

2011 AS Use of English

Section A Marking Scheme

{ points within this bracket can be in any order.

Part 1

1.1

A	✓
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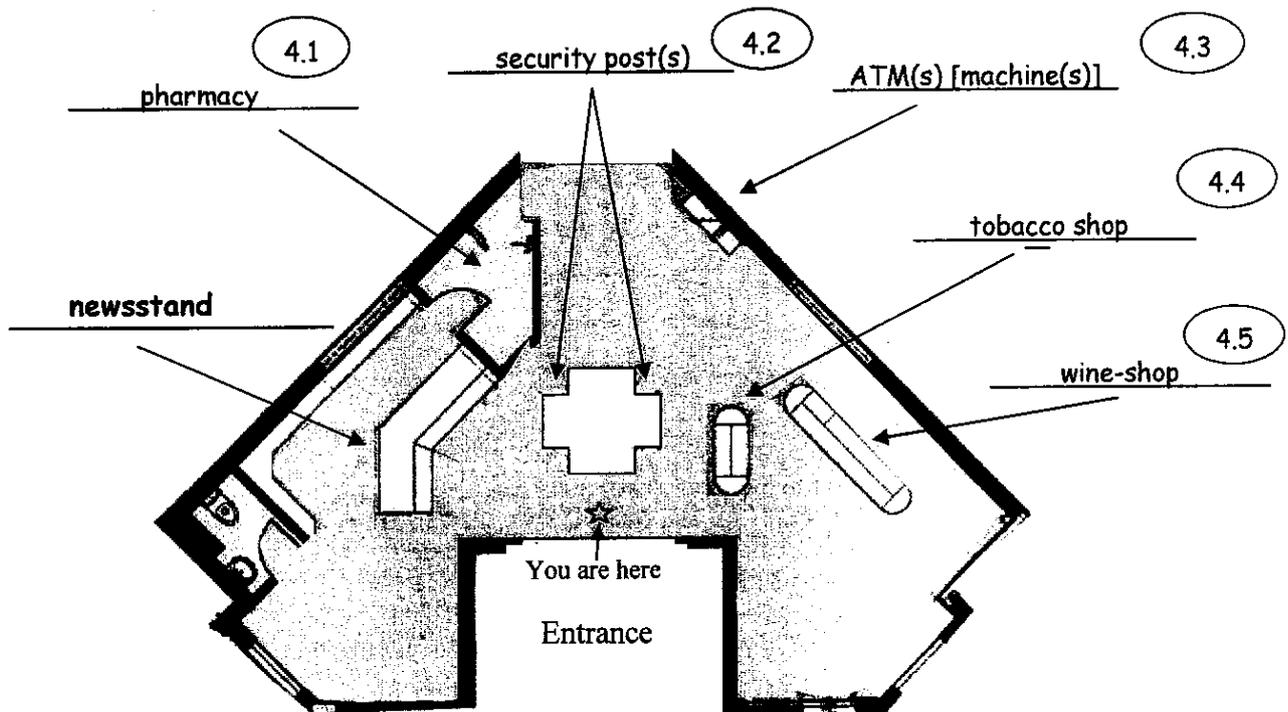
2.1 E- shopping

2.2 Eco- friendly

2.3 Eco nomical

3.1

C	✓
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- 5.1 we/they don't/won't trust you
- 5.2 we'/they'll make you sick then cure you
- 5.3 we/they offer (cosy) uniformity
- 5.4 we'/they'll help you buy what you don't need

	Offered now	Will be offered	Will <i>not</i> be offered
6.1	Indoor furniture	✓	
6.2	Outdoor furniture		✓
6.3	Magazines	✓	
6.4	Books		✓
6.5	Lighting	✓	
6.6	Sound systems	✓	
6.7	Pop music	✓	
6.8	Clothes		✓
6.9	Crockery	✓	
6.10	Washing machines		✓
6.11	Loans and mortgages		✓
6.12	Insurance	✓	
6.13	Vacations		✓
6.14	Photo developing		✓
6.15	Mobile phones		✓
6.16	Legal advice	✓	

Rich garden		Poor garden	
7.1	colourful and varied / various flowers	7.2	dull and uniform
7.3	resistant to change	7.4	open to disease
7.5	recovers easily	7.6	recovers (very) slowly
7.7	more resources	7.8	lacks/no resources

{ 8.1 Local shops are adaptive and healthy .

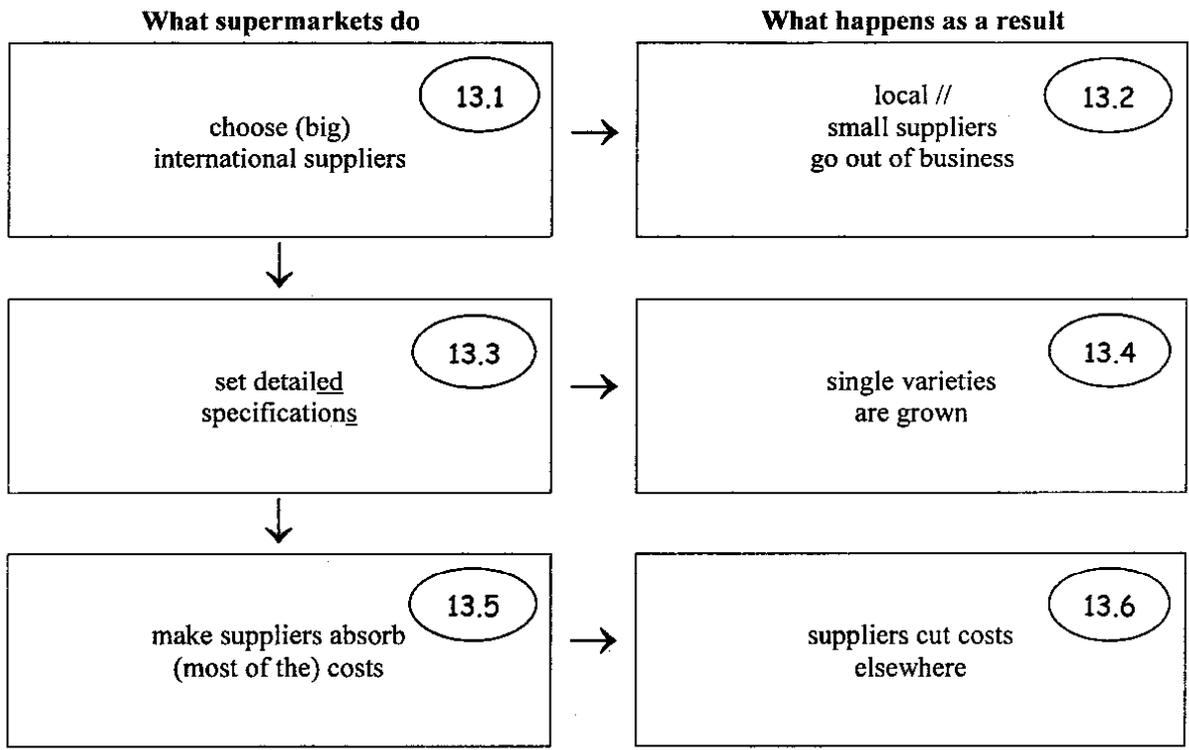
{ 8.2 Supermarkets are invasive and unhealthy .

9.1	Alice	interest	✓
9.2	Sam	doubt	✓

10.1	C	✓
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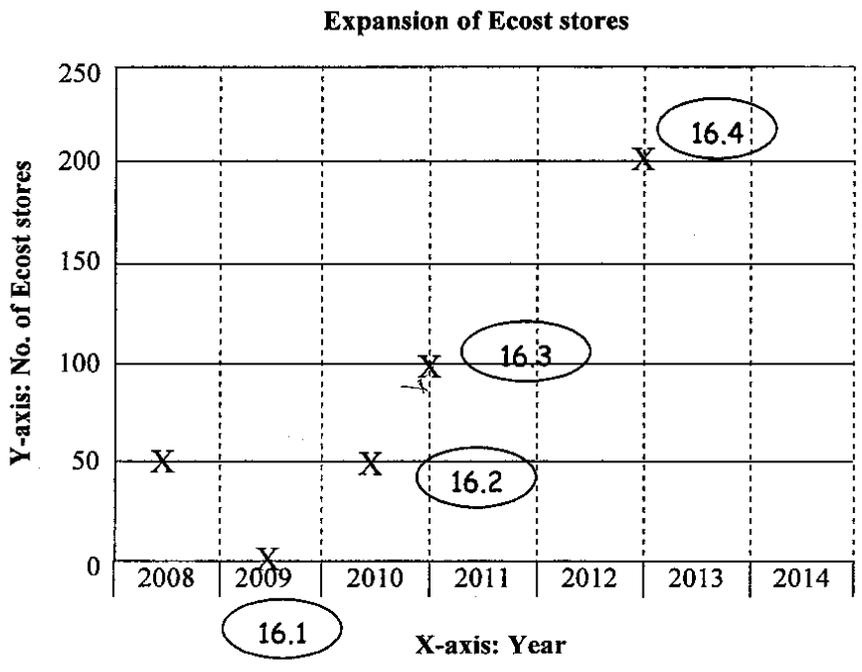
- { 11.a (they're) are grown in different size(s)
- 11.b high-yield (crops)
- 11.c (can be) shipped easily
- 11.d excellent shelf-life

Disadvantage	Cause
12.1 tasteless	12.2 injected with water
12.3 no range (available) // (all the) same variety	12.4 supermarket supply model/ choose high yield crops



14.1	Sam	anger	✓
14.2	Alice	anger	✓

15.1	Ecost	13%
15.2	Greetings	13%
15.3	Stop'n Shop	17%
15.4	wet-markets	57%



Local losses		Global losses	
17.1	shops	17.6	diversity
17.2	jobs	17.7	(global) sense of responsibility
17.3	skills	17.8	independence
17.4	character	17.9	self-sufficiency
17.5	competition		

Landscapes	18.1	towns are // look identical
	18.2	more roads (have to be built)
	18.3	forest(s) cleared fro farm/farming land
Pollution	18.4	encourages use of private cars
	18.5	using more (vehicles) (for) shipping/transportation
Economy	18.6	too powerful to regulate
	18.7	system is very fragile

- 19.a organise a village campaign
- 19.b complain to government
- 19.c support your local shops
- 19.d boycott the jobs Ecost offers
- 19.e picket the store

20.1	Technical faults	5
	Privacy	1
	Charges	4
	Overbuying	3
	Marketing	2

21.1	Alice	amusement	✓
21.2	Sam	embarrassment	✓

Section B Guidelines for Assessment

The piece of writing is assessed independently by two markers on a nine-point scale:

+ <i>Above Average</i> –	+ <i>Average</i> –	+ <i>Below Average</i> –
(9) 8 7	6 5 4	3 2 (1)

When awarding a grade, the marker gives equal weighting to content and language accuracy. The following six areas are considered:

1. Does the candidate communicate **relevant content** which fully answers the question?
2. Is the content **logically organised** and in a **format** appropriate to the question?
3. What degree of skill does the candidate show in constructing **paragraphs**?
4. Is the **vocabulary**, including its variety and level of formality, appropriate to the question?
5. What degree of skill does the candidate show in constructing a variety of **sentence types**?
6. How accurate is the candidate's **grammar**, idiomatic usage, punctuation and spelling?

In short:

Content	Language accuracy
Relevant content?	Appropriate vocabulary?
Logical organisation?	Variety of sentence types?
Well-constructed paragraphs?	Accurate grammar and mechanics?

Section C Marking Scheme

Part 1 Reading

- | | | | |
|-----------|-----------|------------|------------|
| 1. A (30) | 5. D (45) | 9. D (47) | 13. B (67) |
| 2. A (68) | 6. C (22) | 10. D (72) | 14. A (51) |
| 3. C (72) | 7. A (58) | 11. B (16) | |
| 4. D (75) | 8. B (32) | 12. C (39) | |

Part 2 Language Systems

- | | | | | | |
|------------|------------|------------|------------|------------|------------|
| 15. D (48) | 20. * | 25. C (72) | 30. D (44) | 35. A (33) | 40. B (56) |
| 16. B (64) | 21. C (30) | 26. D (21) | 31. A (48) | 36. A (44) | 41. B (56) |
| 17. C (41) | 22. B (40) | 27. A (60) | 32. D (52) | 37. D (68) | 42. D (34) |
| 18. A (65) | 23. D (63) | 28. C (56) | 33. A (35) | 38. B (57) | 43. C (47) |
| 19. B (60) | 24. A (49) | 29. B (58) | 34. C (80) | 39. D (51) | 44. D (70) |

* *This item was deleted.*

- | | | |
|------------|------------|------------|
| 45. I (57) | 49. D (55) | 53. E (48) |
| 46. F (22) | 50. B (62) | 54. G (30) |
| 47. A (47) | 51. C (23) | 55. H (78) |
| 48. J (64) | 52. K (52) | |

- | | |
|--|------|
| 56. expressed surprise/felt surprised // was surprised | (83) |
| 57. existed // prospered // survived // flourished // thrived | (11) |
| 58. do exist // still exist/thrive // are resilient // live on // are/exist everywhere | (36) |
| 59. have invented/created // now have | (38) |
| 60. many // numerous // countless | (4) |
| 61. types // genres // forms // kinds //constructs // works | (14) |
| 62. their readers // the reader(s) // readers pleasurably/really/happily | (70) |
| 63. two centuries // two-hundred/200 years // twenty decades | (23) |
| 64. contemporary // ordinary // familiar // real(listic) // modern | (28) |
| 65. different // unique | (37) |
| 66. once alive/dead // already dead // dead previously | (14) |
| 67. recognise // recognize | (39) |
| 68. occur // happen | (59) |
| 69. be grounded/set/based // have grounding // have grounds | (18) |
| 70. typical // representative // reflections | (15) |
| 71. vengeance // revenge | (4) |
| 72. fascination | (36) |
| 73. trust // faith // belief | (20) |
| 74. imaginative // successful // creative | (23) |
| 75. died // declined // diminished // faded // disappeared // vanished // perished // ceased | (29) |
| 76. unthinkable // unimaginable | (64) |
| 77. nineteenth/19th century // previous/past/last century | (50) |

78. An ash cloud is ^{covering} cover Europe (55)
79. ~~the~~ passenger aeroplanes (18)
80. through the cloud as the ash could ~~be~~ damage (81)
81. the engines and ^{cause} caused them to fail (65)
82. the engines on a plane were ~~were~~ failed // the engines on a plane were ^{failing} failed (30)
83. an ash cloud over ~~the~~ Indonesia (50)
84. which could only ^{restart} restarted // which could only ^{be} restarted // which ~~could~~ only restarted (75)
85. ash had solidified and broken ^{off} out // ash had solidified and broken ^{up} out (1)
86. had lost thousands ^{of} of feet in altitude // had lost thousands ^{more} more feet in altitude (45)
87. it would have ^{had} had to 'ditch' (3)
88. To avoid such ^{an} an accident, // To avoid such ^{accidents} accident, (55)
89. There ^{are} have, therefore, // There have ^{been} been, therefore, // therefore, ^{been} been long queues (62)
90. try to find an alternative to ^{flying} fly (3)
91. The disruption is ^{the} the most severe (72)
92. low cost airlines ^{means} mean that flying (71)
93. to travel ^{to} in European cities, // to travel ^{between} in European cities, (25)
94. the distances involved are ^{quite} quiet short // the distances involved are ~~quite~~ short (34)
95. ^{In} At Iceland, the ash from the volcano (50)
96. car engines and ^{reducing} reduce visibility (57)
97. to stay ^{indoors} indoor and to wear // to stay ^{inside} indoor and to wear (19)
98. if they ^{go} went outside (63)

Note: Figures in brackets indicate the percentages of candidates choosing the correct answers.

Section D Guidelines for Assessment

1. A candidate's performance will be assessed on a SEVEN point scale for Part 1 Individual Presentation and Part 2 Group Discussion.
2. Examiners will use an impression-mark scheme and will mark to a pattern of mark distribution. Separate marks will be awarded to each candidate for Part 1 and Part 2. The marks will range from 7 (the best) to 1 (the weakest). The marking scheme is norm-referenced, which means that examiners will not have a detailed descriptor for the level of marks awarded (i.e. 1 to 7) but instead, each day, the examiners will compare and then rank the performance of the candidates, one with another.
3. A score of '0' will be given ONLY in the following circumstances: for Part 1 if a candidate does not speak at all or if a candidate has copied out the reading passage in full and just reads out the passage; for Part 2 if a candidate does not speak at all, even after being prompted by the examiner.
4. Examiners will use the checklist below which is printed on the candidate's scoresheet when assessing the candidate's performance.

Checklist boxes for examiners

Checklist						
Part 1 Presentation			Part 2 Group Discussion			Remarks
Intelligibility	Audibility		Effective Communication and Interaction Skills	Range of vocabulary and structures		
	Clarity of speech					
Accuracy	Pronunciation			Fluency		
	Grammar					
Fluency	Ease of language production			Intelligibility		
Technical aspects of presentation	Eye contact			Participation and meaningful contribution		
	Manner of delivery					

NOTE:

- If the candidate has been awarded a penalty for either the Individual Presentation or the Group Discussion, you should make an explanatory note in the 'Remarks' column and attach the candidate's note card to their scoresheet.
- Only the computer-read marks in the 'Mark Given' column will be considered.

5. The candidate will be awarded one global impression mark independently by each examiner for the Individual Presentation and another for the Group Discussion. The presentation is not designed to test the candidates' summarising skills, so as long as candidates speak on the specific topic covered in the reading passages they will be awarded marks. The factual accuracy or completeness of their presentation is not considered in the assessment of their performance. In Part B, Group Discussion, completion of the discussion task is not considered in the assessment.

Section E Marking Scheme

TASK 1: Evaluation Report

Maximum marks: 49

CONTENT = 40 MARKS

		Coasteering		Mountain biking		Freerunning
How much	1.1	full day: \$700 per person/package ¹	1.11	full-day: \$900 per person/package	1.22	full day: \$750 per person/package ²
	1.2	insurance: \$50 per person			1.23	insurance: \$30 per person
What	1.3	combination of swimming + rock climbing + jumping + diving (<i>all 4 required</i>)	1.12	off-road // up hills, across streams and through woods	1.24	involves running + jumping + acrobatic movements (<i>all 3 required</i>)
	1.4	make your way along coast			1.25	try to get to destination in a different way (than normal) / interesting way
Required Ability	1.5	swim	1.13	ride a bike	1.26	no special skills needed
Price includes	1.6	minibus (pick up & drop off) + packed lunch + basic equipment (buoyancy aid, waterproof bags, wetsuits, helmets) (<i>all 3 required</i>)	1.14	insurance	1.27	packed lunch
			1.15	minibus (pick up and drop off)		
			1.16	bike		
			1.17	packed lunch		
Extras not included	1.7	safety boat: \$1000	1.18	helmet: \$35 per person	1.28	knee pads: \$20 per person + gloves: \$20 per person
Benefits	1.8	overcome fear	1.19	burn calories	1.29	develops physical strength + speed + agility (<i>all 3 required</i>)
	1.9	workout for upper body and cardiovascular system	1.20	opportunity to think things through on one's own	1.30	motivates teenagers to do exercise / get fit
	1.10	develops physical and mental stamina	1.21	being able to see amazing scenery	1.31	work in group
	1.37	encourages teamwork			1.32	can find courage to do new things

¹ \$750 in total per person → X 1.1, X1.2

\$750 in total per person including insurance → 1.1, 1.2

\$700 per package → 1.1

² \$780 in total per person → X 1.22, X1.23

\$780 in total per person including insurance → 1.22, 1.23

\$750 per package → 1.22

Coasteering Recommendation

		Coasteering recommended		Mountain biking not recommended		Freerunning not recommended
	1.33	recommendation				
Justification ³	1.34	is / all are within budget (\$700-\$1000)				
	1.35	are enough trainers for group size of 20			1.36	have a small team of instructors so cannot accommodate group size // are not enough trainers for group size of 20
	1.37	requires /encourages teamwork	1.38	team work does not play an important part		
	1.39	is for correct age group			1.40	have to be over 18

Mountain Biking Recommendation

		Mountain biking recommended		Freerunning not recommended
	1.33	recommendation		
Justification ³	1.34	is / all are within budget (\$700-\$1000)		
	1.35	are enough trainers for group size of 20	1.36	have a small team of instructors so cannot accommodate group size // are not enough trainers for group size of 20
	1.39	is for correct age group	1.40	have to be over 18

Freerunning Recommendation

		Freerunning recommended		Mountain biking not recommended
	1.33	recommendation		
Justification ³	1.34	is / all are within budget (\$700-\$1000)		
	1.31	requires /encourages teamwork	1.38	team work does not play an important part

³ Mark can be awarded for these points only when they appear as a justification for a recommendation

PRESENTATION MARKS = 9 MARKS

(i) Relevance = 1 mark

0	1
<p>Some irrelevant information included.</p> <p>Examples of irrelevant material: <i>half day price; information about adventure swimming or abseiling; all bookings non-refundable; bad weather will result in postponement of booking; biographical details of staff or of freerunners; mention of ACandCo; mention of 4 stages in mountain biking</i></p>	<p>No irrelevant information included.</p>

(ii) Tone = 1 mark

0	1
<p>Did not maintain an appropriate tone through being too informal, personal and/or subjective. May also be overly critical of the two courses <u>not</u> chosen.</p> <ul style="list-style-type: none"> • Examples of phrases which are too informal or too much like spoken overly evaluative phrases from the Data File: <i>handle this sort of number; scared; feel great about oneself; Imagine a sport; all the thrills of (adventure swimming); Throw in a bit of (rock climbing); Then some (jumping and diving) for good measure; it's great for (developing my stamina); (the skyest of people) to come out of their shell; Teenagers love it. They can be cool (at the same time as getting fit.); a reasonable (packed lunch); (seeing) all this just like really, really amazing (scenery); (burning) all those (calories doing) all that (exercise).</i> • Examples of phrases which are too personal: <i>I am Jacky Lee; Thank you for choosing Xtreme Sports; Hope this helps.</i> • Examples of phrases which are overly critical of the two courses not chosen: <i>Mountain biking is no good because....</i> 	<p>Maintained an appropriate tone.</p> <p>Appropriate tone is maintained by candidates writing:</p> <ul style="list-style-type: none"> • in a fairly formal, impersonal way • in an objective way, avoiding spoken overly evaluative phrases; • in a way which is not overly critical of the two courses <u>not</u> chosen.

(iii) Appropriacy of Text Type = 1 mark

0	1
<p>Text features not appropriate for a report:</p> <p>Letter salutation, complimentary close and signing off</p> <p>An introduction that reads like an essay</p> <p>Long paragraphs</p> <p>Intro – Body – Conclusion in three paragraphs</p>	<p>The key feature of a report is:</p> <ul style="list-style-type: none"> Sections with appropriate headings e.g. <u>Coasteering</u>; <u>Extra Costs</u>; <u>Recommendation</u> <p>In the absence of sections with appropriate headings. To be awarded the point the text must have:</p> <ul style="list-style-type: none"> An appropriate title for a report and A statement of the purpose, overview of the report or background of the report in the introduction. <p>Other features of a report include:</p> <ul style="list-style-type: none"> Numbered or lettered sections and/or points Lead ins and bullet points within sections The use of the word 'report' in the title and/or introduction

(iv) Coherence and Cohesion = 3 marks

0	1	2	3
<p>The candidate has written a text which is more like a series of content points or a series of answers for a reading comprehension exercise rather than a coherent whole. These points may be linked at times by non-integrated connectives, most typically additive connectives, and sequencers e.g. 'And', 'Also', 'Moreover', 'Firstly'.</p>	<p>The candidate relies mostly on non-integrated connectives to link points taken from the Data File, particularly sequencers; additive, contrastive and exemplification connectives. These bring some degree of coherence to the text, though they are not always used accurately.</p> <p>The candidate may use some of the cohesive devices described in a '2' performance, though this is done less accurately / frequently.</p>	<p>The candidate uses cohesive devices particularly useful in directing the reader in report writing. These include: a statement of purpose; an overview of the structure of text in the introduction (with matching text structure); a clear title and headings; topic sentences; lead-in stems and consistent bullet points.</p> <p>The candidate also uses more sophisticated cohesive devices than seen in '1' such as integrated connectives; substitution; general nouns; the definite article for general /specific reference, etc.</p> <p>These may not always be used successfully or accurately.</p>	<p>The candidate uses the range of cohesive devices described in '2' but these are characterized by being used both successfully and accurately.</p>

Glossary

Non-integrated connective	A word or phrase which connects parts of the text. It occurs at the beginning of a sentence or finite clause.
Additive connective	A word or phrase which signals that the upcoming text is an additional point to the previous one. - <i>also, in addition, furthermore</i>
Contrastive connective	A word or phrase which signals that the upcoming text is a contrast to the previous point. - <i>on the other hand, nevertheless, however</i>
Resultive connective	A word or phrase which signals that the upcoming text is a result or consequence of the previous point. - <i>therefore, thus, as a result</i>
Exemplification connective	A word or phrase which signals that the upcoming text is an example of the previous point. - <i>for example, such as, for instance</i>
Sequencers	A word or phrase which signals that the upcoming text is one of a series of points in a sequence. - <i>firstly, second, last but not least</i>
Integrated connective	A word or phrase which connects parts of the text, and which occurs either before a lexical verb or after an auxiliary verb or before a non-finite clause.
Advance labelling	A clause or sentence in which the writer signals what s/he is about to present in the upcoming text.
Topic sentence	A sentence which appears at the beginning of a section/ paragraph which provides a clear indication of the topic of the rest of the section/paragraph.
Demonstrative pronoun	A word such as <i>this, that, these, those</i> , which refers back to something or circumstances already mentioned.
Reference noun	A noun which often combines with 'this', 'that' 'such' etc. and which refers back in a general way to a situation or circumstances already mentioned. These include: <i>argument, case, claim, comment, explanation, fact, hope, idea, incident, issue, matter, point, possibility, problem, reason, requirement, view, way.</i>

(v) Grammatical Range and Accuracy = 3 marks

0	1	2	3
The candidate uses little of his/her own language but when s/he does it is characterized as having errors beyond simple sentences.	The candidate sometimes adapts phrases from the Data File to create grammatically correct sentences. This is done through word formation changes, tense changes, the changing of pronouns, etc. However, the text is characterized by numerous errors often due to failing to change the original text to the requirements of the candidate's own text.	The candidate is generally successful at manipulating phrases from the Data File to create grammatically correct sentences. As well as those aspects described as being typical of a '1' performance, the candidate may also create his own complex sentences with dependent clauses, etc. Some errors in this aspect are still evident.	The candidate is very successful in manipulating phrases from the Data File to create grammatically correct sentences. This is done through a wide variety of changes made to the original text. The writing is characterized by a high degree of accuracy in this aspect.

Note: The mark for **Grammatical Range and Accuracy** should only be based on the candidates' own language and/or their attempts to paraphrase. Sections of the report which consist of text copied *verbatim* from the Data File should not be considered.

To get a 3, the candidate's work need not be error-free.

TASK 2: Handout

Maximum marks: 29

CONTENT MARKS = 20 MARKS

WHY WAS THERE ONLY ONE GUIDE WITH THE GROUP?	2.1	according to Hong Kong Professional Hiking Association (Code of Conduct)
	2.2	recommended leader to group member ratio is 1:6
	2.3	six people in the group
IS MONICA LIM QUALIFIED TO LEAD A HIKE?	2.4	she is experienced // guide for over ten years
	2.5	she has a mountaineering and hiking instructor award
WHY WASN'T THE GUIDE CARRYING A MOBILE PHONE?	2.6	Monica / the guide was carrying a mobile phone but it had stopped working
	2.7	she borrowed someone else's / a student's phone
	2.8	will carry two mobile phones in future
WHY DOESN'T YOUR COMPANY USE QUALIFIED FIRST-AIDERS?	2.9	Monica / the guide is a qualified first-aider // all our guides are competent in first aid
	2.10	she has a wilderness first aid qualification / certificate
WAS ADEQUATE FIRST AID GIVEN? WHAT DID THE GUIDE DO?	2.11	Monica / the guide checked your son's leg / ankle
	2.12	she bandaged your son's ankle
	2.13	she called an ambulance / emergency services
	2.14	she calmed everybody down
	2.15	checked for concussion by asking (simple) questions
	2.16	met ambulance at Hoi Ha Road / Pak Sha O Youth Hostel as instructed by emergency services
WHY DIDN'T THE GUIDE SEE THE SNAKE?	2.17	the guide did see the snake and said that it was not aggressive
	2.18	the guide told the group to go past quietly
STARTING AND ENDING THE EMAIL	2.19	A finishing statement making some sort of offer to answer more enquiries or expressing a hope for her continued business or wishing Vincent a recovery. For example: <i>If you have any more enquires regarding this matter do not hesitate to contact me // I look forward to seeing your son on one of our courses in the future // I hope that your son has made a full recovery.</i>
	2.20	<i>Dear Mrs Tardelli / Dear Ms Tardelli + Yours truly / Yours sincerely / Best Wishes / Best regards / Regards / Jacky Lee // Jacky Lee Xtreme Sports</i>

PRESENTATION MARKS = 9 MARKS

(i) Relevance = 1 mark

0	1
<p>Some irrelevant information included.</p> <p>Examples of irrelevant material:</p> <p><i>Monica loves scrambling in and out of water; she got a sports scholarship; Paddle Instructor (Intermediate); Adventure Swimming Certificate Advanced Level; Freerunning Instructor Intermediate Level; names of other hike participants</i></p>	<p>No irrelevant information included.</p>

(ii) Tone = 2 marks

0	1	2
<p>Did not maintain an appropriate tone.</p> <p><i>Do you think that the email will placate Mrs. Tardelli?</i></p> <p>- No.</p> <p>Inappropriate features may include:</p> <ul style="list-style-type: none"> • An over abrupt tone. • Not acknowledging that the incident / was unfortunate / must have been upsetting/ worrying etc. • Admitting guilt unnecessarily. • Blaming Vincent. • Unprofessional tone by use of inappropriate informal/ teenage phrases: e.g. <i>just in case; pretty strange questions; Anyways; 'cause; Monica was really good; play it safe; her phone wouldn't work; kind of overreacted; didn't panic; and everything; Typical Vincent!; they were like scared; like he'd been shot.</i> 	<p>Maintained a reasonably appropriate tone.</p> <p><i>Do you think that the email will placate Mrs. Tardelli?</i></p> <p>- Partially.</p>	<p>Maintained an appropriate tone.</p> <p><i>Do you think that the email will placate Mrs. Tardelli?</i></p> <p>- Yes.</p> <ul style="list-style-type: none"> • <i>The tone is professional but not too abrupt.</i> • <i>It does apologize for the unfortunate accident but not unnecessarily.</i> • <i>It does not paint Vincent Tardelli in a bad light.</i>

(iii) Appropriacy of Subject Heading = 1 mark

0	1
<p>Inappropriate subject heading for email.</p>	<p>Email + Mar 21// Vincent (Tardelli) / your son's accident // incident/accident + Mar 20// Wong Shek hike// Christopherson Memorial School hike// hike+date</p>

(iv) Coherence and Cohesion = 2 marks

0	1	2
<p>The candidate has written a text which may:</p> <ul style="list-style-type: none"> • be more like a series of answers to a reading comprehension rather than a coherent whole or • lack in coherence within the paragraphs. <p>The candidate relies mostly on non-integrated connectives to link points taken from the Data File, particularly, additive connectives, e.g. <i>And, Also, Moreover</i> and sequencers e.g. <i>Firstly, Secondly</i>. These bring some semblance of coherence to the text.</p> <p>The candidate generally fails to make clear references back to Ms. Tardelli's original email, meaning that the interaction between the two emails lacks in coherence.</p>	<p>The candidate uses non-integrated connectives accurately, but also uses more sophisticated cohesive devices, such as integrated connectives; advance labelling; topic fronting devices e.g. <i>Concerning, Regarding</i>, topic sentences; substitution; general nouns; the definite article for general /specific reference, etc. These may not always be used successfully or accurately and may be used in a repetitive fashion.</p> <p>The candidate generally manages to make clear references back to Ms. Tardelli's original email, meaning that the interaction between the two emails is generally coherent with only minor difficulties caused in this regard.</p> <p>The candidate displays an ability to construct a paragraph in a coherent fashion with only minor difficulties caused in this regard.</p>	<p>The candidate uses the range of cohesive devices described in '2' but these are characterized by being used both successfully and accurately.</p> <p>The candidate manages to make clear references back to Ms. Tardelli's original email, meaning that the interaction between the two emails is coherent throughout.</p> <p>The candidate displays an ability to construct a paragraph in a coherent fashion throughout.</p>

(v) Grammatical Range and Accuracy = 3 marks

0	1	2	3
<p>The candidate uses little of his/her own language but when s/he does it is characterised as having errors beyond simple sentences.</p>	<p>The candidate sometimes adapts phrases from the Data File to create grammatically correct sentences. This is done through word formation changes, tense changes, the changing of pronouns, etc. However, the text is characterised by numerous errors often due to failing to change the original text to the requirements of the candidate's own text.</p>	<p>The candidate is generally successful at manipulating phrases from the Data File to create grammatically correct sentences. As well as those aspects described as being typical of a '1' performance, the candidate may also create his own complex sentences with dependent clauses, etc.</p> <p>Some errors in this aspect are still evident.</p>	<p>The candidate is very successful in manipulating phrases from the Data File to create grammatically correct sentences. This is done through a wide variety of changes made to the original text.</p> <p>The writing is characterised by a high degree of accuracy in this aspect.</p>

Note: The mark for **Grammatical Range and Accuracy** should only be based on the candidates' own language and/or their attempts to paraphrase. Sections of the email which consist of text copied *verbatim* from the Data File should not be considered.

To get a 3, the candidate's work need not be error-free.