



GCSE MARKING SCHEME

AUTUMN 2017

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

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

Component 2 – 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 'Whales Under Threat Again' in the separate Resource Material.

1 1

- (a) **When was the international agreement to stop commercial whaling?** [1]
- (b) **Where are Greenpeace activists trying to stop Japanese whaling taking place?** [1]
- (c) **How many Sea Shepherd protesters were arrested trying to stop the whale hunt in the Faroe Islands?** [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) 1986 (1)

(b) the Antarctic Ocean (1)

(c) Five (1)

1 2

How does the writer try to persuade the reader that the hunting of whales is cruel and unacceptable?

You should comment on:

- **what he says**
- **his use of language, tone and structure**
- **other ways the writer tries to persuade the reader that the hunting of whales is cruel and unacceptable**

[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 effect 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 who identify some simple details about the writer's viewpoint. 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 details about the writer's viewpoint. These responses give straightforward comments/explanation with some focus on how the writer tries to persuade, although coverage across the whole text may be limited and there may be some imprecision / lack of clarity.

Give 5-6 marks to those who explain how the examples used in the text illustrate the writer's viewpoint and begin to show 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. e.g. The writer gives examples to show that countries like Japan are still killing whales. He is sarcastic about the way they claim it's for 'scientific purposes' and comments that 'that label is a fiction which fools no one'.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text illustrate the writer's viewpoint and begin to analyse how aspects such as language, tone and structure are used to convince the reader of the ongoing threat to whales. Subject terminology is used to support comments effectively. e.g. The writer gives details about how Japan, Norway and Iceland are continuing to hunt whales. He is sarcastic and dismissive of Japan's claim to only kill whales for 'scientific purposes', explaining that 'more whale meat products end up in Japanese restaurants than in laboratories'. He deals with each country in turn, building up a picture for the reader that the threat to whales is both real and ongoing.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text illustrate the writer's viewpoint and provide detailed analysis of how language, tone and structure are used to achieve effects and influence readers. Accurate use of subject terminology supports comments effectively. e.g. The writer begins the article almost with a rallying cry to readers, telling them to 'Dust down the slogan, 'Save the Whale', because it's needed once again. This dramatic opening is then followed by specific details about how Japan, Norway and Iceland either flout or ignore the international agreement to stop whaling. He is dismissive of Japan's claim to only hunt for 'scientific purposes', as he sarcastically comments that 'more whale meat products end up in Japanese restaurants than in laboratories'.

In addition to the points given above, other details candidates may explore or comment on:

- it's unacceptable because it breaks international agreement/law;
- he tells us the specific countries that are still killing whales – along with some statistics;
- he refutes Japan's claim that whaling is for 'scientific research';
- he tells us Japan is increasing the number of whales it kills ('double the number it killed last year');
- he tells us the killing of whales is going on 'right now';
- he tells us Norway is whaling 'openly' by not adopting the 1986 international agreement;
- he says Norway is planning to kill more whales than before;
- he says Iceland has recommenced whaling recently and gives details of the large numbers killed;
- he uses the Greenpeace spokesman to illustrate the increasing concerns about whaling;
- he gives a report of the recent whale killing in the Faroe Islands to show what is happening now;
- the writer uses quotes from one of the Sea Shepherd captains to show the killing of whales in the Faroes implicates Denmark and goes against international law;
- his language is condemnatory – 'This label is a fiction which fools no one';
- he uses language and imagery to emphasise the brutality of whale hunting – 'by far the bloodiest bout of whale slaughter...';
- he calls the killings in the Faroes 'massacre'; 'the gruesome spectacle';
- the opening sentence reads like a rallying cry, telling readers they need to 'Save the Whale';
- he begins the article by reminding readers of the international agreement to stop whaling;
- he then gives examples of the countries ignoring the international agreement;
- he gives an example of a specific whale hunt in the Faroes to show hunting is still happening;
- he includes the view of the Sea Shepherd captain to emphasise how Denmark is ignoring international law and action should be taken
- the final paragraph questions Denmark's commitment to international law;
- the article ends by emphasising that "all decent people" should see that the hunting of whales is "cruel and unacceptable";
- impact of photos

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 extract on the opposite page by Henry Cheever.

- 1 3** (a) What order was given by the captain to start the whale hunt? [1]
- (b) What stopped the whale from escaping the hunters in the small boat? [1]
- (c) After killing the whale, how far were the boats away from the main ship? [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) "Stand by and lower boats" (1)
- (b) The tow-line was secured to the boat (1)
- (c) Fifteen miles (1)

The writer, Henry Cheever, gives his readers a clear and dramatic description of what it was like to take part in a whale hunt in the 1850s. How far do you agree with this statement?

You should comment on:

- what he says
- how he says it
- whether you think the description of the whale hunt is clear and dramatic – and why

[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 express a limited personal response with some basic textual reference but struggle to engage with the text and/or the question. e.g. I think he gave a good account of how the whale hunt started when they had to lower the boats to get to the whale.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show some interaction with Cheever's views. e.g. I thought the description of how they killed the whale was good because Cheever said the harpooner had to 'plunge his two harpoons ...into the monster's blubber sides' and he gave a good description of what happened next when the whale tried to get away.

Give 5-6 marks to those who give an evaluation of the text supported by appropriate textual references. These responses will show some critical awareness of Cheever's views. e.g. I think the description of what happened when the whale tried to get away was really good because Cheever seemed to be excited when he wrote about the small boat being dragged by the whale 'with almost the swiftness of a spinning top', which gives a clear picture of how fast the little boat was moving.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with Cheever's experiences. e.g. I think the writer gave a good, clear picture of the hunt when he compares the boat being dragged by the whale to the speed of a spinning top, to show how fast the boat is moving. This gives a vivid image of how the hunt went, especially as it talks about the whale diving and tossing the spray as it tried to get away.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make perceptive comments on Cheever's experiences. e.g. I thought the writer's description of the way the whale tried to escape after being harpooned was very clear and captured the drama and danger of the experience; Cheever uses the contrast of the 'small boats' to the 'giant creature' to emphasise the scale of the battle and when the whale is harpooned and tries to escape, the image of the small boat being pulled like a spinning top is very effective, as it suggests it is almost out of control.

In addition to the points given above, other details candidates may explore or respond to:

- he begins by giving a clear picture of what happened when a whale was spotted – the shout, the captain's orders, the boats heading towards the whale;
- he gives a view of the whalers – initially weary, then excited when the whale was spotted; they are 'eager' to get their prize;
- he frequently refers to the huge size of the whale
- he gives exact details of what happened when the whale appeared and how the whale was harpooned;
- he gives a clear picture of how the whale responded when attacked;
- the way the whale tries to escape captures the effect of the chase – 'our boat spun after him with almost the swiftness of a spinning top';
- he explains in detail the reactions of the whale – 'the enraged whale...'; 'snapped his horrid jaws together.. ', 'lashed the sea into foam';
- he gives the reaction of the hunters when the whale is seen to be dead;
- he gives a personal reaction to the death of the whale;
- he makes it clear that returning to the ship with the whale is both difficult and dangerous, with some telling details – 'Under a fierce sun, to row for hours..' '...will blister the hands and strain the muscles...';
- impact of picture

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 must use both texts.

1 5

Using information from both texts, explain briefly in your own words how whales were hunted in 1850 and are now hunted in the Faroe Islands. [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 offer a limited detail from both texts, e.g. both texts show the whales were hunted in small boats.

Give 2 marks to those who select a range of relevant material from both texts, e.g. in the newspaper article, the whale hunt is close to shore but in 'Aboard a Whaling Ship' text the hunt takes place out in the ocean.

Give 3 marks to those who synthesise with some understanding a range of relevant detail from both texts, e.g. In Cheever's text, the whales are hunted in the open sea where they are chased and killed by whalers in small boats but in the Faroe Islands the whales are killed on the beaches.

Give 4 marks to those who synthesise with clear understanding and provide an overview drawn from a range of relevant detail from both texts, e.g. In both texts the whales are hunted in small boats but in Cheever's text the hunters follow the whale and plunge harpoons into it. The harpoons are attached to the boat and the whale dies from its injuries. In the newspaper article, the hunters are in small boats close to the shore and drive the whales close to the beach where they are killed.

Article

- large numbers are hunted at one time
- small boats were used to drive the whales towards beaches
- locals in the water dragged the whales up the beach
- whales slaughtered on the beach

Biography (Cheever)

- when whales were sighted out in the ocean / small boats were lowered and rowed out to where the whale appeared / whales were hunted by small boats
- harpoons attached to a tow line were plunged into the whale
- whalers attacked a single whale
- the whaler's boat was pulled by the injured whale until it died
- the dead whale was towed back to the mother ship

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

1 6 Both of these texts contain accounts of the hunting of whales.

Compare:

- **the writers' attitudes to the hunting of whales in the 1850s and in the recent whale hunt in the Faroe Islands**
- **how the writers get across their attitudes to their readers** [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 basic similarities and/or differences, e.g. the writer of the newspaper article thinks whale hunting is wrong whereas Henry Cheever does not seem to think it's wrong. Marks in this band may only deal with one text or not make it clear to which text they are referring.

Give 3-4 marks to those who identify and give a straightforward description of some of the main similarities and differences, e.g. The writer of the newspaper article believes hunting whales is wrong and he writes about how the whales were 'ruthlessly slaughtered', whereas Cheever seems to admire the whalers, describing the captain as 'brave' when he harpoons the whale.

Give 5-6 marks to those who identify similarities and differences and make some comparisons, commenting on how they are conveyed, e.g. The writer of the article is against whale hunting and describes the way whales were killed in the Faroes, using very emotive words and phrases like 'horrific scenes'. In contrast, Cheever describes the whale as a 'monster' and having 'horrid jaws' which makes the creature sound very threatening.

Give 7-8 marks to those who make detailed comparisons, with valid comments on how they are conveyed, e.g. The newspaper article believes the whale hunt was horrible and bloody, as well as being against international law. It uses emotive language, describing the whales as 'innocent' to gain readers' sympathy and writes how the whales were 'violently dragged' up on the beach and 'ruthlessly slaughtered'. In contrast, Cheever creates a picture of the whale as a dangerous, threatening creature, using words and phrases that emphasise this, such as 'enraged whale', 'monster' and 'horrid jaws'.

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed, e.g. The newspaper article is strongly against the Faroes whale hunt and uses a quote from a spokesman from Sea Shepherd to claim that it is against international law. It uses very powerful, emotive language to contrast the 'innocent' whale with the savagery of the locals who 'ruthlessly slaughtered' the whales. He calls the killing a 'gruesome spectacle' to emphasise how sickening the killing was. In contrast, Cheever seems to celebrate the killing of the whale and admires the whalers, implying they are brave and willing to take on the challenge of the hunt. The whale is described as a dangerous 'monster', yet at its death Cheever is moved, describing the sight of the whale as 'painful'.

Some details candidates may explore or respond to:

The newspaper article

The writer's attitude

- the writer is strongly against the whale hunt – he writes about 'the slaughter of whales in the Faroe Islands';
- he says it's wrong because it's against international law;
- he believes countries are ignoring/flouting the international agreement to stop hunting whales;
- he says "decent people" would agree whale hunts are cruel and unacceptable.

how the writer gets his/her attitude across to readers

- he gives a graphic description of how the whales were killed;
- he tells us of the large numbers killed – "as many as 250 whales were reportedly massacred";
- he refers to the whales as 'innocent' and 'distressed' to make his views clear;
- he uses powerful, emotive language, particularly adverbs and adjectives – 'massacred', 'savagely killed', 'horrific scenes', 'distressed animals', 'ruthlessly slaughtered'.

Cheever text

The writer's attitude

- he is not against the whale hunt;
- he admires the hunters – and the whalers' willingness to face dangerous and difficult situations
- he celebrates the killing of the whale;
- he describes the whale in negative terms - 'monster';
- but shows some respect for the death of "so mighty a creature".

how the writer gets his/her attitude across to readers

- he uses contrast to emphasise the battle between the small boats and the 'great creature';
- he talks of the skill and bravery of the harpooners – the 'brave captain';
- they gave "three hearty cheers" at the death of the whale;
- but says seeing the whale in its death-agony was "painful enough";
- he describes the difficult task of getting the dead whale back to the ship and how it is "cheerfully endured" by the men because of the rewards it brings.

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	<p>11-12 marks</p> <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 	<p>8 marks</p> <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	<p>8-10 marks</p> <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 	<p>6-7 marks</p> <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	<p>5-7 marks</p> <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 	<p>4-5 marks</p> <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	<p>3-4 marks</p> <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 	<p>2-3 marks</p> <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	<p>1-2 marks</p> <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 	<p>1 mark</p> <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

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

<i>Assessment Objective</i>		<i>Strands</i>	<i>Elements</i>
AO1	<ul style="list-style-type: none"> • <i>Identify and interpret explicit and implicit information and ideas</i> • <i>Select and synthesise evidence from different texts</i> 	<p><i>1 – Identify and interpret explicit and implicit information and ideas</i></p> <p><i>2 – Select and synthesise evidence from different texts</i></p>	1a – Identify explicit information
			1b – Identify explicit ideas
			1c – Interpret implicit information
			1d – Interpret implicit ideas
			2a – Select evidence from different texts
			2b – Synthesise evidence from different texts

<i>Assessment Objective</i>		<i>Strands</i>	<i>Elements</i>
AO2	<p><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></p>	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

<i>Assessment Objective</i>		<i>Strands</i>	<i>Elements</i>
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

<i>Assessment Objective</i>		<i>Strands</i>	<i>Elements</i>
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> • <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</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
			1b – Communicate clearly, effectively and imaginatively
			1c – Select and adapt tone, style and register
		2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	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>