

GCSE English Language Unit 3

Reading and Writing:

Argumentation, Persuasion and

Instructional

Waste

Teaching and Learning

Reading Support Activities

Text A shows where food is wasted

Look at the PISA definitions of text purpose. What is the purpose of this text?

THE TRUTH ABOUT FOOD WASTE

7.2

MILLION TONNES OF FOOD AND DRINK ARE THROWN AWAY EVERY YEAR

OF ALL THE FOOD WE BUY, THAT'S A MASSIVE

19%

WHICH WOULD FILL

Nine Wembley Stadiums

4.4

MILLION TONNES COULD HAVE BEEN EATEN

WHICH PRODUCES

17 million tonnes CO₂

THE SAME AMOUNT OF CO₂ PRODUCED BY

One fifth of all cars

2.6

MILLION TONNES WEREN'T USED IN TIME

WHICH COSTS US

£6.7 billion

AND COSTS THE AVERAGE HOUSEHOLD

£270



What does the writer use different ways to illustrate the same information?

This information is presented differently – why? To understand the information represented by the blue and orange circles – read the statement above.

88

% OF PEOPLE THINK THAT PACKAGING IS A BIGGER OR EQUAL PROBLEM TO FOOD WASTE

BUT COMPARE THE CO₂ EMISSIONS OF THE FOOD WE BUY AND THE PACKAGING IT COMES IN (IN MILLION TONNES)



166 FOOD



10.8 PACKAGING

61

% OF PEOPLE THINK FRUIT AND VEG GOES OFF QUICKER IN ITS PACKAGING

HOW MUCH LONGER DOES PACKAGING MAKE FOOD LAST?

13

% KNOW THAT STORING FOOD IN ITS ORIGINAL PACKAGING WILL KEEP IT FRESHER FOR LONGER

Cucumbers

Salads

Sliced meats

Bread and rolls

■ STORED IN ORIGINAL PACKAGING ■ STORED NAKED

This requires closer reading. To understand the information represented by the shapes and shading it is important to read the small heading and the key at the bottom.



All data is from the UK. For more tips on the best way to store your food go to lovefoodhatewaste.com

PISA Text definitions

The *personal* category relates to texts that are intended to satisfy an individual's personal interests, both practical and intellectual. This category also includes texts that are intended to maintain or develop personal connections with other people. It includes personal letters, fiction, biography, and informational texts. It also includes personal e-mails, instant messages, social media/networking sites and diary-style blogs.

The *public* category describes the reading of texts that relate to activities and concerns of the larger society. The category includes official documents as well as information about public events. In general, the texts associated with this category include forum-style blogs, news websites and public notices that are encountered both online and in print.

The content of *educational* texts is usually designed specifically for the purpose of instruction. Printed text books and interactive learning software are typical examples of material generated for this kind of reading. Educational reading normally involves acquiring information as part of a larger learning task.

A typical *occupational* reading task is one that involves the accomplishment of some immediate task. It might include searching for a job or following workplace directions. The model tasks of this type are often referred to as "reading to do".

What is the purpose of this document?

Check title/author to help you to understand the background/source of the text. This may also help you to understand the reasons for writing.

Text B is taken from Wales' waste reduction strategy

Towards Zero Waste is Wales' waste strategy document.

Launched in June 2010, the strategy document outlines the actions we must all take if we are to achieve our ambition of becoming a high recycling nation by 2025 and a zero waste nation by 2050. We need to reduce the amount of waste by 1.5 per cent every year until 2050. We must also prevent the waste of materials which have the greatest impact on our ecological footprint (the impact we have on the environment). These materials are:

This tells the reader what the document aims to achieve.

- food waste
- paper and cardboard
- wood
- metals
- plastic.

Where language is more challenging, remember to read the whole sentence to see if this helps with understanding.

Where waste is produced, we need to deliver very high levels of recycling which is separated at source.

The measures outlined in **Towards Zero Waste** will also:

The word also – suggests that these are additional benefits

- provide more green jobs and increase skills
- help Wales become more resilient against future competing demands for resources
- ensure that everybody can contribute
- support our sustainable development and climate change objectives.

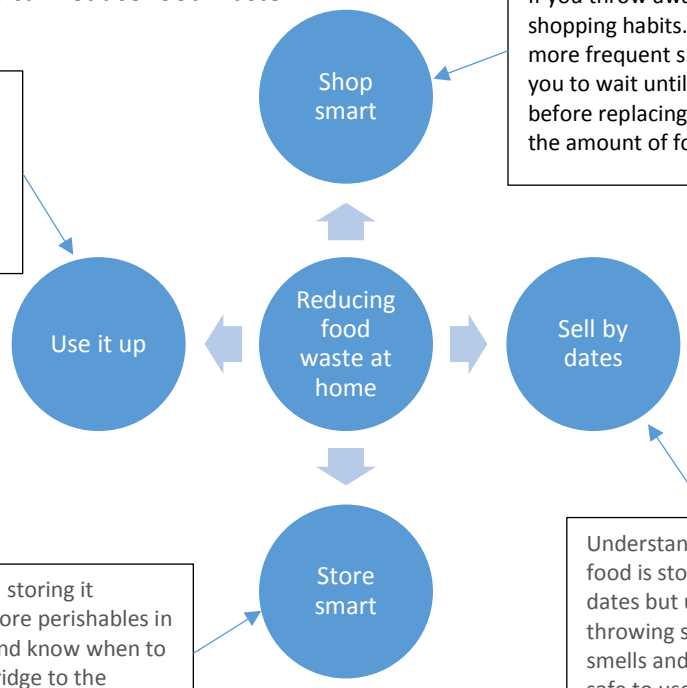
When sequencing, you are told that buying/shopping comes first. Look through the other sections to see if there are any points linked to this.

What is the purpose of this document?

Text C suggests how we can reduce food waste

Eat what you buy. Leave skins on vegetables and incorporate meat bones and vegetable scraps into stocks and sauces. Finally, consider using leftovers in different meals or freeze extra portions if you have made too much.

If you throw away food, change your shopping habits. Start by taking smaller, more frequent shopping trips to allow you to wait until perishables are used up before replacing them. Be realistic about the amount of food you buy.



The reference to 'storing' indicates that this is the third step in the process. By process of elimination 'use it up' will be the last in the sequence.

'After buying' indicates this would be the next step if you were sequencing the information. Look at the whole section - the information on storing will help you to find the next step.

After buying your food, storing it properly is essential. Store perishables in an airtight container, and know when to move foods from the fridge to the freezer.

Understand sell by dates. Once your food is stored properly check sell by dates but use your senses before throwing something away. If food looks, smells and tastes normal, it should be safe to use even if the expiration date has passed.

Read the text carefully. What is the purpose of the text?

You have been asked to consider: How does the writer try to persuade British people to ask for a 'doggy bag'? When reading constantly ask yourself what is the writer doing and how do they try to control your viewpoint.

Text D comments on avoiding waste in restaurants

Doggy bag: Why are the British too embarrassed to ask?

Title – why is it a question?

Why embarrassed?

Doggy bags are part and parcel of eating out in America. But many British diners struggle with the idea of asking to take their leftovers home, something campaigners want to change.

Why is there a comparison?

Look at the language underlined.

In the UK, it is a rarely heard request. And if one does have the audacity to ask for a doggy bag, it will probably be uttered under one's breath or behind one's hand. There is no such shame attached to doggy bags in the America, where they are overtly offered on a menu or freely handed out by the waiting staff as part of the service.

What is the effect of the statistics?

A recent survey by the Sustainable Restaurant Association (SRA) showed 25% of diners were too embarrassed to ask for boxes, with 24% wrongly believing they were against health and safety policies. The organisation is launching a new campaign to embolden diners to ask for doggy bags and to encourage restaurants to make patrons feel more comfortable about it. The Too Good to Waste initiative will see 25,000 biodegradable boxes dispatched to about 50 participating restaurants. They are hoping it will help reduce the amount of waste in the UK and the cost of removing and disposing of that waste food too.

Highlights we are set in our ways – why?

But old habits die hard and this is not the first time such a campaign has tried to convert Britons to the doggy bag culture. Dining out in the UK has certainly become more and more common for many people. It was once the preserve of the well-to-do but more people started to eat away from home in the 1960s.

These two paragraphs indicate an increase in dining out habits – why?

What do you think of someone who has a mental block?

In 1981, 957 million meals were served in restaurants and pubs in the UK whereas an estimated 1,661 million will be dished out this year, according to food consultancy Horizons. So if more and more Britons are eating out, why is there still a mental block when it comes to doggy bags? This reluctance may boil down to the British desire not to create a fuss, or it could be the belief that it is good manners to leave few morsels on your plate. To go against the norm in society takes a lot of confidence. There are unwritten rules in society people will follow automatically. When these adapt, so do people's actions. When people's actions change, so do their attitudes and ultimately people will not only reduce waste and save money but they will feel good about their actions too.

Does this writer agree with the belief?

Consider the language used, any questions posed, any other techniques the writer has used and how the writer makes you feel. How has the writer put together their ideas? They give you the history of dining out so you can compare past to present – why do they do this?

<http://www.bbc.co.uk/news/magazine-15106212>

You are asked to consider how you think and feel about this text. As you read through, constantly ask yourself how you think. Look at the highlighted phrases and think about how they make you feel.

What is the purpose of this text?

Text E is a newspaper article about freeganism

The freegans' creed: waste not, want not

You may not know what a freegan is – but look at how the writer includes a definition in the first paragraph.

As a nation we throw away millions of tonnes of food a year – a quarter of all we buy. Enter the 'freegans' – campaigners like Tristram Stuart who are tackling the scandal of global waste by digging around in supermarket bins for their weekly shop

Tristram Stuart **likes to rummage in bins**. He can tell you what time central London convenience stores put their binbags out on to the streets and hazard a good guess as to what will be in them. Stuart is a "freegan" – someone who subsists largely on food discarded by others. For him, a bin full of chucked-out food is not an object of physical revulsion. Rather, it's an opportunity.

Stuart **became a freegan at Cambridge** (he read English) and as a student acquired most of his food from the bins of his local Sainsbury's. "I remember getting through an awful lot of sliced bread and ready meals," he says. **Stuart has now become pickier** and these days he gathers at least some of his food from other sources. In his garden he grows vegetables and keeps bees; he shoots squirrels and deer, and rears pigs on a nearby farm. And he sometimes obtains food by the traditional method – paying for it. But he hasn't given up his freeganing lifestyle and items foraged from supermarket **dustbins are still the "mainstay"** of his diet.

Earlier this month, I accompanied him on one of his freeganing expeditions. First stop is a small branch of Sainsbury's. He opens up one of the bins and picks out a clear plastic sack containing roughly a dozen one-pint cartons of milk – all still within their use-by dates – and a pack of custard doughnuts. **"Perfect!"** he says.

Next we drive to Waitrose, which is where Stuart says that he gets most of his groceries. "You tend to find lots of fresh fruit and vegetables here – plenty of organic stuff." Four bins are empty and another is stuffed to the brim with white binbags. He starts opening these up, standing on his toes and leaning right into the bin to do so. Inside are all manner of edible-looking goodies: sacks of bread, packets of bagels and chocolate doughnuts, endless yoghurts, cartons of soup, individually wrapped pizzas and packets of pre-sliced ham. Most items are within their use-by dates.

For Tristram, solving the problem of food waste is not about us getting rid of supermarkets and all embracing freegan lifestyles. **It is about taking a large number of waste-reducing steps right across the food system**. "That is the thing I can't stress too much about food waste it isn't about everyone giving up something, having to grow their own vegetables and do all their own preserving. The message is, first of all, if you buy food, don't throw it away. And second, let's put pressure on food businesses to withdraw the policies they currently employ that cause all this waste."

[William Skidelsky](#)

<http://www.theguardian.com/environment/2009/jul/19/freegan-environment-food>

Now go back through the passage and see if there are any other words and phrases that you have an opinion about. Don't worry if your thoughts and feelings about the text are different to those of your friends, just make sure that you can support them with evidence.

Teaching and Learning Resource Waste

This signals which text to use.

Remind students to check mark tariff and the suggested space for the answer.

TEXT A

1. What percentage of all bought food is wasted?

[1]

This question tests the ability to use deduction skills to retrieve information.

Teaching Tip: Ask students to consider how they can best (or in this case economically) present this information. What are they being asked to find? It is not necessary to present this information in a sentence.

Which of the following is correct?

19%

Nineteen percent

Nineteen percent of all bought food is wasted.

All of the above are correct but the first answer is certainly most economical and would save time.

This question requires students to locate the correct area of the text and then interpret the pictograms using the information both above and below.

Using the same section of the resource, pose alternative questions such as what does 'stored naked' mean.

2. Which food type 'goes off' quickest despite being stored in its original packaging?

[1]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for:

- a) Cucumber

Teaching tip: again, consider the most economical way to present this answer. Explain to students that the key at the bottom of the page is crucial – if they do not use this in correlation with the pictures then they will not get the correct answer.

Skimming will help students locate the only two £ in the document.

3. How much money does wasted food cost the average household?

[1]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for:

£270

In the text there are two amounts of money £270 and £6.9 billion. Ensure students recognise that only one of these would be possible for the average household.

This signals a change in text.

TEXT B

To answer this question, students need to work out the meaning of a phrase/words. They need to write a definition to answer the question but must remember that it is only worth one mark.

4. Explain what the phrase 'separated at source' means. [1]

This question tests the ability to demonstrate verbal reasoning skills in context.

Teaching tip: ask students to re-read the sentence in which this phrase appears:

Where waste is produced, we need to deliver very high levels of recycling which is separated at source.

Underline any words or phrases that signal the general topic that is being commented on. Clearly this sentence is focusing on waste or rubbish and the recycling process. If students can break down the phrase as below:

Separation = dividing something up, breaking up of something

Source = beginning, start, foundation

This will help them to understand the fact that the phrase is referring to the process of organising rubbish or waste when it first becomes rubbish (or separating it into different types).

This time the student only has to deduce the meaning of one word – not a phrase but the reading process remains the same.

5. What does the word 'resilient' mean? [1]

This question tests the ability to interpret meaning.

Teaching tip: ask students to re-read the sentence in which this phrase appears:

- help Wales become more resilient against future competing demands for resources

Students have been give four options for this multiple choice question. Ensure their chosen option is clear. Students must try to avoid 'spoiling' their answer by obliterating several boxes.

What does the word 'resilient' mean?

- a) An effort that is valiant or brave
- b) To be tough against or cope with
- c) Something that is sustainable over time
- d) To be able to resist a temptation

Using their reading in context skills, students can begin to eliminate some of the possible answers. Talk through how to eliminate some of the descriptors.

Explain means to make clear – students must locate details from the text but phrase these in a way that makes it clear why these are important.

Two marks available – look for two main reasons in the text and explain them briefly.

6. Explain the main reasons why Wales has a zero waste policy. [2]

This question tests the ability to summarise information and to interpret meaning, ideas and information in challenging writing and to refer to evidence within texts.

Award **one** marks for each of the following up to a total of two.

- Ambitions of becoming a high recycling nation by 2025
- Want to be a zero waste nation by 2050
- To prevent wasting materials that have the greatest effect on the environment

Share the mark scheme with students. Ask them to use it to help them consider how to phrase their own answer.

Teaching tip: the phrase 'zero waste policy' is very specific. Students will notice that it has been used in the title but ask them to spot if they can see it anywhere else. Working through the text chronologically is a real help here as in this text the main ideas or priorities are outlined right at the start of the text. Encourage students to think of synonyms for the main words in a question if they are struggling to understand what to do.

Main = chief, essential, crucial, foremost, key, central

Purpose of text is something that will become increasingly familiar to students once they have grasped the PISA definitions. For every text studied, ask students to get into the habit of deducing text purpose.

TEXT C

7. Tick the box that best describes the purpose of this text:

[1]

This question tests the ability to understand and recognise the purpose of texts.

Award **one** mark for:

b) **Educational** – written specifically for instruction.

Ask students to look at any language features (imperatives etc.) in this text that suggest it is instructional.

Teaching tip: students may wish to bring in and collate a range of different types so they can work through them and deduce their purpose. Make sure they look at the whole text though and not just for individual words. For example, an education text could easily state, 'if you are working with members of the public you must ensure that they...' Although the word 'public' has been used the purpose of the text would be to instruct and therefore it would be an educational text.

8. Look at the instructions on how to avoid wasting food. Put the instructions in the order that they would be best completed.

[3]

The first one has been completed for you:

It is crucial that students notice this otherwise their answer will be out of sequence.

This question tests the ability to demonstrate verbal reasoning skills in synthesising information.

Teaching tip: give the students the mark scheme containing the correct answers. Ask them to pinpoint the words/phrases which indicate sequence. Ask them to look for clues within each paragraph where words/phrases link to other sections. For example, if you look at the second answer, 'after buying your food' suggests that this is the next logical step in the sequence.

Award **one** mark for each of the following in the correct order, to a **maximum of three**.

1. Shop smart: If you throw away food, change your shopping habits. Start by taking smaller, more frequent shopping trips.
2. Store smart: After buying your food, storing it properly is essential. Store perishables in an airtight container, and know when to move foods from the fridge to the freezer.
3. Sell by dates: Understand sell by dates. Once food is stored properly check sell by dates but use your senses before throwing something away. If food looks, smells and tastes normal, it should be safe to use even if the expiration date has passed.
4. Use it up - Eat what you buy. Leave skins on vegetables and incorporate meat bones and vegetable scraps into stocks and sauces. Finally, consider using leftovers in different meals or freeze extra portions if you have made too much.

The words and phrases in bold/underlined are required to answer this question but students do not need to copy out the entire paragraph. Using 'cut up' texts is an excellent way of helping students to look for clues within a text to aid its organization.

Sometimes a student may already know or think they know an answer. It is imperative that they do check they are correct by reading the text. The phrase 'doggy bag' has two very different definitions.

TEXT D

9. What is meant by the phrase 'doggy bag'? [1]

This question tests the ability to interpret meaning.

Award **one** mark for an explanation that suggests:

A container used to transport leftover food.

This question can be answered by reading through the text. A clear definition is not given but by reading through the first three paragraphs its meaning can be deduced.

Teaching tip: word meaning activities offer a challenge in two different ways. Firstly students need to deduce what is meant and then they have to articulate that meaning in a clear but concise way, which can be difficult. Using simple things like proverbs, metaphors or common sayings can help students practise how to explain something. The following website has a good range phrases to choose from.

<http://www.phrasemix.com/collections/the-50-most-important-english-proverbs>

'How does the writer' automatically requires three main elements: focus on/explanation of the question, evidence and, where relevant, technique.

Remember to consider how the writer makes the reader feel as this can be an effective technique.

10. How does the writer try to persuade British people to ask for a 'doggy bag'? [10]

This question tests the ability to use inference and deduction skills to retrieve and analyse information from written texts and reflect on the ways in which texts may be interpreted.

Ask students to read this answer which was awarded 5 marks.

Sample answer

The writer uses a range of techniques to persuade the reader to ask for a doggy bag. The first thing they do is ask the reader a rhetorical question to persuade them. The writer also compares British people to Americans to make us feel like they are better than us. They make it sound like doggy bags are something we are ashamed of in the UK and that we need to change this. The writer uses statistics to show how few people ask for doggy bags and also talk about some initiatives which have tried to introduce doggy bags. Towards the end of the passage the writer tells us that the number of people who eat at restaurants has increased over the years and this makes us feel like the waste will be increasing so action is needed. The writer tells us the positives of reducing waste to make us feel good and therefore change.

Teaching tip: ask students to improve answers. By working through this answer they can see where the student could improve. This answer would be awarded 5 marks and to improve it the students could:

- Add relevant supporting evidence
- Add comments on the emotions the writer appeals to (guilt, shame, embarrassment)
- Sharpen up the links to the question

Teachers could also share some areas of the mark scheme with students and ask them to identify certain features in the text. E.g.

Title – how does it persuade us? Why does the writer ask a question?

Why does the writer compare us to the Americans? How does the comparison make us feel?

The writer uses statistics – why are these used?

Why does the writer stress the huge amount of waste in the UK? What do they say?

This question requires students to explain the meaning of 'freegan'. Although the text is about freeganism, the student has to deduce the meaning as there is no overt definition.

Tristram is a freegan. Once they can see the link between him and freeganism, they will find a definition.

TEXT E

11. In your own words, explain what a 'freegan' is.

[1]

This question tests the ability to summarise information and to interpret meaning, ideas and information in challenging writing and to refer to evidence within texts.

Teaching tip – once students have worked out their own definition, ask them to compare their definition to one online or in a dictionary. See if they can refine their own definition and the language they use. Can they make their definition more economical?

Check carefully whose thoughts and feelings you are looking at. It could either be the readers or the writers.

When constructing an answer use 'I think... I feel' to frame a response.

Check the focus of the response – in this case Tristram Stuart.

12. What are your thoughts and feelings about Tristram Stuart?

[5]

Check the advice

You should support your answer with words and phrases from the text.

Teaching tip: use a table format when practising this skill. Ask students to find a piece of evidence that evokes a feeling when they read it.

Evidence	Thought or feeling
'likes to rummage in bins'	
a bin full of chucked-out food is not an object of physical revulsion	
In his garden he grows vegetables and keeps bees; he shoots squirrels and deer	
supermarket dustbins are still the "mainstay" of his diet	
"Perfect!" he says.	

To summarise is to briefly give the main points of something.

What are the main things he would do to get rid of this problem? Try looking at the introduction or concluding paragraph where you may find an overview of his opinions.

13. Summarise how Tristram would solve the problem of waste food.

[2]

This question tests the ability to synthesise and summarise information.

Correct answers contained here. Ask students to find them and reduce the text.

It is acceptable to summarise using bullet points or continuous prose as long as the information is reduced or handled selectively.

For Tristram, solving the problem of food waste is not about us getting rid of supermarkets and all embracing freegan lifestyles. It is about taking a large number of waste-reducing steps right across the food system. "That is the thing I can't stress too much about food waste it isn't about everyone giving up something, having to grow their own vegetables and do all their own preserving. The message is, first of all, if you buy food, don't throw it away. And second, let's put pressure on food businesses to withdraw the policies they currently employ that cause all this waste."

Teaching tip: look at the following webpage for summary skills:

<http://www.bbc.co.uk/skillswise/factsheet/en07unde-l1-f-hints-for-summarising-written-text>

Encourage students to practise extracting the main points from an article, textbook, story, film etc.

Only use these texts and try to use information from all three.

Only look for the benefits.

14. Using information from Texts B, D and E explain the possible benefits gained from reducing our waste and any plans to reduce waste further. [10]

Check mark tariff.

Students are being asked to look for two distinct benefits. Make sure they recognise this.

Teaching tip: use the table below to help students to gather the information for their response. Remind them that this question does NOT ask them to compare. They can collate similar ideas together if writers make the same point. They can use a combination of the evidence and their own reflections on the texts when explaining but should be mindful of the need to be succinct.

	Text B	Text D	Text E
Benefits			

SECTION B (Writing): 40 marks

In this section you will be assessed for the quality of your **writing** skills.

Answer **both** B1 and B2

Personal response

This gives students the opportunity to talk about the types of waste, how they are produced etc.

Format

B1. You are concerned about the amount of waste produced by the average household in Wales. Write a letter to the editor of your local newspaper explaining your concerns and making suggestions about how the situation could be improved.

Write your letter.

Range of details to improve.

Address your letter to the editor

Remind students to break down writing questions so they understand what to write. Here they have been told to write about their worries or concerns.

Teaching tip: it is perfectly acceptable to incorporate details from the texts into an answer. For example:

We need to tackle waste. It costs the average household £270 a year and this is a huge waste of our money. I do not think we need to take extreme measures like some and 'rummage in bins' but asking for the odd doggy bag will definitely help reduce waste.

Copying out huge chunks from the reading materials however is an unhelpful approach and will not gain much reward.

Planning should be completed quickly. When planning just make a few notes to aid ideas and structure.

Plan:

1. Introduction stressing general concerns
2. Select an area of concern and explore it in detail. What waste it is? How is it caused? What additional issues will it bring? Can you give one or two facts about it?
3. Introduce subsequent ideas – they do not necessarily have to be food waste.
4. Suggest what can be done and who can do it. You may have a range of different people/strategies that could help.

This is only a link to the text.

Format of the task

Indicates fun, light hearted

B2. Text C was an article about British people being embarrassed by 'doggy bags'. Write a lively article for a magazine about things that young people find particularly embarrassing. Persuade the reader that these experiences are embarrassing. You may wish to include information about some embarrassing situations you have experienced.

Write your article.

You can include personal anecdotes and amusing stories to support your article.

Use any persuasive techniques that are relevant to the task.

B1 and B2 Assessment Criteria

Band	Communicating and organising	Band	Writing accurately (language, grammar, punctuation and spelling)
5 <i>(9-10 marks)</i>	<ul style="list-style-type: none"> • Mature and perceptive writing • Sustained and effective writing with techniques that fully engage the reader's interest • Appropriate register is confidently adapted to purpose/audience • Ideas are convincingly developed with detail, originality and creativity • Secure and coherent structure; there is sophistication in the shape and structure of the writing 	5 <i>(9-10 marks)</i>	<ul style="list-style-type: none"> • Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • 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 • Very secure command of grammar
4 <i>(7-8 marks)</i>	<ul style="list-style-type: none"> • Clearly controlled and well-judged writing • Shows secure understanding of the reader's needs and how to hold interest with techniques used • Register is appropriately and consistently adapted to purpose/audience • Develops ideas with convincing detail and some originality and imagination • Writing is purposefully structured and clearly organised to give sequence and fluency 	4 <i>(7-8 marks)</i>	<ul style="list-style-type: none"> • Use wide range of vocabulary with precision • Secure command of grammar • Sentence structure is varied to achieve 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
3 <i>(5-6 marks)</i>	<ul style="list-style-type: none"> • Writing is mostly coherent and interesting • Clear awareness of the reader and some techniques used to meet their needs • Register is mostly appropriately adapted to purpose/audience • Ideas show development and there are some interesting effects in the writing • The writing is organised to give sequence and structure 	3 <i>(5-6 marks)</i>	<ul style="list-style-type: none"> • Use a good range of vocabulary with some precision • Mostly consistent command of grammar • Sentence structures are varied • 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
2 <i>(3-4 marks)</i>	<ul style="list-style-type: none"> • Some coherent writing • Some awareness how to create effect to interest • A clear attempt to adapt register to • Develops some ideas with an occasional • There is some organisation, some sequencing of ideas 	2 <i>(3-4 marks)</i>	<ul style="list-style-type: none"> • Use some range of vocabulary • Command of grammar is inconsistent • There is some variety of sentence structure • There is some control of sentence construction • Some control of a range of punctuation • Spelling is usually accurate • Control of tense and agreement is generally secure
1 <i>(1-2 marks)</i>	<ul style="list-style-type: none"> • Basic coherence in the writing • Limited awareness of the reader • Some attempt to adapt register to • Some relevant content but uneven • Basic organisation; simple sequencing of ideas 	1 <i>(1-2 marks)</i>	<ul style="list-style-type: none"> • Limited range of vocabulary • Limited range of sentence structures • Control of sentence construction is limited • There is some attempt to use to use punctuation • Some spelling is accurate • Control of tense and agreement is limited • Limited command of grammar
0 marks	Nothing worthy of credit		