



GCSE MARKING SCHEME

AUTUMN 2019

**ENGLISH LANGUAGE - COMPONENT 2
C700U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE ENGLISH LANGUAGE
AUTUMN 2019 MARK SCHEME

Section A (40 marks)

General Instructions

Where banded levels of response are given, descriptors have to be applied using the notion of best fit. Fine tuning of the mark within a band will also be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should select one of the band descriptors that mostly describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omission. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content or a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

Section A: 40 marks

Read the newspaper article in the separate Resource Material.

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- (a) Give one detail that suggests that Kingsland Road market used to be very busy. [1]
- (b) When did market trading begin at the Kingsland Road market? [1]
- (c) What does Harry West's grandson sell in the market? [1]

(AO1 1a)

This question tests the ability to identify explicit information.

Award **one mark** for each correct response in (a), (b) and (c).

- (a) There were 150 stalls every Saturday (1) **or** there were so many people it was impossible to move **or** 'it was a once buzzing street'. (1)
- (b) The mid-19th century.
- (c) 'What the youngsters want' (1) **or** smartphone accessories (1) **or** computer games (1)

1 2

How does the writer try to show that Harry West is determined to continue working as a street seller?

You should comment on:

- **what is said**
 - **the use of language, tone and structure**
 - **other ways the writer tries to show that Harry West is determined to continue working as a street seller**
- [10]**

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify one or two textual details the writer gives about Harry's determination to continue selling. These responses will give one or two examples from the text but may struggle to engage with the text and/or the question. Responses are likely to be brief and limited and may lack clarity/precision.

Give 3-4 marks to those who identify some textual details the writer gives about Harry's determination to continue selling. These responses give straightforward comments/explanation with some relevant selection of detail, although coverage across the whole text may be limited and there may be some imprecision / lack of clarity. These responses may simply identify subject terminology.

Give 5-6 marks to those who explain how a range of examples used in the text show Harry's determination to keep selling and begin to comment on how aspects such as language, tone and structure are used to achieve effects and influence the reader. These responses may begin to use relevant subject terminology accurately to support their comments, where appropriate.

Give 7-8 marks to those who make accurate comments about how a good range of different examples and comments given by the writer show Harry's determination to continue selling. These responses will begin to analyse how aspects such as language, tone and structure are used to show the writer's understanding of Harry's determination. Relevant subject terminology is used to support comments effectively, where appropriate.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples and comments given by the writer from across the text show Harry's determination to keep selling. These responses provide detailed analysis of how aspects such as language, tone and structure are used to achieve effects and influence readers. Well-considered accurate use of subject terminology supports comments effectively, where appropriate.

Details candidates may explore or comment on could be:

- the article begins by telling us that West has been trading at the market for 40 years
- readers are told about ‘the staying power’ of West – suggesting that he will always want to continue trading
- the writer uses the adverb ‘fiercely’ to show how determined West is to continue
- the writer tells us that West has built up a ‘steady stream’ of regular customers over the years
- the writer makes a number of references to ‘his regulars’
- he knows the people who buy from him very well - he is on first-name terms with many
- the writer tells us, ‘he has no plans to stop’
- West knows that selling ‘what the youngsters want’ is good for business – ‘a new lease of life’
- his grandson continues the family tradition in the market
- The writer quotes West, saying, ‘People who fail...’ suggesting he knows how to survive
- he tells us that West will sell antiques to the new type of buyers
- he quotes West to show his determination to continue trading: ‘...you have to change too’
- the writer tells us what West has done to continue trading – offered to meet the council
- structurally, the writer often concludes paragraphs with a comment that shows West’s determination
- the final paragraph concludes with fighting talk from West – ‘they have to get rid of me first’

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to read the article from a Victorian magazine, 'London As It Is'.

- 13** (a) Name one item of clothing the writer is directly invited to buy. [1]
- (b) How do the street traders react when the writer stops in front of a market stall? [1]
- (c) What evidence is there that the public houses are busy? [1]

(AO1 1a, b, c, d)

This question tests the ability to identify and interpret explicit and implicit information and ideas.

Award one mark for a correct response.

- (a) A hat (1) **or** a nice coat (1)
- (b) They immediately try to sell him things (1) **or** they stare at them ('A dozen pair of eyes are upon us' / 'like vultures looking for prey') (1) **or** the trader is 'pulling' him back. (1)
- (c) They are 'generally crammed to excess' (1) **or** 'some dozen men are drinking'. (1)

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“The writer paints a vivid picture of the sights and sounds of Petticoat Lane Market.” How far do you agree with this statement?

You should comment on:

- **what the writer says**
- **how the writer says it**

[10]

You must refer to the text to support your comments.

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who select some basic textual details and/or express a simple personal opinion. Responses in this band may be brief and limited and /or struggle to engage with the text and/or the question.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses may show some exploration of, and response to, some of the details in the passage although coverage may be rather limited.

Give 5-6 marks to those who give an evaluation of the text supported by appropriate textual references. These responses will show some critical exploration of, and response to, a range of relevant details.

Give 7-8 marks to those who give a detailed, critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with the text, using a good range of relevant details.

Give 9-10 marks to those who give a detailed and persuasive evaluation of the text and its effects, supported by a wide range of convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement with the text/question and take an overview to make perceptive comments on the text.

Details that candidates may evaluate or give a personal response to could be:

- he begins with a description that suggests the place itself is unpleasant – ‘filthy’; insanitary conditions
- the use of the word ‘But’ suggests there is another side to Petticoat Lane – busy with street traders / crowded / noisy with shouts from the sellers – direct shouts give an immediacy to the scene
- the way visitors/potential buyers are viewed is captured by the simile (‘eyes like vultures looking for prey’)
- the writer captures clearly the attempts of the street sellers to effect a sale (‘insists’, ‘directs our attention’, ‘yells into our ears’)
- the writer makes it clear how crowded the lane is – ‘squeeze our way through’ - the simile ‘crunched like snails’ suggests the very crowded nature – ‘thronged pavement’ etc
- the listing of what is for sale – and that it’s all ‘cheap’ helps to show what the place is like
- the description of the public houses shows another, darker, rather sinister side of the place
- the description of the writer being pulled back by a seller and his overbearing ‘sales patter’ adds to the sense of it being a rather intimidating experience
- it concludes with the detail of the boots and shoes ‘as wearable as lumps of coal’, suggesting shabby, poor quality goods for sale

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to use **both** texts.

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Briefly explain in your own words what we learn about Petticoat Lane and the area around Kingsland Road. Do not give details about the markets themselves. [4]

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who struggle to offer a relevant detail from each of the texts or offer relevant detail from just one text.

Give 2 marks to those who select at least one relevant detail from each of the texts.

Give 3 marks to those who select relevant details from both texts.

Give 4 marks to those who synthesise and provide a good range of relevant detail from both texts.

Details that candidates may select, explore or respond to:

Kingsland Road

- it's a wealthy area / wealthy people have moved into the area
- houses and flats in the area are very expensive – luxury flats/million-pound properties
- the area now has upmarket/posh/trendy shops and restaurants

Petticoat Lane

- it's a poor area - houses are small with poor sanitary conditions
- the street is narrow / filthy / busy on Sundays
- there are stagnant pools / poor drainage making it an unhealthy / dangerous place to live
- the pubs are busy and filthy
- there is criminal activity in the area

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Both of these texts are about markets and street sellers.

Compare:

- **the ways in which Harry West and the Petticoat Lane street sellers try to sell their goods**
- **how the writers show what these street sellers are like.** [10]

You must use the text to support your comments and make it clear which text you are referring to.

(AO3)

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify a basic similarity and/or difference. Marks in this band may only deal with one text or not make it clear to which text is being referred.

Give 3-4 marks to those who identify and give a straightforward description of some of the main similarities and differences.

Give 5-6 marks to those who identify similarities and differences and make some comparisons, commenting on how the writers show what the street sellers are like.

Give 7-8 marks to those who make detailed comparisons, with a range of valid comments on how the street sellers are conveyed.

Give 9-10 marks to those who make comparisons that are sustained and detailed, with a wide range of valid comments, showing clear understanding of how the street sellers are conveyed.

Details that candidates may explore or comment on:

Compare the ways in which Harry West and the Petticoat Lane street sellers try to sell their goods

Harry West / Kingsland Market:

- he cheerfully greets customers
- he has / knows his regular customers – he is on first-name terms with many of them
- he jokes / chats / 'puts the world to rights' with his customers
- he is open to change / selling a diverse range of goods – 'what the youngsters want' / antiques
- he offers a wide range / lots of choice – 'a mass of objects'

Petticoat Lane traders:

- they shout their wares to passers-by
- they instantly focus on anyone who stops by their stall
- they sell mostly cheap / shoddy goods
- some traders will pull potential customers back with lots of sales patter
- the goods are all displayed – 'an array of ...' / 'spread out their varied goods'

Compare how the writers show what these market traders are like:

Harry West / Kingsland Market

- West is presented as friendly / approachable / reliable etc.
- the writer offers his own view of West's determination / dedication
- the writer gives examples of how West has reacted to changes in the market
- the writer uses direct quotes from West that show his determination to survive

Petticoat Lane traders

- the traders are presented as pushy / devious / aggressive / desperate for the sale etc.
- the writer uses a simile to show how the traders behave ('eyes ... like vultures')
- the writer uses the shouts and cries of the traders to show how they try to get a sale
- the writer uses verbs to show how the traders operate ('insists', 'yells')
- the writer uses the adjective 'oily' to emphasise the rather creepy insistence of one trader

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Section B (40 marks)

An understanding of purpose, audience and format is particularly important in this type of writing.

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for each task (/20) will be given by awarding two marks:

- communication and organisation (12 marks)
- vocabulary, sentence structure, spelling, punctuation (8 marks)

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

AO5 (60% of the marks available):

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 (40% of the marks available):

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 5	11-12 marks	8 marks
	<ul style="list-style-type: none"> shows sophisticated understanding of the purpose and format of the task shows sustained awareness of the reader / intended audience appropriate register is confidently adapted to purpose / audience content is ambitious, pertinent and sophisticated ideas are convincingly developed and supported by a range of relevant details there is sophistication in the shape and structure of the writing communication has ambition and sophistication 	<ul style="list-style-type: none"> there is appropriate and effective variation of sentence structures virtually all sentence construction is controlled and accurate a range of punctuation is used confidently and accurately virtually all spelling, including that of complex irregular words, is correct control of tense and agreement is totally secure a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	8-10 marks	6-7 marks
	<ul style="list-style-type: none"> shows consistent understanding of the purpose and format of the task shows secure awareness of the reader/intended audience register is appropriately and consistently adapted to purpose/audience content is well-judged and detailed ideas are organised and coherently developed with supporting detail there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) communication has clarity, fluency and some ambition 	<ul style="list-style-type: none"> sentence structure is varied to achieve particular effects control of sentence construction is secure a range of punctuation is used accurately spelling, including that of irregular words, is secure control of tense and agreement is secure vocabulary is ambitious and used with precision
Band 3	5-7 marks	4-5 marks
	<ul style="list-style-type: none"> shows clear understanding of the purpose and format of the task shows clear awareness of the reader / intended audience register is appropriately adapted to purpose / audience content is developed and appropriate reasons are given in support of opinions / ideas ideas are organised into coherent arguments there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) communication has clarity and fluency 	<ul style="list-style-type: none"> there is variety in sentence structure control of sentence construction is mostly secure a range of punctuation is used, mostly accurately most spelling, including that of irregular words, is correct control of tense and agreement is mostly secure vocabulary is beginning to develop and is used with some precision
Band 2	3-4 marks	2-3 marks
	<ul style="list-style-type: none"> shows some awareness of the purpose and format of the task shows awareness of the reader / intended audience a clear attempt to adapt register to purpose / audience some reasons are given in support of opinions and ideas limited development of ideas some sequencing of ideas into paragraphs (structure / direction may be uncertain) communication has some clarity and fluency 	<ul style="list-style-type: none"> some variety of sentence structure there is some control of sentence construction some control of a range of punctuation the spelling is usually accurate control of tense and agreement is generally secure there is some range of vocabulary
Band 1	1-2 marks	1 mark
	<ul style="list-style-type: none"> basic awareness of the purpose and format of the task some basic awareness of the reader / intended audience some attempt to adapt register to purpose / audience (e.g. degree of formality) some relevant content despite uneven coverage of the topic content may be thin and brief simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) there is some basic clarity but communication of meaning is limited 	<ul style="list-style-type: none"> limited range of sentence structure control of sentence construction is limited there is some attempt to use punctuation some spelling is accurate control of tense and agreement is limited limited range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

Question

2	1
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 - Additional task-specific guidance

You have been asked to give a talk to your class with the title:
The person I'd most like to spend a day with.

Your talk could be about a person who is famous such as a sportsperson, musician, inventor or national figure, someone from the past or someone who is not necessarily well-known but who you admire.

Write what you would say in your talk.

Successful answers may include some of the following features:

Communication and Organisation (AO5)

- there is a sustained sense of register and purpose, which meets the requirement of a talk to an audience the speaker knows well
- there is a clear sense of engagement with the intended audience – this may be through devices such as asides, statements, questions, direct address that give a distinctive voice to the talk
- there is a clear and coherent approach and viewpoint that explain why the subject of the talk is admired; these are presented and developed persuasively
- the response has a logical structure within which information about the subject of the talk, their qualities and the speaker's views about them are presented clearly and convincingly
- paragraphs are used to effectively structure the response and give direction to the overall presentation
- the response uses a range of appropriate and well-selected details to illustrate and give substance to the opinions and points of view expressed
- the talk is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression is clear, fluent and controlled (the best responses will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- sentence control and range is good
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

Less successful answers **may** be characterised by some of the following features:

Communication and Organisation (AO5)

- the content is thin and/or brief
- the content lacks substance and range
- there is limited or uncertain sense of purpose, for example ignoring or misunderstanding the requirement for a talk
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the points raised
- limited development or clarity of opinions, with perhaps a tendency to simple assertion
- a weak or limited structure to the talk that lacks a clear sense of direction and development

Vocabulary, sentence structure, spelling and punctuation (AO6)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- sentence range, variety and control is limited
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

Question 2 2 - Additional task-specific guidance

A teenage magazine has invited readers to write articles on topics that people have strong views about. The latest topic is tattoos – are they just harmless fun and fashion or something to regret in later life?

You decide to write an article on the topic for the teenage magazine, giving your views.

Write your article.

Successful answers may include some of the following features:

Communication and Organisation (A05)

- there is a clear understanding of the purpose of the task – to give a view (or a range of views) supported by information and/or examples
- there is a clear sense of engagement with the intended audience – this may be through devices such as asides, examples, questions, direct address that give a distinctive voice to the article and establish an effective reader-writer relationship
- the article has a clear and coherent approach and viewpoint, for example, perhaps looking in detail at particular aspects of the topic, such as the cost of tattoos, the reasons people are attracted to having a tattoo and so on
- there are a range of appropriate and well-selected details to illustrate and give substance to opinions
- there is a logical structure and direction to the article, within which opinions and relevant details are pursued effectively and clearly to give substance to the writing
- the article has a clarity of opinion – or chooses to articulate a number of different viewpoints, suggesting they are all equally valid points of view
- the article is a sufficiently detailed and developed response

Vocabulary, sentence structure, spelling and punctuation (A06)

- expression is clear, fluent and controlled (the best responses will show ambition and sophistication in expression as well as a high degree of accuracy)
- there are few, if any, errors (no more than a sprinkling of mistakes)
- sentence control and range is good
- tenses are consistent
- vocabulary is used precisely and appropriately to convey meaning
- punctuation is used accurately and appropriately (and unobtrusively)

Less successful answers **may** be characterised by some of the following features:

Communication and Organisation (A05)

- the content is thin and/or brief
- the content lacks substance and range
- there is limited or uncertain sense of purpose, for example ignoring or misunderstanding the requirement for an article
- limited awareness of, or focus on, the intended audience
- content details are thin or generalised, with only limited sense of developing the points raised
- limited development or clarity of opinions, with perhaps a tendency to simple assertion
- a weak or limited structure to the article that lacks a clear sense of direction and development

Vocabulary, sentence structure, spelling and punctuation (A06)

- expression/phrasing lacks fluency and clarity (a tendency to be awkward and limited)
- errors are basic and/or numerous
- sentence range, variety and control is limited
- tenses may be inconsistent
- vocabulary is limited or used inappropriately
- meaning is not always clear or precise

COMPONENT 2

ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 2	7.5	7.5	7.5	7.5	18	12	60

Assessment Objective		Strands	Elements
AO1	<i>Identify and interpret explicit and implicit information and ideas</i>	1 – Identify and interpret explicit and implicit information and ideas	1a – Identify explicit information
			1b – Identify explicit ideas
			1c – Interpret implicit information
			1d – Interpret implicit ideas
	<i>Select and synthesise evidence from different texts</i>	2 – Select and synthesise evidence from different texts	2a – Select evidence from different texts
			2b – Synthesise evidence from different texts

Assessment Objective		Strands	Elements
AO2	<i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</i>	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views
			1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views
			1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views
			1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views

Assessment Objective		Strands	Elements
AO3	<i>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</i>	N/A	1a – Compare writers' ideas across two or more texts
			1b – Compare writers' perspectives across two or more texts
			1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts
			1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts

Assessment Objective		Strands	Elements
AO4	<i>Evaluate texts critically and support this with appropriate textual references</i>	N/A	<i>The AO is a single element</i>

Assessment Objective		Strands	Elements
AO5	<ul style="list-style-type: none"> <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</i> 	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1a – [Write] for different forms, purposes and audiences
	<ul style="list-style-type: none"> <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</i> 		1b – Communicate clearly, effectively and imaginatively
1c – Select and adapt tone, style and register			
2a – Organise information and ideas			
		2b – Use structural and grammatical features	
		2c – [Write] to support coherence and cohesion of texts	

Assessment Objective		Strands	Elements
AO6	<i>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</i>	N/A	<i>The AO is a single element</i>