

English/English Language

General Certificate of Secondary Education

Unit **A680/02**: Information and Ideas (Higher Tier)

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Examiners should use annotation to show clearly where a mark is earned or why it has not been awarded. This will help examiners, checkers and those who review the marking of scripts.

Annotation consists of:

- ticks to show where marks have been earned or not earned
- specific words or phrases as agreed at Standardisation and as contained and included in the final mark scheme to show why a mark has been earned or indicate why a mark has not been earned (eg to show there is an omission)
- standard abbreviations, eg for *follow through*, *special case*, etc.

As scripts may be returned to centres, you should use the minimum of comments and make sure that these are related to the award of a mark or marks and are matched to statements in the mark scheme.

Do **not** include general comments on a candidate's work.

Record any annotation in the body of the answer, or in the margin next to the point where the decision is made to award, or not award, the mark.

Subject-specific Marking Instructions

Marking and Annotation of Scripts After the Standardisation Meeting

Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation meeting.

All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation meeting.

Recording of marks

Record numerical marks for responses to part-questions **unringed** in the right-hand margin. Show the total for each question (or, in specific cases, for each page) as a single **ringed** mark in the right-hand margin at the end of each question.

Transfer ringed totals to the front page of the script, where they should be totalled.

Show evidence that you have seen the work on every page of a script on which the candidate has made a response.

Cross through every blank page to show that you have seen it.

Follow the current guidance on crossed-out work.

Handling of unexpected answers

The Standardisation meeting will include discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them
- comparable marking standards for optional questions
- the handling of unexpected, yet acceptable, answers.

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

MARK SCHEME: *Please note that the GCSE English AOs are highlighted in this document. The equivalent AOs for GCSE English Language are: AO2 = AO3, AO3 = AO4.*

SECTION A READING

Question 1 *Stretch limos for 11-year-olds – are parents round the bend?*

CRITERIA

Candidates should demonstrate that they can:

- Read and understand texts, selecting material appropriate to purpose, collating from different sources (AO2 i).

Question	Answer	Marks	Guidance
1	<p>Candidates may refer to some of the following points:</p> <ol style="list-style-type: none"> 1 Parents want to do something special to mark the end of primary school 2 Parents are easily persuaded to indulge their children’s increasingly extravagant wishes 3 Parents feel guilty for not spending enough time with their children / feel a sense of duty / obligation 4 And give in to children’s demands to compensate for this 5 Parents / Professor Cooper do not approve of these celebrations at age 11 6 Even though they may be appropriate at 16 or 18 7 Prof. Cooper believes that this is turning children into adults at too early a stage 8 This is not healthy or right 9 Parents discuss the rights and wrongs of these celebrations online (Mumsnet) 10 And are concerned about excessive expense 11 Parents don’t want to let their children down (in front of their friends) 12 Or make them feel excluded / the odd ones out 13 Parents treat the proms as a competitive exercise 14 Some celebration requests were declined as they were thought to be going too far (helicopter) 15 But in future more extravagance will be expected 	12	<ol style="list-style-type: none"> 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication. 2 Number each point made clearly. 3 Bracket the [number] if the point is not clear. Write R for a point repeated. 4 Use the Band Descriptors in conjunction with the standardisation scripts to arrive at your mark. 5 Write a brief comment to explain your mark.

Question	Notes on the Task	Marks	Guidance
1	<p>General – Be prepared to acknowledge and reward well responses which, although comparatively deficient in the number of points, nevertheless show clear understanding of the passage through a high order of skill in synthesis and structuring.</p> <p>Higher Band (1+2) responses are likely to identify a range of key points and convey them concisely, using the candidate's own words as far as possible in order to convey a clear overview of the material. Responses will be consistently focused on the task and well organised with little or no excess material. There may be occasional blurring of points, particularly at the lower end of the range.</p> <p>Middle Band (3+4) responses are likely to include a range of relevant points, most of which will be clearly identified. Focus on the task is clear but there may not be an attempt at concision, or there may be over-condensation leading to some blurring of points. There will be an attempt to organise although at the lower end of the range answers may include unnecessary detail and be over-reliant on the sequence of the original passage. There will be evidence that the passage and task have been understood, possibly by selective lifting.</p> <p>Lower Band (5+6) responses are likely to identify clearly only a limited number of relevant points: understanding of the passage may not be secure although at the higher end of the range, there is likely to be evidence of a general understanding of the material. Responses may lack focus and organisation and are likely to be very short or of excessive length as a result of including unnecessary or irrelevant material and/or excessive lifting from the original passage.</p>	12	

Question 1		
GENERIC band descriptors		
Be prepared to use the FULL range		
<i>The band descriptors which are shaded reward performance below that expected on this paper.</i>		
BAND	MARKS	DESCRIPTOR
1	12 11	<ul style="list-style-type: none"> • Complete understanding of text and task • Complete overview • Very clear focus, tightly organised and synthesised • Almost entirely in own words • Comprehensive range of points clearly identified
2	10 9	<ul style="list-style-type: none"> • Very secure understanding of text and task • Clear overview • Clear focus; very little excess material; effective organisation • Mostly in own words • Very good range of points clearly identified
3	8 7	<ul style="list-style-type: none"> • Secure understanding of text and task • Overview of material • Mostly clear focus; good organisation; perhaps not always concise • Consistent attempt to use own words/some selective lifting • Good range of points clearly identified
4	6 5	<ul style="list-style-type: none"> • Text and task have been understood • Partial overview • Generally clear focus/perhaps some blurring • Evidence of ability to express in own words but likely to be close to original wording/selective lifting • A range of points clearly identified
5	4 3	<ul style="list-style-type: none"> • Partial understanding of text and task • May lack focus/organisation • Own words are used, but areas of lifting • General understanding of a limited range of points
Below 5	2 1 0	<ul style="list-style-type: none"> • Some misunderstanding of text and task • Lacks clear focus • Points listed mechanically, with significant lifting • Straightforward understanding of some of the simpler points

Question 2 *Stretch limos for 11-year-olds – are parents round the bend?***CRITERIA**

Candidates should demonstrate that they can:

- Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader (AO2 iii).

INSTRUCTIONS TO EXAMINERS – 2

- 1 We are not marking writing in Section A unless the expression is so bad that it impeded communication.
- 2 **Tick** each valid reference. **Double tick** for explanation of that reference. Bracket tick if point not clearly made. Write **R** for a point repeated.
- 3 Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 4 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

Question	Notes on the Task	Marks	Guidance
2	<p>Higher Band (1+2) responses are likely to focus their comments clearly on the ways in which the content of the passage focuses on the extravagant attitudes of children and parents. They will make consistently analytical and fully developed comments on the language used supported by fully appropriate references to the text. Comments about presentation, as well as showing a good understanding of how the picture reinforces the text, may also refer to the way the writers' opinion is implied through the use of direct quotations. Responses at this level will pick up perceptively on the tone of the article.</p> <p>Middle Band (3+4) responses are likely to show some appreciation of the ways in which the passage focuses on the extravagant attitudes of children and parents and of the way in which the photograph contributes to this although comment on the picture may well take up a disproportionate part of the response. There may be some attempt to explain language effects but it is unlikely to be sustained, although apposite examples of the use of language may be identified, but not (clearly) explained. Overall, there will be some attempt to explain but the response will consist mainly of description of the content without reference to how this may convey impressions to the reader.</p>	14	

Question	Notes on the Task	Marks	Guidance
	<p>Lower Band (5+6) responses are likely to show only a rudimentary understanding of the task and will make general, mainly unsupported comments about the writer's use of language (eg 'The writer uses much powerful language and facts') There is likely to be some misunderstanding of the text and responses at this level will consist almost entirely of a paraphrase/summary of the content of the article, with, at best, some attempt to spot literary devices and lengthy descriptions of the photograph.</p>		

Question 2		
GENERIC band descriptors		
Be prepared to use the FULL range		
<i>The band descriptors which are shaded reward performance below that expected on this paper.</i>		
BAND	MARKS	DESCRIPTOR
1	14 13	<ul style="list-style-type: none"> Excellent range of points showing perceptive appreciation of the ways in which information, language and structure convey the text's purpose Very effective use of apposite supporting references in a full, relevant and consistently analytical response Complete understanding of text and task
2	12 11	<ul style="list-style-type: none"> Wide range of points showing clear and thoughtful appreciation of the ways in which information, language and structure convey the text's purpose Judgments are supported convincingly by appropriate textual references Clear understanding of text and task
3	10 9 8	<ul style="list-style-type: none"> A good range of points showing a secure understanding of the ways in which information, language and structure contribute to the text's purpose Careful supporting references and some analytical comment Sound awareness of text and task
4	7 6 5	<ul style="list-style-type: none"> A range of points showing a sound understanding of the ways in which information, language and structure 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	4 3 2	<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
Below 5	1 0	<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

Question 3 *My Child's Big Fat Birthday Party*

INSTRUCTIONS TO EXAMINERS – 3

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 **Tick** each valid reference. **Double tick** for explanation of that reference. Bracket tick if point not clearly made. Write **R** for a point repeated.
- 3 Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 4 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

Question	Notes on the Task	Marks	Guidance
3	<p>General – Candidates are expected to show a clear understanding of the writer's towards the parties and the adults and children involved, and how this is conveyed through the language used to comment on what is being described both explicitly and implicitly.</p> <p>Examiners should be prepared to credit different approaches by the candidates in responding to this task.</p> <p>Higher Band (1+2) responses are likely to identify clearly the writer's views and how they are conveyed to the reader. There will be a perceptive appreciation of how opinion is conveyed not just through what is said but by the selective use of direct quotation. Responses at this level will show full appreciation of the tone of the article and the language through which it is created, and are likely to show an awareness of its purpose and the audience for whom it was written.</p> <p>Middle Band (3+4) responses are likely to show generally secure understanding of the writer's views although they may be less confident in explaining how they are conveyed to the reader. There may be some attempt to explain language effects but it is unlikely to be sustained, although apposite examples of the use of language may be identified, but not (clearly) explained. Overall, there will be some attempt to explain but the response will consist mainly of description of the content without reference to how this may convey impressions to the reader. There may be some attempt to comment on the purpose of the article.</p>	14	

Question	Notes on the Task	Marks	Guidance
	Lower Band (5+6) responses are likely to show only a rudimentary understanding of the task and will make general, mainly unsupported comments about the writer's use of language (eg 'He uses much powerful language and facts') There is likely to be some misunderstanding of the text and responses at this level will consist almost entirely of a paraphrase/summary of the content of the article, with, at best, some attempt to spot literary devices.		

Question 3		
GENERIC band descriptors		
Be prepared to use the FULL range		
<i>The band descriptors which are shaded reward performance below that expected on this paper.</i>		
BAND	MARKS	DESCRIPTOR
1	14 13	<ul style="list-style-type: none"> Excellent range of points showing perceptive appreciation of the ways in which information, language and structure convey the text's purpose Very effective use of apposite supporting references in a full, relevant and consistently analytical response Complete understanding of text and task
2	12 11	<ul style="list-style-type: none"> Wide range of points showing clear and thoughtful appreciation of the ways in which information, language and structure convey the text's purpose Judgments are supported convincingly by appropriate textual references Clear understanding of text and task
3	10 9 8	<ul style="list-style-type: none"> A good range of points showing a secure understanding of the ways in which information, language and structure contribute to the text's purpose Careful supporting references and some analytical comment Sound awareness of text and task
4	7 6 5	<ul style="list-style-type: none"> A range of points showing a sound understanding of the ways in which information, language and structure 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	4 3 2	<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
Below 5	1 0	<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

SECTION B: WRITING (Candidates answer EITHER 4 OR 5)**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 (AO3 i)
- 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 (AO3 ii)
- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (AO3 iii).

INSTRUCTIONS TO EXAMINERS – 4 or 5

- 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. However:
Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (eg 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 3(i) + (ii), one for AO3 (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. At the end of the response write the two separate marks (eg 10 + 7) and place the ringed total in the margin. Then transfer the ringed total to the front page of the script.
- 6 The generic marking criteria for Writing appear after the Notes on the Task.

Question		Notes on the Task	Marks	Guidance
4		Expect a wide range of responses. Be prepared to reward those which adopt an appropriate oral register and show a clear awareness of the purpose of the question. Look for a well-structured and coherent (but not necessarily balanced) argument. Candidates may approach the task through detailing personal experience.	40	
5		Candidates have been asked to produce a piece of personal writing which they may interpret either as non-fictional autobiography or as a piece of imaginative fiction. Either approach is acceptable. Look to reward those responses that are tightly structured and clearly focused on the task. Expect a wide range of responses.	40	

Generic Marking Criteria for Section B: Writing

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
1	26 25 24	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows sophisticated control of the material and makes effective use of linguistic devices. • demonstrates a sophisticated understanding of the task, addressing it with complete relevance and adapting form and style with flair to suit audience and purpose. • uses precise vocabulary which is fully suited to the purpose of the writing, conveying subtlety of thought and shades of meaning, and where appropriate is imaginative and ambitious in scope. • uses structure to produce deliberate effects, developing the writing coherently and skillfully from a confident opening which engages the reader to a very convincing and deliberate ending. • is organised into coherent paragraphs which are clearly varied for effect and used confidently to enhance the ideas and meaning. 	14	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses a wide range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses ambitious vocabulary with very few spelling errors. • uses punctuation consciously and securely to shape meaning, with very few errors.
2	23 22 21	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows full control of the material and makes some effective use of linguistic devices. • demonstrates a confident understanding of the task, addressing it with consistent relevance and adapting form and style with assurance to suit audience and purpose. • uses imaginative vocabulary which is appropriate to the purpose of the writing, conveying some subtlety of thought and shades of meaning, and where appropriate may show some ambition in scope. • uses structure consciously for effect, developing the writing coherently from an opening which engages the reader to a convincing and deliberate ending. • is organised into paragraphs which have unity, are varied for effect and are used to control the content and achieve overall coherence. 	13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses a range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses more complex and irregular vocabulary, almost always securely spelled. • uses punctuation to shape meaning, mainly securely, with errors only in more complex, irregular structures.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
3	20 19 18	<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. 	11 10	<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	17 16 15	<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. 	9 8	<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.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
5	14 13 12	<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 focussed 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. 	7 6	<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	11 10 9	<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. 	5 4	<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.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
7	8 7 6	<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. • 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. 	3 2	<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. • 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.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
8	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. 	1	<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. 	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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