

WJEC GCSE English Language and Literature (Single and Double Award)

Approved by Qualifications Wales

Non-Examination Assessment Handbook

Unit 3: Influence and Power (3750U3)

Teaching from 2025

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Scribe Deductions' section added.	8 - 10

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Instructions for teachers

Along with the instructions in this handbook, teachers must read the relevant details in the specification for the Single and Double award of this qualification.

Teachers must also read the JCQ document, [Instructions for conducting non-examination assessments](#) for detailed advice relating to the administration of non-examination assessment.

Assessment will be based on two tasks. For Task A, the learners will be required to participate in a group discussion on one of the two prescribed tasks. An audio-visual recording must be made for each group.

For Task B, learners will be required to write a text designed to be delivered orally from a choice of five prescribed tasks.

The assessment criteria for both tasks can be found on page 15.

Teachers must complete the Unit 3 Assessment Record Sheet for **all learners** (found on the WJEC GCSE English Language and Literature webpage) and submit to WJEC for those learners included in the moderation sample.

The submission deadline for Unit 3 samples of work is 24 March annually. The work must be uploaded by e-submission.

Assessment Overview

	Task A	Task B
Type of NEA	Group discussion	Non-fiction writing
Suggested length	6-10 minutes	400-500 words
Research and planning	3 hours	1 hour
Task-taking	6-10 minutes	1 hour 45 minutes
Marks available	32	18

Task A

The task

WJEC will provide a choice from two selected themes as the discussion stimuli for this task, along with one prescribed text to be used in the discussion for each selection. These will be published in April the year before assessment. The same task will remain for two years. Centres are required to ensure they use the correct task for each series.

Centres have the flexibility to decide when during the course learners undertake the task. To stimulate the discussion and provide evidence for the learner's argument/counterargument, centres must ensure the following are used:

- one text from the anthology prescribed by WJEC for the chosen theme
- one further text from the anthology must be used
- at least one of the texts referenced in the discussion must be non-continuous.

Learners may include a third text from within or outside the anthology.

The group discussion will focus on the concept of **Influence and Power**, with reference to the prescribed and selected texts.

Learners should:

- evidence engagement with the texts studied
- use linguistic and literary approaches
- discuss their own and alternative views
- show an understanding of the ways in which they have been influenced.

Preparing for the Assessment – Research and planning stage

Learners are allowed **3 hours** for the research and planning stage of this task. This does not include time taken reading, studying and preparing texts with the learners.

While in the research and planning stage for this task, learners must work under indirect supervision. Learners may make use of research materials, and teachers may give advice of a general kind. The work of individual learners may be informed by working with others, but learners must then provide an individual response.

Learners are not permitted to complete any of the research and planning work related to the NEA outside of the centre.

Resources

During the research and planning stage of this task:

- learners may gather information from published sources when researching and planning
- learners are allowed unrestricted access to the internet and any electronic and printed resources available to them. They should, however, be advised that all work must be their own – copying and pasting from internet sources, using comments from critics without acknowledgement and/or reproducing someone else's essay is plagiarism
- the use of AI to generate responses is prohibited and will be treated as malpractice
- learners' work must remain within the centre at all times and must be stored securely between timetabled sessions.

If learners are provided with worksheets/scaffolding for the preparation of their assessment, copies of the assistance they have been given must be included with the moderation sample. Such worksheets are not permitted as part of the notes for task-taking. Comments as to the nature and amount of help given should be made on the Unit 3 Assessment Record Sheet.

Supervision

For the research and planning stage of this task, learners must be indirectly supervised.

Centres must ensure that:

- all learners participate in the assessment
- there is sufficient supervision to ensure that work can be authenticated
- the work an individual learner submits for assessment is their own.

Task taking – Discussion

Learners are required to respond to one of the tasks provided by WJEC. The discussion is expected to last between 6 and 10 minutes. Contributions that significantly fall short of these times will be self-penalising.

To ensure fair assessment of all learners, teachers **must** intervene and draw the task to a close if the suggested time is exceeded. During the task, it is permissible to warn learners that their time is coming to an end.

Learners	Teachers
Learners are permitted to use annotated texts and brief notes made during the preparatory stages to inform their discussion. Annotations may focus on, for example, statistics, facts, examples or relevant quotations.	During the group discussion, the teacher should: • make an audio-visual recording of the discussion • give learners the opportunity for independent discussion • ensure that learners do not read their contributions • ensure that learners are not responding to a script • interrupt or prompt only when necessary.
Learners must not use scripted notes of any kind for this assessment.	Teachers should retain all notes and annotated texts used by learners after the discussion.

During the discussion, the teacher may:

- stimulate discussion or prompt participants
- encourage a change of direction
- ask a learner to provide evidence to corroborate ideas or to develop an argument.

Resources

During the task taking stage:

- learners have access to resources and/or preparatory notes as directed by the guidance above
- learners' work must remain within the centre at all times and must be stored securely.

Supervision during task taking

For the task taking stage, learners must be directly supervised.

Centres must ensure that:

- all candidates are within direct sight of the supervisor throughout the session(s)
- display materials which might provide assistance are removed or covered
- there is no access to e-mail, the internet or mobile phones
- candidates complete their work independently
- no assistance of any description is provided
- candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Task B

The task

WJEC will prescribe a list of stimuli for this task, from which learners will select one. Types of task may include, but are not limited to, persuasion, argument, advice, advertising, opinion or campaign writing.

The tasks will be released in April the year before assessment. The same tasks will remain for two years. Centres are required to ensure they use the correct task for each series. Centres have the flexibility to decide when during the course learners undertake the task.

Tasks will reflect one of the following themes:

1. Diversity
2. Human Rights
3. Relationships
4. Wales and Global Contexts
5. Work and Sustainability

Learners do not have to select the same theme for this task as for their group discussion task.

In this creative non-fiction writing task, learners will write a text designed to be delivered orally, for example a speech, talk, podcast. This text should not take the form of a transcript. All the tasks are to be written in the voice of one person.

They will apply what they have learned about **Influence and Power** to their own writing. Using a range of linguistic and literary approaches, learners will apply their knowledge and understanding of the ways of influencing a reader or listener and/or of demonstrating power in a writer/speaker/audience relationship, using ideas, opinions and techniques which they have explored in their reading of texts from the anthology.

Learners should:

- evidence engagement with the specified theme
- write from a position of knowledge and apply their understanding of the ways of influencing a reader/listener
- make decisions on appropriate language and register for their audience
- demonstrate their ability to influence
- show clear awareness of structure and the necessity for organised writing.

Preparing for the assessment – Research and planning stage

Learners are allowed **1 hour** for the research and planning stage of this task.

While in the planning stage for this task, learners must work under indirect supervision. Learners may make use of research materials, and teachers may give advice of a general kind. The work of individual learners may be informed by working with others, but learners must then provide an individual response.

Learners are not permitted to complete any of the planning work related to the NEA outside of the centre.

Resources

During the planning stage of this task:

- learners have access to resources and/or preparatory notes. They should, however, be advised that all work must be their own – copying and pasting from internet sources, using comments from critics without acknowledgement and/or reproducing someone else's essay is plagiarism
- the use of AI to generate responses is prohibited and will be treated as malpractice
- learners may have access to dictionaries and thesauri
- learners' work must remain within the centre at all times and must be stored securely between timetabled sessions.

If learners are provided with worksheets/scaffolding for the preparation of the assessment, copies of the assistance they have been given must be included with the moderation sample. Such worksheets are not permitted as part of the notes for task-taking. Comments as to the nature and amount of help given should be made on the Unit 3 Assessment Record Sheet.

Supervision

For the planning stage of this task, learners must be indirectly supervised.

Centres must ensure that:

- all learners participate in the assessment
- there is sufficient supervision to ensure that work can be authenticated
- the work an individual learner submits for assessment is their own.

Task taking – drafting, editing and writing

The final task must be completed under direct supervision.

Learners are allowed a total of **1 hour 45 minutes** to complete this task. This time allowance may be split up into shorter periods to suit the centre and may include any redrafting if required. If the assessment session is broken up into shorter periods of time, all learners' work must be collected and kept securely within the centre.

Work may be handwritten or digitally produced. Grammar and spell check programmes and access to the internet must be disabled. Once the work is completed by the learner in this 1 hour 45-minute period, it may not be revised.

Resources

During the task taking stage:

- learners may have access to notes made during the research and planning stage, but not to other resources
- work may be handwritten or digitally produced. No access to dictionaries or thesauri is permitted during task-taking, and digital grammar and spell check programmes must be disabled
- if learners bring their own computers or other electronic devices into supervised sessions, appropriate checks must be carried out to ensure that all material stored on the devices is permissible.

Supervision

For the task taking stage, learners must be directly supervised.

Centres must ensure that:

- all learners are within direct sight of the supervisor throughout the session(s)
- display materials which might provide assistance are removed or covered
- there is no access to email, the internet or mobile phones
- learners complete their work independently
- interaction with other learners does not occur
- no assistance of any description is provided.

Marking Instructions

Task A and Task B will be marked by the centre and moderated by WJEC. Teachers must use the assessment criteria provided by WJEC (see page 13). Relevant comments justifying the mark awarded should be completed on the Assessment Record Sheet.

The assessment of Task A (discussion) can be carried out either directly at the time of the response or by listening to the audio-visual recording at a later time. Teachers should make notes on the assessment including references to any teacher intervention – for example, to prompt a learner. This should be noted and taken into consideration when the assessment is made.

The assessment of Task B (creative writing) must contain **both in-text annotations and a summative comment**. When assessing the final draft, it is important that only the candidate's own work is rewarded.

The work for this unit should be marked by teachers according to the marking criteria using a 'best fit' approach. Teachers select the band descriptors that most closely describe the quality of the work being marked.

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

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

Scribe Deductions

Spelling, punctuation and grammar (SPaG) are assessed as part of AO2 (Communication and Expression). Candidates may have access arrangements in place which allow them:

- either to have the support of a scribe
- or to use a word processor.

To ensure fairness to all candidates entered for the qualifications, when SPaG forms part of the assessment, marks must be deducted from the total marks available for AO2 for those candidates who have received the assistance described above. WJEC has calculated tariff deductions which:

1. are deducted at item level for AO2 marks only, ensuring (in items which have more than one assessment objective) that no candidate's mark can be reduced lower than zero for AO2
2. broadly reflect the contribution SPaG makes to the assessment descriptors for each item
3. reflect the level of support the candidate has received.

All candidates using a scribe or a word processor must complete a scribe cover sheet which must be signed by the candidate and the teacher/scribe and countersigned by the head of centre or the examinations officer. On this sheet, the level of support that the candidate has received must be indicated clearly, choosing from a list provided on the sheet. Scribe cover sheets can be downloaded from JCQ Access Arrangements Online.

Additionally for NEA, the teacher must complete an NEA Assessment Record Sheet for each candidate in the cohort. NEA Assessment Record Sheets are available on the subject pages of the website. The sheet provides a space for the scribe deduction. Teachers must apply the deduction **after** the work is marked and **before** marks are entered onto WJEC's Internal Assessment Mark Input System (IAMIS).

Completing the scribe cover sheet and working out scribe deductions

JCQ specifies five ways in which support may be accessed by candidates. These are included on the scribe cover sheet.

1. For each candidate you must **choose the option which best describes the support they received** and enter this onto the cover sheet. Choose **one** option only.
 - Candidate used a scribe and did not dictate spellings (letter by letter) and punctuation.
 - Candidate used a word processor with the spelling and grammar check enabled.
 - Candidate used a scribe and dictated punctuation but not spellings (letter by letter).
 - Candidate used a scribe and dictated spellings (letter by letter) but not punctuation.
 - Candidate used a word processor with the spell check enabled but no grammar check.
2. Determine whether the candidate has received a **high level of support** or a **low level of support** using the information below.

High level of support – maximum deduction

- Candidate used a scribe and did not dictate spellings (letter by letter) and punctuation.
- Candidate used a word processor with the spelling and grammar check enabled.

Low level of support – minimum deduction

- Candidate used a scribe and dictated punctuation but not spellings (letter by letter).
- Candidate used a scribe and dictated spellings (letter by letter) but not punctuation.
- Candidate used a word processor with the spell check enabled but no grammar check.

3. Use the table provided and enter **either** the maximum **or** minimum deduction onto the mark sheet for each unit.
4. Enter the **amended total** (including the deduction) onto IAMIS.

A sample will be generated automatically. For every candidate **in the sample**, you must upload the:

- scribe cover sheet
- candidate mark sheet
- NEA work.

For candidates who have a scribe deduction but are **not part of the sample**, please can you upload only the:

- scribe cover sheet
- candidate mark sheet.

NEA deduction to be applied by the teacher after marking the assessment and prior to submission to WJEC as indicated below:

Unit	Question Number	Maximum Mark	Maximum AO2 Mark	Low level of support Deduction	High level of support Deduction
1	8	22	3	0	-1
	9/10	15	15	-1	-3
2 NEA	Task A	30	8	-1	-3
3 NEA	Task B	18	18	-1	-3
4a	Section A (2 or 3)	25	5	-1	-2
	Section B	25	25	-2	-4
4b	Section A	25	5	-1	-2
	Section B	25	25	-2	-4
5 NEA	Task A	30	8	-1	-3
6	9	13	3	0	-1
	10	13	3	0	-1
	B	34	8	-1	-3

Moderation

Moderation will take place at two levels:

- within the centre to ensure that a consistent standard has been applied across teaching groups – this must be done in good time so that marks and samples can be submitted by the WJEC deadline
- through moderation of a sample of work by WJEC.

All learners are required to sign an authentication form to confirm that the work submitted is their own. Teachers are required to confirm that the work assessed is solely that of the learner concerned and was conducted under the required conditions.

Malpractice discovered prior to the learner signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Teacher Guidance

The level of guidance teachers may give throughout the assessment of this unit are as follows:

Review learners' work and provide oral and written advice at a general level in order to secure a functional outcome.	✓
Evaluate progress to date and propose broad approaches for improvement.	✓
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	✗
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	✗
Intervene personally to improve the presentation or content of work.	✗

N.B. In all levels of guidance, teachers are permitted to intervene/advise on issues of safety or wellbeing.

Collaboration during the tasks

For Task A, collaboration is permitted. During both preparation and task-taking learners are permitted to work in groups.

However:

- although it is acceptable for all members of the group to use the same research, each learner must use their own words to present their ideas and draw their own conclusions
- preparation time should not be used to rehearse the discussion.

Whilst group work may be permitted, group assessment is not. Members of the group will have made different contributions and the work of each learner must be individually assessed and therefore will not receive the same mark.

The teacher's record must describe the individual learner's contribution to any group work.

For Task B:

Collaboration is not permitted. Learners must not collaborate in any way during the task.



GCSE English Language and Literature

Unit 3: Influence and Power (3750U3)

Learner Assessment Pack

This assessment pack is for learners completing GCSE English Language and Literature Unit 3: Influence and Power.

In this pack you will find information that tells you about things you must and must not do when completing the assessments.

Task A

You will have **just over 3 hours** to complete this assessment. You should spend:

- **3 hours** completing the research and planning stage
- **6-10 minutes** to complete the final assessment.

Task B

You will have **just over 2 hours 45 minutes** to complete this assessment. You should spend:

- 1 hour completing the research and planning
- 1 hour 45 minutes completing the final assessment

For both tasks, you will be supervised throughout the two stages of the assessment. For the research and planning stage, you will be indirectly supervised. This means that your teacher is allowed to help you to understand the assessment requirements and the task, but there are rules about the kind of help and how much help they can give you.

You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently and that the work produced should be your own work. You and your teacher will be required to sign a declaration that all the work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

The following information has been taken from the [JCQ Information for candidates – nonexamination assessments](#) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#).

INFORMATION FOR CANDIDATES

- When you submit your work and sign your candidate declaration form, you are signing to say that the work has been produced in line with the controls and guidance set out for this assessment.

INSTRUCTIONS FOR CANDIDATES

- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- Where group work is permitted, you **must** each write up your own account of the assessment.
- You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with anyone other than your teacher.
- Where research is required, ensure that you credit your sources (including AI) by referencing your work.
- **Do not** copy anyone's work and try to pass it off as your own.
- **Do not** use pre-prepared online solutions (such as those produced by AI tools and chatbots).
- You **must not** write inappropriate, offensive or obscene material.

If it is discovered that you have broken the regulations, you will be referred to a malpractice panel who might impose a penalty.

Mark schemes

Task A

Unit 3 Task A

Total marks available: **32**

AO2: Learners participate in a group discussion based on the study of texts within a theme selected from WJEC's non-fiction anthology.

Band	AO2
5	18-22 marks • Communication is consistently clear, with confident and persuasive use of language for effect, and evidence of originality of imagination. • Candidates make well-considered choices of forms, vocabulary and/or techniques, showing sophisticated awareness of audience engagement. • Candidates consistently and creatively adapt communication, purposefully selecting appropriate register, vocabulary and techniques. • Communication is consistently coherent, purposefully organised with a wide variety of sophisticated linguistic and structural features. • Candidates confidently use a wide range of sentence structures, that thoughtfully enhance clarity, and successfully support purpose and create effect. • Candidates consistently and purposefully use appropriate grammar and syntax.
4	14-17 marks • Communication is clear, with secure use of language for effect and evidence of sustained and interesting imagination. • Candidates use a broad range of well-chosen forms, vocabulary and/or techniques, with secure awareness of audience engagement. • Candidates adapt communication securely, and show some confidence in selecting appropriate register, vocabulary and techniques. • Communication is mostly coherent, effectively organised with a variety of well-chosen linguistic and structural features. • Candidates use a range of sentence structures, that enhance clarity, and are deliberately used for purpose and effect. • Candidates use appropriate grammar and syntax.

3	10-13 marks • Communication is mostly clear, with appropriate use of language for effect and evidence of engaging imagination. • Candidates use a range of appropriate forms, vocabulary and/or techniques, with clear awareness of audience engagement. • Candidates adapt communication, showing some evidence of selecting appropriate register, vocabulary and techniques. • Communication is generally coherent, organised with some use of linguistic and/or structural features. • Candidates use varied sentence structures, which sometimes enhance clarity, and may be used for specific purpose or effect. • Candidates generally use appropriate grammar and syntax.
2	6-9 marks • Communication shows basic clarity, with some effective use of language and some evidence of imagination emerging. • Candidates use some appropriate forms, vocabulary and/or techniques, which demonstrate some awareness of audience engagement. • Candidates begin to adapt communication, with some basic attempts to select appropriate register, vocabulary and techniques. • Communication shows some coherence with occasional use of basic linguistic and/or structural features. • Candidates use basic sentence structures which do not always enhance clarity, purpose and/or effect. • Candidates occasionally use appropriate grammar and syntax, but it is inconsistent in accuracy.
1	1-5 marks • Communication shows limited clarity, with limited effectiveness in use of language and little evidence of imagination. • Forms, vocabulary and/or techniques are often inappropriate, ineffective and inconsistent, and show limited awareness of audience. • Candidates rarely adapt communication; register, vocabulary or techniques may not be appropriate. • Communication shows occasional coherence, but this may be limited by the lack of organisation. Linguistic and structural features are limited and may be inaccurate. • Candidates show limited ability to vary sentence structures. • Candidates rarely use appropriate grammar and syntax, and errors may impede meaning.
0	0 marks Nothing worthy of credit.

Unit 3 Task A

AO1: Learners refer effectively to source texts in support of their argument and as an illustration of their understanding of Influence & Power.

Band	AO1
	9-10 marks
5	Candidates: • offer a full and competent selection of relevant points, along with detailed and interesting development of ideas • show a thorough understanding of how language, structure and form have an impact on the reader/viewer/listener. They make detailed reference to source texts to support their views.
	7-8 marks
4	Candidates: • offer a convincing selection of points, and sustained development of ideas • make relevant observations about language, structure and form, giving some explanation of how these have an impact on the reader/viewer and listener response. They make appropriate reference to the source texts to support their views.
	5-6 marks
3	Candidates: • offer a broad range of appropriate points and clear development of ideas • make some suitable observations about language, structure and form showing awareness of the impact on the reader/listener. They make some reference to the source texts to support their views.
	3-4 marks
2	Candidates: • offer a limited range of points with some evidence of development of ideas • make basic comments on language, structure and form with some reference to the impact on the reader/listener. They make occasional reference to source texts to support their views.

1	1-2 marks Candidates: • make a minimal number of points, without development or evaluation • make limited comments on language, structure and form with little reference to how it impacts the reader/listener. There is minimal reference to source texts.
0	0 marks Nothing worthy of credit.

Task B

Unit 3 Task B

Total marks available: 18

AO2: Learners complete a creative non-fiction writing response based on ideas and opinions gained from their reading of texts from Task A. Using a range of linguistic and literary approaches, learners will apply their knowledge and understanding of how to influence a reader or listener and how to demonstrate power in a writer/audience relationship.

Band	AO2
5	16-18 marks • Communication is consistently clear, with confident and persuasive use of language for effect, and evidence of originality of imagination. • Candidates make well-considered choices of forms, vocabulary and/or techniques, showing sophisticated awareness of audience engagement. • Candidates consistently and creatively adapt communication, purposefully selecting appropriate register, vocabulary and techniques. • Communication is consistently coherent, purposefully organised with a wide variety of sophisticated linguistic and structural features. • Candidates confidently use a wide range of sentence structures, that thoughtfully enhance clarity, and successfully support purpose and create effect. • Candidates consistently and purposefully use appropriate grammar and syntax. • A wide range of punctuation is used confidently and accurately. Spelling is almost always correct, including that of complex/irregular words.
4	12-15 marks • Communication is clear, with secure use of language for effect and evidence of sustained and interesting imagination. • Candidates use a broad range of well-chosen forms, vocabulary and/or techniques, with secure awareness of audience engagement. • Candidates adapt communication securely, and show some confidence in selecting appropriate register, vocabulary and techniques. • Communication is mostly coherent, effectively organised with a variety of well-chosen linguistic and structural features. • Candidates use a range of sentence structures, that enhance clarity, and are deliberately used for purpose and effect. • Candidates use appropriate grammar and syntax. • A range of punctuation is used accurately and spelling is secure.

3	8-11 marks • Communication is mostly clear, with appropriate use of language for effect and evidence of engaging imagination. • Candidates use a range of appropriate forms, vocabulary and/or techniques, with clear awareness of audience engagement. • Candidates adapt communication, showing some evidence of selecting appropriate register, vocabulary and techniques. • Communication is generally coherent, organised with some use of linguistic and/or structural features. • Candidates use varied sentence structures, which sometimes enhance clarity, and may be used for specific purpose or effect. • Candidates generally use appropriate grammar and syntax. • Punctuation and spelling are generally accurate with occasional errors, which do not impede meaning.
2	4-7 marks • Communication shows basic clarity, with some effective use of language and some evidence of imagination emerging. • Candidates use some appropriate forms, vocabulary and/or techniques, which demonstrate some awareness of audience engagement. • Candidates begin to adapt communication, with some basic attempts to select appropriate register, vocabulary and techniques. • Communication shows some coherence with occasional use of basic linguistic and/or structural features. • Candidates use basic sentence structures which do not always enhance clarity, purpose and/or effect. • Candidates occasionally use appropriate grammar and syntax, but it is inconsistent in accuracy. • Punctuation and spelling have frequent errors but meaning is largely clear.
1	1-3 marks • Communication shows limited clarity, with limited effectiveness in use of language and little evidence of imagination. • Forms, vocabulary and/or techniques are often inappropriate, ineffective and inconsistent, and show limited awareness of audience. • Candidates rarely adapt communication; register, vocabulary or techniques may not be appropriate. • Communication shows occasional coherence, but this may be limited by the lack of organisation. Linguistic and structural features are limited and may be inaccurate. • Candidates show limited ability to vary sentence structures. • Candidates rarely use appropriate grammar and syntax and errors may impede meaning. • Errors in punctuation and spelling are likely to impede clarity or meaning.
0	0 marks Nothing worthy of credit.