call is an alarm. • 'Arctic ice melt' sums up the issue. 'Melt' is more effective than 'melting ice' – sounding like jargon, shorthand or journalistic. 	

- The extended alliteration – ‘could cause colder’ is perhaps a deliberate attempt to engage and emphasise by adding harsh sounds; perhaps resonating with the idea of more severe weather and harsher winters.

The Picture

- It juxtaposes heat, fire, flames with ice, which connects with climate change, and the fire seems to be melting the ice.
- The smoke from the drilling platform is evident – dirty, polluting, carbon-emitting and adding to global warming, illustrating the issue of fossil fuels.
- The ice shown in the picture has broken up, melted as mentioned in the headline/text.
- The drilling platform seems alien and intrusive in that environment, which it is changing, in fact, destroying.

Links

- Two of the phrases are repeated in the text; ‘wake-up call’ which is explained as the melting sea ice affecting the gulf stream and the UK climate – which people are not concerned enough about, and ‘Ban ... drilling’ is explained - because oil production and fossil fuels adds to the global warming problem.
- ‘Ban drilling’ also refers to eco-dangers such as ‘oil spills’ noted in the text ‘putting at risk even more delicate ecosystems’ and local species.
- ‘Arctic ice melt’ is explained in the text as the ‘rapid melting of the Arctic’ due to climate change.
- ‘Colder winters in UK’ is explained because the melting ice affects the gulf stream currents ‘that bring warmth to the UK’.
- MPs mentioned in the title were part of the cross party group mentioned in the text which recommended a ban on all drilling ‘until safeguards are introduced’.
- The picture clearly shows ‘the melting of sea- ice’.
- It also shows an oil platform ‘drilling for oil in the Arctic’.
- It also shows pollution from the fossil fuels the platform is burning, which illustrates the danger to the environment – ‘putting at risk even more delicate ecosystems because of oil spills’.

Now read **Source 3**, 'Alone' by Sir Douglas Mawson.

- 3** Explain some of the thoughts and feelings the writer has, alone in the Antarctic. [8 marks]

AO2 i English AO3 i English Language	Skills
Band 4 'perceptive' 'detailed' 7-8 marks	<ul style="list-style-type: none"> engages in detail with the events described in the text offers perceptive explanations and interpretations of the thoughts and feelings expressed employs appropriate quotations or references to support ideas
Band 3 'clear' 'relevant' 5-6 Marks	<ul style="list-style-type: none"> shows a clear understanding of the events described in the text clearly explains and begins to interpret thoughts and feelings employs relevant quotations or references to support understanding and interpretation
Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> shows some engagement with the text and the events described attempts some comments to explain thoughts and feelings offers some relevant quotations or references to support ideas
Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> shows limited engagement with the text offers limited or simple comments to explain thoughts and feelings may offer copying or irrelevant quotation
0	Nothing to reward

Indicative content

Candidates' responses **may** include:

- Having fallen partly through the snow, Douglas decided to try a different place 'hoping that there it would be better' which suggests that he was optimistic about getting across the crevasse.
- Having crashed through the ice completely the second time, he was pessimistic about reaching safety and contemplated what death - 'the end' - would be like. He thought he was going to die and bravely considered it objectively.
- Douglas thought the sledge would crash through the hole in the snow and kill him.
- 'Realizing the sledge was holding' and that he was still alive, he began to consider his position. He was feeling 'chilly' because of the snow filling his clothes. He had very calm, cool, brave thoughts, calculating his chances.
- Douglas thought he was too weak to climb the rope but determination got him to the top.
- He felt devastated at plunging back into the hole: 'exhausted, weak and chilled'. He felt that he

could do no more, that he had no strength and that this was the end.

- Douglas contemplated death again with some pleasure. He thought going to the 'Great Beyond' would be like a thrilling adventure, something to look forward to with no pain or exhaustion.
- He knew he had little time, and a surge of 'passion that burns the blood' – like an adrenaline rush, got him out.
- He felt so drained and strained at the end that all he could do was pass out.

NB The 'pivotal moment' or 'change' in his thoughts and feelings comes when he thought himself saved but then he plunged down again – he thought that 'all appeared to be well...'

Now you need to refer to Source 3, 'Alone', and **either** Source 1 **or** Source 2.

You are going to compare the use of **language** in **two** texts, one of which you have chosen.

- 4** Compare the ways in which **language** is used for effect in the two texts.
Give some examples and analyse the effects.

[16 marks]

AO2 i, iii English AO3 i, iii English Language	Skills
Band 4 'perceptive' 'detailed' 13-16 marks	<ul style="list-style-type: none"> • offers a full and detailed understanding of the texts in relation to language • analyses how the writers have used language to achieve their effects in the different contexts • offers appropriate quotations in support of ideas with perceptive comments • focuses on comparison and cross-referencing of language between the texts
Band 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none"> • shows clear evidence that the texts are understood in relation to language • shows a clear explanation of the effects of words and phrases in the different contexts • offers relevant quotations or references to support ideas • offers clear comparisons and cross references in relation to language between the two texts
Band 2 'some' 'attempts' 5-8 marks	<ul style="list-style-type: none"> • shows some evidence that the texts are understood in relation to language • shows some explanation of the effects of words and phrases in the different contexts • attempts to support responses with usually appropriate quotations or references • attempts to compare language use and make cross references
Band 1 'limited' 1-4 marks	<ul style="list-style-type: none"> • shows limited evidence that either text is understood in relation to language • offers limited explanation of the effects of words and phrases in the different contexts • offers very few examples with simple comments • shows limited ability to compare or make cross references
0	Nothing to reward
<p>Indicative content</p> <p>Candidates' responses may consider some of the following examples of language use:</p>	

Source 3

- Douglas describes falling: 'This time I shot through the centre of the snow in a flash' – the words 'shot through' and 'flash' show how quickly and unexpectedly the dramatic event happened – a gun-shot and a flash of light are instant and dramatic and usually result in something bad; the reader is also shocked and surprised at the speed of the 'plunge'.
- As he is falling through the crevasse, Douglas thinks he is going to die and he writes: 'the thought, "so this is the end", blazed up in my mind'. The word 'end' refers to the end of his life and the reader shares the horrible realisation of his inevitable death. The fact that he quotes the actual words brings an immediacy and poignancy to the thought. The word 'blazed' makes us think of fire and heat – the realisation leapt up at him like a tongue of flame, burning his mind. It also links with the fires of hell – he was falling down into the cauldron of hell at the moment of his death, ironically made out of a bottomless chasm of ice and snow.
- The triplet, 'exhausted, weak and chilled' helps the reader empathise with the desperate situation he was in by using words to build up his discomfort.

Source 1

- The writer employs descriptive language to help us picture the effects of global warming: 'ice sheets are dwindling at an alarming rate' uses the word 'alarming' to show that we should be concerned, worried, alerted to what is happening to the ice. '[D]windling' is effective because, although it means disintegrating or getting smaller, it sounds gentle until juxtaposed with 'alarming rate' – so there is some irony about the choice of word.
- The use of factual language is effective: '...humanity has emitted half a trillion tonnes of carbon by burning fossil fuels over the past 250 years, a process that has caused carbon dioxide levels to rise by 40%' – the large figures, 'trillion' and '40%' add scale and extent to the issues and authority to the writing. The word 'humanity' ensures that readers feel responsibility for what is happening.

Source 2

- The writer uses words and phrases to indicate a coming disaster or forecast difficult times ahead: 'warned', 'happening so fast', 'could be ice free in summer "in the next few years"'. These are intended to spread alarm and raise awareness of imminent problems.
- This is reinforced by the use of the cliché 'wake-up call' which is a literal alarm and a metaphorical goad into action aimed at all of us, not just oil companies.
- The repetition of the word 'risk' has the effect of emphasising the reader's concern or worry about issues and the emotive mental image given by the words 'oil spills' and 'droughts' reinforces this.
- There is almost emotional blackmail in the use of the phrase 'delicate ecosystems', likening them to fragile flowers or tiny children, which we will all be helping to destroy if we don't try to stop the drilling for oil in the Arctic.

Candidates need to take these, and/or similar, examples and effects and compare the different uses for different purposes made by the writers. Vivid words and images should be explained and interpreted for higher marks.

Candidates may include person, tense and devices but these need to be exemplified and their effects explained for higher marks.

5 Write an entry for your blog which describes a time when you were alone, and explain how you felt about it.

[16 marks]

AO3 i, ii English AO4 i, ii English Language	Skills
<p>Band 4 8-10 marks 'convincing' 'compelling'</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way
<p>Band 3 5-7 marks 'clear' 'success'</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences

<p>Band 2 3- 4 marks 'some' 'attempts'</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • some awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence
<p>Band 1 1-2 marks 'limited'</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features
<p>0</p>	<p>Nothing to reward</p>

AO3 iii English AO4 iii English Language	Skills
Band 3 5-6 marks	<ul style="list-style-type: none"> • uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • consistently uses standard English
Band 2 3-4 marks	<ul style="list-style-type: none"> • writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • usually uses standard English
Band 1 1-2 marks	<ul style="list-style-type: none"> • writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of some words in common use • sometimes uses standard English
0	Nothing to reward

6 The following view has been expressed in a national newspaper:

‘It’s wrong for people to be scared about global warming and be told to change their lifestyles. The planet will take care of itself, and we should be free to do the same.’

Write an article in which you argue for **or** against this point of view.

[24 marks]

AO3 i, ii English AO4 i, ii English Language	Skills
<p>Band 4 13-16 marks ‘convincing’ ‘compelling’</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is convincing, and increasingly compelling • form, content and style are consistently matched to purpose and audience, and becoming assuredly matched • engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details • writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract • uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained • shows control of extensive vocabulary, with word choices becoming increasingly ambitious <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs fluently linked paragraphs and seamlessly integrated discursive markers • uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way • presents complex ideas in a coherent way
<p>Band 3 9-12 marks ‘clear’ ‘success’</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates in a way which is clear, and increasingly successful • clear identification with purpose and audience, with form, content and style becoming increasingly matched • engages the reader with a range of material, with writing becoming more detailed and developed • writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response • uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader • shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • employs usually coherent paragraphs that are increasingly used to

	<p>enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers</p> <ul style="list-style-type: none"> • uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively • presents well thought out ideas in sentences
<p>Band 2 5-8 marks 'some' 'attempts'</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates ideas with some success • some awareness of purpose and audience, with increasingly conscious attempt to suit needs • engages the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas • register may vary between formal and colloquial or slang, but with some attempt to control tone • may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect • shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers • shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate • presents a number of related ideas in an increasingly logical sequence
<p>Band 1 1-4 marks 'limited'</p>	<p>Communication</p> <ul style="list-style-type: none"> • communicates few ideas with limited success • limited awareness of purpose and audience • engages the reader in a limited way by reference to one or two ideas that may be linked • register may vary between formal and colloquial or slang, sustaining neither • may use simple devices, such as the rhetorical question and lists, but not always appropriately • limited vocabulary with occasional selected word <p>Organisation of Ideas</p> <ul style="list-style-type: none"> • shows evidence of erratic paragraph structure, with little use of discursive markers • shows limited structural features
<p>0</p>	<p>Nothing to reward</p>

AO3 iii English AO4 iii English Language	Skills
Band 3 6-8 marks	<ul style="list-style-type: none"> • uses complex grammatical structures and punctuation with success • organises writing using sentence demarcation accurately • employs a variety of sentence forms to good effect including short sentences • shows accuracy in the spelling of words from an ambitious vocabulary • consistently uses standard English
Band 2 3-5 marks	<ul style="list-style-type: none"> • writes with control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is mainly accurate • employs a variety of sentence forms • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary • usually uses standard English
Band 1 1-2 marks	<ul style="list-style-type: none"> • writes with some control of agreement, punctuation and sentence construction • organises writing using sentence demarcation which is sometimes accurate • writes simple and some complex sentences • shows accuracy in the spelling of some words in common use • sometimes uses standard English
0	Nothing reward