



SPECIMEN

F

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH LANGUAGE (NI)

Unit A633: Information and Ideas (Foundation Tier)
Specimen Reading Booklet Insert

A633

**...day Month 2014
Morning/Afternoon**

Duration: 2 hours

INSTRUCTIONS TO CANDIDATES

- The materials in this READING BOOKLET INSERT are for use with the questions in Section A of the Question Paper.

INFORMATION FOR CANDIDATES

- This document consists of **8** pages. Any blank pages are indicated.



*Working together
for cleaner,
greener places*

ABANDONED VEHICLES: RUST IN PEACE



The Problem

The cost to the country of removing abandoned vehicles is a staggering £24 million a year. In 2003 over half a million people complained to their council about the problem of abandoned vehicles – with some councils spending as much as £80,000 a year.

Abandoned vehicles not only look unsightly but also pose a real danger from fires and injury. Often the result of or leading to crime, abandoned vehicles can add to the decline of an area, making residents feel unsafe and vulnerable.

How We Responded

A high-profile media campaign was launched, aimed at reducing the problem of abandoned vehicles. Specifically, the campaign set out to highlight to the general public the detrimental effect abandoned vehicles can have on the local environment and their direct link to anti-social behaviour. The campaign aimed to reduce the number of vehicles being abandoned by encouraging English local authorities to offer a free unwanted vehicle collection service for a period of two weeks during January 2005.

How We Campaigned

All English local authorities were invited to take part in a two-week amnesty when no action would be taken against those who had abandoned vehicles. During this period, participating councils offered a free collection and disposal service to all members of the public in their district who had a vehicle that they no longer had need for. 196 councils took part in the campaign and an average of 53 vehicles were collected as part of the initiative. An A3 poster was offered free of charge to all councils taking part, to help promote the scheme. The poster entitled 'Rust in Peace' was aimed at 17–35 year old males who research showed were most likely to abandon a vehicle. The poster was designed specifically for display in MOT centres and garages.

Media Coverage

The campaign was a huge success, resulting in widespread media coverage at both national and regional levels. The story was featured on over 30 radio stations including Radio 1, Radio 4, Five Live, Virgin and Classic FM, in addition to a whole range of regional BBC and independent commercial stations. TV coverage included BBC News and ITV regional news coverage. Regional newspaper coverage was also very high, featuring major newspapers in all areas of the country.

Results

The results of the campaign far exceeded expectations, with 196 councils offering a free collection service and with media coverage equivalent to £1.6 million being generated. An estimated 10,123 cars were surrendered during the amnesty. Of councils who already had a surrender service, 80% thought the numbers had increased as a result of the campaign. 88% of participating councils hailed the amnesty a success.

Litter Britain: Author Bill Bryson hits out at tide of trash

Today the American-born President of the Campaign to Protect Rural England tells the *News of the World* how councils must act to stop our country being trashed.

SOMETIMES it takes an outsider to tell people what they've got. Nowhere in the world is there a landscape more artfully worked or more lovely to behold than the countryside of Britain.

But when I look around the country today I see litter and rubbish piling up and ruining the landscape.

When I first came to Britain in 1972, I was instantly smitten with the place, and for all kinds of reasons.

But a big part of Britain's appeal was how tidy it was, how orderly, how civilised and well put together. Now we should be ashamed of the mess that we allow to greet visitors. Litter has increased relentlessly ever since I've been here – a whopping **500 PER CENT**.

Cleaning chewing gum off streets costs £150m a year



Britain has some of the toughest litter laws in Europe. But it's left to individual councils to decide on how to enforce them. And there's no consistent national approach.

In Southwark, south London, they track down the droppers and hit them with fixed penalties of up to £75. There were nearly 3,000 issued in the last year.

Other councils, such as Camden across the river, don't bother catching litter louts. Camden issued **ZERO** fines last year.



Half the population throw rubbish out of their cars

So that sends out a mixed message – in some places it's OK to drop your trash on the streets and in other places it's not.

In fact if you live in one of the **74** authorities that gave out no fixed penalty litter notices at all last year – you won't be caught at all. **EVER**.

Liverpool has spent £73 million on smartening up its streets for its year as Capital of Culture. But now they are being pock-marked with blackened gum, and this disgusting habit costs us nationally £150 million a year. At least in the cities most of the litter gets picked up at some point. But out in the countryside it becomes a more or less **PERMANENT** feature of the landscape.

70% of councils have never prosecuted a fly-tipper



The rubbish in rural areas is coming straight out of car windows. Half of people admit to throwing litter out as they go.

How anybody could trash a country as lovely as Britain is really beyond me. But things have got so bad that the Highways Agency now spends **£500 MILLION** every year just clearing up main roads.

You can dismiss a lot of littering as thoughtless laziness. But there is one form of littering that is both criminal and deliberate – **FLY-TIPPING**.

You'd think the authorities would be all over this, catching perpetrators and fining them. But **70 PER CENT** of councils have **NOT** prosecuted a single fly-tipper in the last **FIVE** years.

If we caught just **TWO PER CENT** of the people who do the fly-tipping – and that doesn't seem too ambitious a target for such a visible and oafish crime – and fined them just one twentieth of what the law allows, that would raise more than **£130 MILLION**.

Alternatively we can do as we are doing at present, and stand meekly by and just watch as another **50,000** heaps of squalor are dumped every week. And yet it only takes **TWO** things to crack the litter problem. You've got to **STOP** people dropping it in the first place – and when it's dropped you've got to get it **PICKED UP**.

For no one wants to live in a country that's only beautiful from the ankles up.

Do you agree with Bryson? We'll publish your views at notw.co.uk



URBAN TIP: London's litter-strewn Thameside



BRYSON: Britain is such a mess



COUNTY PILE: Rural fly-tipping blackspot

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Pp2–3, www.keepbritainty.org , *Keep Britain Tidy*

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SPECIMEN

F

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH LANGUAGE (NI)

A633

Unit A633: Information and Ideas (Foundation Tier)

Specimen Paper

Candidates answer on the Question Paper

...day Month 2014
Morning/Afternoon

OCR Supplied Materials

- Reading Booklet Insert

Duration: 2 hours

Other Materials Required:

None

Candidate Forename		Candidate Surname	
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Centre Number						Candidate Number				
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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink.
- Find the Reading Booklet Insert for Section A.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do **not** write in the bar codes.
- Do **not** write outside the box bordering each page.
- Write your answer to each question in the space provide;, however, additional paper may be used if necessary.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- **Section A** is worth **40** marks. You are advised to spend **about 1 hour** on it.
- **Section B** is worth **40** marks. You are advised to spend **about 1 hour** on it.
- The total number of marks for this paper is **80**.
- This document consists of **16** pages. Any blank pages are indicated.

Examiner's Use Only:	
Section A	40
Section B	40
Total	

Section A – Reading

You are advised to spend about one hour on Section A.

Question 1

Read carefully the passage *Abandoned Vehicles from the Keep Britain Tidy website on page 2–3 of the Reading Booklet Insert.*
Then answer Question 1a, 1b and 1c.

1

- (a) From **paragraph one** (beginning, ‘The cost to the country...’), write down **two** facts about the problem of abandoned vehicles.

Fact 1

..... [1]

Fact 2

..... [1]

- (b) In **paragraph two** (beginning, ‘A high-profile campaign...’) the website describes the negative consequences of vehicles being abandoned.

Identify **two** words which show negative consequences, and briefly explain the effect on the reader of each word you choose.

Word showing negative consequences of cars being abandoned	The effect of each word on the reader
1. [1] [1]
2. [1] [1]

.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [14]

Section B – Writing

You are advised to spend about one hour on Section B.

Question 3

Answer one question.

This answer will be marked for writing. Plan your answer and write it carefully. Think about why and who you are writing for. Leave enough time to check through what you have written.

Either

3

- (a)** A local politician has invited young people to suggest ways to make your local area a better place in which to live.

Write a letter to the politician in which you put forward your proposals.

You could write about:

- what needs to be improved about your area and why
- the improvements that you think should be made
- how different people would benefit from your proposals.

Begin your letter 'Dear Sir/Madam...'

[40]

Or

- (b)** A local newspaper is featuring a series of light-hearted articles called 'When Things Went Wrong'.

Write your account for the newspaper about a time when something went wrong for you or for someone you know.

The editor has suggested that you could use one of the following opening sentences or you may start with something completely different.

- 'If only I'd read the second page of the recipe...'
- 'I should have known better than to take part in a sponsored walk when...'

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

F

General Certificate of Secondary Education

ENGLISH LANGUAGE (NI)

A633

Unit A633: Information and Ideas (Foundation Tier)

Specimen Mark Scheme

The maximum mark for this paper is **80**.

SECTION A READING

Question 1 *Abandoned Vehicles*

CRITERIA

Candidates should demonstrate that they can:

- read and understand texts, selecting material appropriate to purpose, collating from different sources (AO2i).

QUESTION 1a (2 marks)	<p>Award one mark for each of the following, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • removing abandoned vehicles costs £24 million (a year) • over half a million complained to their council (in 2003) • some councils spend up to £80,000/huge amounts (a year). <p>There is no premium on own words in this answer. Selective copying is acceptable; verbatim copying is not.</p>
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QUESTION 1b (4 marks)	<p>Award one mark for each correct word chosen, up to a maximum of two marks.</p> <p>Award one mark for a valid explanation of the effect of the word chosen, up to a maximum of two marks.</p> <p>The examples here give some idea of possible responses:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">abandoned</td> <td>suggests cars have been deserted</td> </tr> <tr> <td>unsightly</td> <td>suggests not pleasant to look at</td> </tr> <tr> <td>danger</td> <td>suggests the cars represent a threat to personal safety</td> </tr> <tr> <td>fires</td> <td>has associations of danger</td> </tr> <tr> <td>injury</td> <td>suggests the danger posed by the cars</td> </tr> <tr> <td>crime</td> <td>reinforces link between cars and illegal activity</td> </tr> <tr> <td>decline</td> <td>suggests a deterioration</td> </tr> <tr> <td>unsafe</td> <td>indicates the lack of security (felt by the residents)</td> </tr> <tr> <td>vulnerable</td> <td>suggests openness to attack</td> </tr> </table>	abandoned	suggests cars have been deserted	unsightly	suggests not pleasant to look at	danger	suggests the cars represent a threat to personal safety	fires	has associations of danger	injury	suggests the danger posed by the cars	crime	reinforces link between cars and illegal activity	decline	suggests a deterioration	unsafe	indicates the lack of security (felt by the residents)	vulnerable	suggests openness to attack
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unsafe	indicates the lack of security (felt by the residents)																		
vulnerable	suggests openness to attack																		

**QUESTION 1c
(14 marks)**

Re-read the passage from the paragraph beginning 'A high-profile media campaign launched...' to the end of the text.

Using your **own words as far as possible**, outline the main features and results of the media campaign aimed at reducing the problem of abandoned vehicles.

Do **not** use quotations in your answer.

Candidates may refer to **some** of the following points.

- 1 Aim of campaign to reduce number of abandoned vehicles.
- 2 The audience of the campaign was the general public.
- 3 Campaign drew attention to negative effect on local environment
- 4 /and on the connection with annoying/anti-social behaviour.
- 5 Role of local authorities offering free collection service
- 6 /and a free service getting rid of the abandoned cars
- 7 /for a two-week period.
- 8 196/a high number of councils took part.
- 9 An average of 53 vehicles was collected per council
- 10 /or an estimated 10,123 cars in total.
- 11 A poster was used for advertisement purposes
- 12 /aimed at the target audience of males between 17 and 35
- 13 /displayed in MOT centres/garages.
- 14 Campaign was very successful.
- 15 Significant coverage across media outlets/radio/TV/regional newspapers
- 16 Media coverage worth £1.6 million in advertising.
- 17 88%/a large majority of councils regarded the amnesty as successful.

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication and is effectively self-penalising.
- 2 Tick valid points, but do not number them.
- 3 Write **R** for a point repeated.
- 4 Use the band descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark per point in this question.
- 5 You **may** (but are not obliged to) write a brief comment at the end of the answer to justify your mark. Do not make comments in the margin or body of the answer.
- 6 Write the unringed mark for 1c in the margin. Add marks for 1a, 1b and 1c and put the ringed total in the margin. Transfer the ringed total for Question 1 to the front page of the script.

NOTES ON THE TASK

- 1 Disregard any points used in 1a or 1b.
- 2 Features of higher band answers are likely to be an effective organisation of points and an ability to express points in own words (as far as possible). This is reflected in the band descriptors below.

QUESTION 1c**GENERIC BAND DESCRIPTORS**

*****Be prepared to use the FULL range*****

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	14 13 12	<ul style="list-style-type: none"> • A good range of points showing a secure understanding of the ways in which information and language contribute to the text's purpose. • Careful supporting references and some analytical comment. • Sound awareness of text and task.
4	11 10	<ul style="list-style-type: none"> • A range of points showing a sound understanding of the ways in which information and language contribute to the text's purpose. • Appropriate supporting references and an attempt at an analytical approach. • Task has been addressed for the main part.
5	9 8	<ul style="list-style-type: none"> • Easier information points show some understanding of the text's purpose. • Comments tend to be descriptive rather than analytical, and references may be inert. • Some focus on the task.
6	7 6	<ul style="list-style-type: none"> • Points likely to concentrate on simpler information and basic language features. • Assertions predominate, with minimal or no textual evidence in support. • A little evidence that the task has been understood.
7	5 4	<ul style="list-style-type: none"> • Some simple descriptive points. • Much indiscriminate re-telling of the content, or paraphrase. • Considerable misunderstanding of the passage and/or task.
8	3 2	<ul style="list-style-type: none"> • Only glancing references to the task. • May consist entirely of indiscriminate re-telling, without explanation or comment. • Almost complete misunderstanding of passage and task.
Below 8	1 0	<ul style="list-style-type: none"> • Answers will be brief and hesitant or rambling and unstructured. • Material selected will have little or no bearing on the task.

Question 2 Litter Britain**CRITERIA**

Candidates should demonstrate that they can:

- explain and evaluate how writers use presentational features to achieve effects and engage and influence the reader (AO2iii).

QUESTION 2a (6 marks)	How do the presentational features of this newspaper article add to its effect on the reader?
NOTES ON THE TASK	<p>Higher Band responses [Bands 4 and above] are likely both to identify clearly relevant presentation features (such as heading, strapline, sub-heads, photographs, captions, emboldening of text for statistics and key points) and to make reasonably sustained comments on the effects on the reader. At the top end there will be clear evidence that specific effects of features are analysed rather than described or listed.</p> <p>Middle Band responses [Bands 5 and 6] are likely to be characterised by a general awareness of the effects of presentational features, and by a descriptive rather than analytical approach. Examples at this level may be simply listed and amount to little more than feature-spotting with some basic and generalised comment.</p> <p>Lower Band responses [Bands 7 and below] are likely to show only a rudimentary understanding of the effects of presentational features. Comments on presentation are likely to be basic and generalised, at the level of spotting more obvious features such as use of large fonts and writing in columns.</p>

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication and is effectively self-penalising.
- 2 **Indicate by letter P** in the text each presentation point clearly made.
- 3 Put a **bracket** round the letter if a point has not been made clearly.
- 4 If a point has been repeated, use a capital **R**.
- 5 **Tick** explanatory/analytical comments. This will help to determine the extent of any analytical comment when making judgements about the relevant band in which to place an answer.
- 6 Use the band descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark per point in this question.
- 7 You **may** (but are not obliged to) write a brief comment at the end of the answer to explain your mark.
- 8 Put the unringed total for Question 2a in the margin.

QUESTION 2a**GENERIC BAND DESCRIPTORS**

*****Be prepared to use the FULL range!*****

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	6	<ul style="list-style-type: none"> • Clear and reasonably sustained analytical response. • Use of well-selected detail for support.
4	5	<ul style="list-style-type: none"> • Some evidence of analytical comment. • Use of some appropriate detail for support.
5	4	<ul style="list-style-type: none"> • Begins to develop a response; mainly descriptive. • Reference to some relevant detail.
6	3	<ul style="list-style-type: none"> • Some relevant comment. • Reference to a little detail.
7	2	<ul style="list-style-type: none"> • Straightforward points. • Features merely identified.
8	1	<ul style="list-style-type: none"> • Simple points. • Little, if any, specific detail.
Below 8	0	<ul style="list-style-type: none"> • Answer brief and hesitating or rambling and lacking relevance.

<p>QUESTION 2b (14 marks)</p>	<p>Bill Bryson feels strongly about the problem of litter in Britain. Explain how he expresses his opinions so strongly. In your answer you should write about:</p> <ul style="list-style-type: none"> • Bryson's opinions and the examples he gives • some of the words and phrases he uses.
<p>NOTES ON THE TASK</p>	<p>Higher Band responses [Bands 4 and above] are likely to identify clearly the writer's views and the passionate tone of voice in which he expresses them. Candidates are likely to identify and make some comment on emotive phrases such as 'ashamed', 'criminal and deliberate' and 'perpetrators'. At the top end there will be some evidence that language is being analysed and comments will be supported by appropriate reference.</p> <p>Middle Band responses [Bands 5 and 6] are likely to be characterised by a general awareness of the writer's views and by a descriptive rather than analytical approach. Quotations at this level may be simply listed and/or excessive in length. Where comments on language exist, they are likely to be generalised and/or repetitive. Language features may be logged, sometimes incorrectly or vaguely (e.g. 'the writer uses adjectives').</p> <p>Lower Band responses [Bands 7 and below] are likely to show only a rudimentary understanding of the writer's views. Comments on language are likely to be basic, generalised and in some cases erroneous. Responses may be characterised by much lifting of points and/or listing of quotations without comment or explanation. At the bottom end, there is considerable misunderstanding of both task and text.</p>

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication and is effectively self-penalising.
- 2 **Indicate by letter** in the text each point clearly made. Use:
 - letter **A** for OPINIONS and EXAMPLE points
 - letter **B** for points relating to LANGUAGE.
- 3 Put a **bracket** round the letter if a point has not been made clearly.
- 4 If a point has been repeated, use a capital **R**.
- 5 **Tick** explanatory/analytical comment on specific words and phrases. This will help to determine the extent of any analytical comment when making judgements about the relevant band in which to place an answer.
- 6 Use the band descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward a mark per point in this question.
- 7 You **may** (but are not obliged to) write a brief comment at the end of the answer to explain your mark.
- 8 Write the ringed total for Question 2b in the margin. Add the marks for 2a and 2b and put the ringed total in the margin. Transfer the ringed total mark for Question 2 to the front page of the script.

QUESTION 2b**GENERIC BAND DESCRIPTORS**

*****Be prepared to use the FULL range!*****

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	14 13 12	<ul style="list-style-type: none"> • A good range of points showing a secure understanding of the ways in which information and language contribute to the text's purpose. • Careful supporting references and some analytical comment. • Sound awareness of text and task.
4	11 10	<ul style="list-style-type: none"> • A range of points showing a sound understanding of the ways in which information and language contribute to the text's purpose. • Appropriate supporting references and an attempt at an analytical approach. • Task has been addressed for the main part.
5	9 8	<ul style="list-style-type: none"> • Easier information points show some understanding of the text's purpose. • Comments tend to be descriptive rather than analytical, and references may be inert. • Some focus on the task.
6	7 6	<ul style="list-style-type: none"> • Points likely to concentrate on simpler information and basic language features. • Assertions predominate, with minimal or no textual evidence in support. • A little evidence that the task has been understood.
7	5 4	<ul style="list-style-type: none"> • Some simple descriptive points. • Much indiscriminate re-telling of the content, or paraphrase. • Considerable misunderstanding of the passage and/or task.
8	3 2	<ul style="list-style-type: none"> • Only glancing references to the task. • May consist entirely of indiscriminate re-telling, without explanation or comment. • Almost complete misunderstanding of passage and task.
Below 8	1 0	<ul style="list-style-type: none"> • Answers will be brief and hesitant or rambling and unstructured. • Material selected will have little or no bearing on the task.

SECTION B WRITING**CRITERIA**

Candidates should demonstrate that they can:

- write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader (AO3i)
- 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 (AO3ii)
- use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (AO3 iii).

<p>QUESTION 3 (40 marks)</p>	<p>Either</p> <p>(a) A local politician has invited young people to suggest ways to make your local area a better place in which to live.</p> <p>Write a letter to the politician in which you put forward your proposals.</p> <p>You could write about:</p> <ul style="list-style-type: none"> • what needs to be improved about your area and why • the improvements that you think should be made • how different people would benefit from your proposals. <p>Begin your letter ‘Dear Sir/Madam...’</p> <p>Or</p> <p>(b) A local newspaper is featuring a series of light-hearted articles called ‘When Things Went Wrong’.</p> <p>Write your account for the newspaper about a time when something went wrong for you or for someone you know.</p> <p>The editor has suggested that you could use one of the following opening sentences or you may start with something completely different.</p> <ul style="list-style-type: none"> • ‘If only I’d read the second page of the recipe...’ • ‘I should have known better than to take part in a sponsored walk when...’ • ‘There was no way he could have known that the police car was parked round the corner...’
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NOTES ON THE TASKS**Task (a)**

Candidates have been given a clear purpose and audience for this task, together with support in the form of bullets about what they should include in their response. Stronger responses will show a clear awareness of the purpose and intended audience of the letter and will adopt an appropriate tone and register.

Task (b)

Candidates have been given a clear purpose and audience for this task and the suggested openings printed on the question paper should provide them with some indication of an appropriate tone to be used. High reward should go to those responses which show a clear appreciation of the need to write in an entertaining way and which carry it off successfully.

INSTRUCTIONS TO EXAMINERS

- 1 Ring errors and ✓ for good ideas and ✓✓ for merits of expression to show how you have formed your judgement. Use a wavy line underneath the candidate's writing, or in the margin for more than one line, to show awkward or incorrect syntax/unclear expression. Use a caret to show omission.
- 2 You may (but are not obliged to) write a brief summative comment drawn from the wording of the descriptors to show how you have arrived at your final marks.
- 3 For writing tasks, LENGTH is not in itself a criterion.
Short answers (50–100 words) may well be self-penalising in terms of the marking criteria (e.g. control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (fewer than 50 words) should not normally be marked higher than Band 7.
- 4 Award TWO separate marks, one for AOs 4(i) + (ii), one for AO4(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- 5 Use the standardisation scripts as guides to your assessment.
- 6 At the end of the response write the two separate marks (e.g. 10 + 7) in the spaces provided and place the ringed total in the margin. Then transfer the ringed total to the front page of the script.

Writing Marking Criteria

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
Below Band 4	27 26 25 24	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures demonstrates a secure understanding of the task, addressing it in a relevant way and adapting form and style with confidence to suit audience and purpose uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly uses structure deliberately and with direction - a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence. 	13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> uses generally well controlled sentence structures which are varied in length and type and show evidence of being used deliberately to create specific effects appropriate to the task. shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary uses punctuation to enhance or clarify meaning - is accurate both within and between sentences, but may make some errors in complex sentence structures.
4	23 22 21 20	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> shows general control of the material; the response may be straightforward and controlled but linguistically unambitious or may lose some control in attempting something ambitious demonstrates an understanding of the task, addressing it in a mainly relevant way with some evidence of adapting form and style to suit different audiences and purposes uses some variety of vocabulary to create different effects and to suit the purpose of the writing, but which may be imprecise or fail to convey shades of meaning uses structure with a sense of direction - a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending is organised into paragraphs which may be varied for effect and which are carefully linked together to make the sequence of events or development of ideas clear to the reader. 	11 10	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors usually spells complex regular words securely; may make errors with irregular or more complex vocabulary uses punctuation in an attempt to create some specific effects; is usually accurate for sentence separation and sometimes within sentences, but may make less secure use of speech marks, colons and semi colons.

5	19 18 17 16	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • may not always show control of the material; the response may be simple and controlled but linguistically unambitious, or may attempt something ambitious but tend to lose control • demonstrates some understanding of the task, addressing it in a sometimes relevant way and with some attempt to adapt form and style to suit audience and purpose • uses vocabulary to create some limited effects, which may however be too simple to convey shades of meaning, not fully understood or not appropriate and may contain some idiomatic errors • uses structure with some sense of direction - a generally clear and focused opening, some development of ideas, a limited attempt to achieve an appropriate ending • uses paragraphs which may occasionally be varied for effect and/or are linked together to make the sequence of events or development of ideas fairly clear to the reader. 	9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses sentence structures which show a little variety; may tend repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors • usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary • uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences.
6	15 14 13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • does not always show control of the material; the response may have a level of linguistic error that distracts the reader from the merits of the content • demonstrates a limited understanding of the task and addresses it with some relevance, making a limited attempt to adapt form and style to suit audience and purpose • uses vocabulary which is sometimes chosen for variety and interest but likely to be limited in range, sometimes inappropriate and may contain some idiomatic errors • structures writing with some sense of direction which may not be sustained; a fairly clear opening, some limited development of ideas, some sense of an ending • uses paragraphs which create some sense of sequence for the events or the development of ideas but which may lack unity or have little or no evidence of links between them. 	7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control • usually spells simple regular vocabulary accurately but may make a number of typical errors • sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning.
7	11 10 9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows limited control of the material; the level of linguistic error may require the reader to re-read some sentences before the meaning is clear 	5 4	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults

		<ul style="list-style-type: none"> demonstrates a very limited understanding of the task, addressing it with occasional focus and making limited attempts to adapt form and style to suit audience and purpose uses vocabulary to create occasional variety and interest but which is likely to be very limited in range and often inappropriate with some idiomatic errors shows some signs of organisation and some sense of direction - a limited attempt to create an opening, very simple or rambling development of ideas, may come to a stop rather than achieving a deliberate ending uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity. 		<ul style="list-style-type: none"> spells some simple regular vocabulary accurately but makes random errors uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it.
8	7 6 5 4 3	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> offers occasional relevant and comprehensible content, but density of linguistic error may require the reader to re-read and re-organise the text before meaning is clear demonstrates a little awareness of the task, addressing it with intermittent focus; form and style may occasionally be appropriate to audience and/or purpose, but this is unlikely to be deliberate uses vocabulary which is very occasionally chosen for variety and/or interest but which is very limited in range and often inappropriate, with obvious idiomatic errors shows occasional signs of organisation and a very limited - if any - sense of direction uses paragraphs occasionally to signal very obvious changes in the direction of events or ideas, but which may need to be re-read or re-organised before the meaning is clear. 	3 2	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> uses recognisable sentence structures, with some accuracy in the use of more simple ones uses erratic spelling which may be recognisable for most words but is accurate for only a limited number. uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate.

Below band 8	2 1 0	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity • shows almost no awareness of task, audience or purpose • uses vocabulary which is seriously limited • shows almost no signs of organisation or sense of direction • uses paragraphs - if at all - in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges. 	1 0	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses spelling and punctuation so imprecisely that very little meaning is communicated.
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