

MARKSCHEME

SPECIMEN

ENGLISH
LANGUAGE AND LITERATURE

ON-SCREEN EXAMINATION

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

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Marking guidelines

- Recommendations for question word counts and timings are advisory only. Candidates should not be penalised if they exceed or fall short of advisory word counts, unless the quality of the response is affected, e.g. by a lack of development of ideas / analysis etc.
- **If a candidate uses bullets, reward all valid points but carefully consider Criterion B as organizational structures may well be affected in questions with longer responses.**
- Where a section of text is specified in a question, candidates' responses should focus on those specific sections/lines/paragraphs. If the majority of a candidate's response is on the wrong part of the text, the marks awarded should not move beyond Level 2. Where approximately less than 50% of the response is based on the wrong section, examiners should focus on the quality of the rest of the response
- Where exemplar responses appear in the assessment grids, these are just indicative of the minimal acceptable response for this mark(s)
- For Criterion A, bullet I, where candidates are asked to analyse/interpret the writer's use of language, 'use of language' can encompass content, context, language, structure, technique and style. However, it is not expected for the candidate to explore all of these aspects in one response. The aspects explored will depend upon the candidate's own interpretation of the specific text and question.
- Use of a '/' indicates alternative acceptable points and not a list of expected responses
- Use of brackets indicates additional detail that is not required for the mark
- Where the mark scheme instructs to 'Reward all valid points' examiners should look to reward all relevant points including and beyond the suggested responses. When you have indicative content next to the descriptors of a criterion, you should award levels which best fit with descriptors rather than indicative content. The indicative content is for reference only.
- For the compare and contrast question candidates are required to write about **both** texts. If students only write about one text, they cannot go beyond 3 marks for Criterion A, or 2 marks for Criterion B

Task 1 - Analysing – Text 1 – Questions 1a – 1c

Question 1a – Criterion A

From paragraphs 1 and 2, **identify** two things that the bushwoman could not do.

[2 marks]

Award **[1 mark]** for each of the following points up to a maximum of **[2 marks]**. Own words, paraphrase and quotation are acceptable.

The bushwoman could not:

- save the dam
- protect her husband's years of labour
- save her (two best) cows
- beat the pleura-pneumonia
- she could not spend much time with her husband/keep him from going

Question 1b – Criterion A

From paragraphs 3, 4 and 5, **summarize** how the bushwoman protects and provides for her family.

Use your own words.

[4 marks]

Note: Candidates are required to use their understanding of the text to outline the main points in response to the question. They should use their own words. Do not penalize for use of bullet points. Reward **all** valid points.

If a candidate does not reference all three paragraphs, the mark cannot go above a 2.

Marks	Mark descriptor (A: Analysing bullet i)	Indicative content. Responses may include:
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides a limited summary of the content. Relevant content is lifted with some basic links.	<ul style="list-style-type: none"> • <i>She fights the crows</i> • <i>She does lots to protect her family</i>
2	The student provides an adequate summary of the content. Appropriate content selected to support points made from paragraphs 3, 4 and 5.	<ul style="list-style-type: none"> • <i>She killed a mad bullock</i> • <i>She uses a stick to scare the crows</i>
3	The student provides an effective summary of the content. A range of significant points are made across paragraphs 3, 4 and 5.	<ul style="list-style-type: none"> • <i>She always has her wits about her and can outsmart any potential threats</i> • <i>She is resourceful and able to kill when necessary</i>
4	The student provides a perceptive summary of the content. There is a range and relationship between and across discerning points throughout paragraphs 3, 4 and 5.	<ul style="list-style-type: none"> • <i>She turns a threat into a triumph when she makes money from the mad bullock</i> • <i>When under threat she is strong enough to both control her emotions and call on her ‘cunning’</i> • <i>She lies about where her husband and son are to keep strangers at bay</i>

Question 1c – Criterion A

From paragraph 6, **interpret** how the writer’s use of language makes the bushwoman seem in control/powerful. Support your answer with reference to the text.

[4 marks]

Note: Candidates should refer directly to the text and analyse the effect of the language on the audience, with supporting references. When considering the descriptors, focus on use of language. Reward all valid points.

Marks	Mark descriptor (A: Analysing)	Indicative content. Responses may include:
0	The student does not reach a standard described by any of the descriptors below.	
1	The student: i. & ii. provides limited analysis of the content, context, language , structure, technique and/or style of text(s), and the effects of the creator’s choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology	<ul style="list-style-type: none"> • <i>She uses a “batten”</i> • <i>“All right, mum”</i>
2	The student: i. & ii. provides adequate analysis of the content, context, language, structure, technique and/or style of text(s), and of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology	<ul style="list-style-type: none"> • <i>She shouts and threatens the man, ‘Now you go!’</i> • <i>The man leaves her alone and sounds sorry</i>
3	The student: i. & ii. effectively analyses the content, context, language, structure, technique and/or style of text(s), and the effects of the creator’s choices on an audience iii. consistently justifies opinions and ideas with explicit examples and explanations; uses accurate terminology	<ul style="list-style-type: none"> • <i>The word ‘confronted’ makes her sound brave and powerful</i> • <i>The man says ‘All right, mum’ which demonstrates his fear or submission</i>

4	<p>The student:</p> <p>i. & ii. provides perceptive analysis of the content, context, language, structure, technique and/or style of text(s), and the specific effects of the creator's choices on an audience</p> <p>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</p>	<ul style="list-style-type: none">• <i>The complex sentence 'She got a batten...' reflects purposeful and deliberate nature of her actions</i>• <i>The contrast of the man's 'cringing tone' with her command, 'Now you go!' demonstrates how the bushwoman is in control</i>
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Task 1 – Analysing – Text 2 – Questions 1d – 1e

Question 1d – Criterion Ai – analyse the content, context, language, structure, technique and style of a text

“Ada’s behaviour is timid in this scene.”

Justify this statement by making one comment about Ada’s:

use of body language or facial expression

[1 mark]

use of intonation

[1 mark]

use of language (what she says)

[1 mark]

Award **[1 mark]** for any of the following points related to body language or facial expression.

Responses **may** include:

- Ada is startled/jumpy/frightened when Ruby first speaks (and holds her hand to her chest)
- she looks shocked/confused at the things Ruby says
- she clings to a rake (as if for support/defence)
- Ada looks down as she repeats ‘you’re not a servant’

Reward **all** valid points.

[1 mark]

Award **[1 mark]** for any of the following points related to intonation.

Responses **may** include:

- Ada speaks so softly / slowly as though she is dazed / confused
- her tone of voice is hesitant / she protests weakly that a labourer is needed
- she passively agrees that Ruby is ‘not a servant’

Reward **all** valid points.

[1 mark]

Award **[1 mark]** for each of the following points related to language.

Responses **may** include:

- ‘I don’t know you’ is the first thing Ada says, showing how vulnerable she feels (with strangers)
she repeats what Ruby says which shows she is being cautious/in agreement
- ‘right’ – she passively agrees to Ruby’s terms
- “Oh, no, I wouldn’t...”; “He’s the devil, I’m sure of it.” (etc.) shows Ada’s fear
- “I need help. I need a labourer.” (etc.) shows weakness

Reward **all** valid points.

[1 mark]

Question 1e – Criterion Aii – analyse the effects of the creator’s choices on an audience

‘Them cows wants milking. If that letter ain’t urgent them cows is, is what I’m saying.’ (Ruby Thewes)

From the quotation above, what could the audience **interpret** about Ruby’s character and why?

[2 marks]

Award **[1 mark]** for what the audience could interpret about Ruby’s character and **[1 mark]** for an explanation why, up to a total of **[2 marks]**.

Responses **may** include:

Interpretation	Explanation
she is an efficient worker / pro-active/hard-working	she assesses the cows straight away
she is honest / speaks as she finds / assertive / bossy / confident / forceful	she is not afraid to tell her new boss what needs to be done / does not hesitate to tell Ada where she is going wrong
Ruby does not feel the need to change the way she speaks for Ada/reference to her education or regional background	which shows she is self-confident / comfortable with herself

Reward **all** valid points.

Question 1f

Compare and **contrast** how the writer and filmmaker present the female characters in Texts 1 and 2.

Make detailed reference to **both texts** in your answer.

For Text 2, you should focus on what is said, the use of body language, facial expressions and intonation.

[35 marks]

Note: Examiners need to award a mark for each of Criterion A, B and D below.

If a candidate uses bullets, reward all valid points but carefully consider Criterion B as organizational structures may well be affected due to the nature of this task.

As noted in the marking guidelines, candidates should not be penalised if they exceed or fall short of the recommended word count, unless the quality of the response is affected.

Criterion A: 15 marks

Responses should focus on comparing and contrasting how the female characters are presented across **both texts** and how the writers have created these effects on the audience. Reward **all** valid points.

Candidates' ability to compare and contrast the two texts (bullet iv.) should be the deciding factor when placing students in a band for Criterion A.

Candidates are required to write about both texts. If students only write about one text, they cannot go beyond [3 marks] for Criterion A. The examples given illustrate the top end of each band.

In descriptor strand i and ii, not all elements need to be addressed in the piece for mark to be awarded. In descriptor strand iii, terminology can be implied.

Marks	Mark descriptor (A: Analysing)	Indicative content. Responses may include:
0	The student does not reach a standard described by any of the descriptors below.	
1-3	The student: i. & ii. provides limited analysis of the content, context, language, structure, technique and/or style of texts, and the effects of the creator’s choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. Considers few similarities and differences, making minimal connections in features across and within genres and texts	<i>Ruby will help Ada. The bushwoman has no help.</i> <i>Fear of birds vs. Attack birds</i>
4-7	The student: i. & ii. provides adequate analysis of the content, context, language, structure, technique and/or style of texts, and the effects of the creator’s choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent ; uses some terminology iv. Considers some similarities and differences, making adequate connections in features across and within genres and texts	<i>Ada is scared on her own land, but the bushwoman is brave and fights when she is attacked.</i> <i>Holds rake; awkward expression</i> <i>“The mad bullock”; “the crows and eagles”</i> <i>Ruby thinks there ‘ain’t no man better than’ her, in contrast to the bushwoman (and Ada) who recognises that women sometimes need men and that men can also be a threat.</i>
8-11	The student: i. & ii. effectively analyses the content, context, language, structure, technique, and/or style of texts, and the effects of the creator’s choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. explores similarities and differences, making substantial connections in features across and within genres and texts	<i>Contrasts perspectives of men; the bushwoman wants to protect and honor husband vs. Ruby viewing men as “too old” or “up to mischief”.</i> <i>Contrasts sentimentality: Ruby grabs the rooster vs. Bushwoman cries when she can’t save cows.</i>

12-15	<p>The student:</p> <ul style="list-style-type: none">i. & ii. provides perceptive analysis of the content, context, language, structure, technique and/or style of texts, and the effects of the creator's choices on an audienceiii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminologyiv. evaluates similarities and differences, making extensive connections in features across and within genres and texts	<p><i>Both texts utilise the use of dialogue; in Cold Mountain to create a humorous tone, '... well it ain't for gardening that's for sure', and to establish relationships between the characters in The Drover's Wife, 'All right, mum'.</i></p> <p>Bushwoman confronts the type of man ("up to mischief") that Ruby mentions</p>
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Criterion B: 10 marks

Candidates are required to write about both texts. If students only write about one text, they cannot go beyond [2 marks] for Criterion B.

If a candidate uses bullets, reward all valid points but carefully consider Criterion B as organizational structures may well be affected due to the nature of this task.

Marks	Mark descriptor (B: Organizing)
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. makes minimal use of organizational structures though these may not always serve the context and intention, e.g. writing about each text separately ii. organizes opinions and ideas with a minimal degree of coherence and logic, e.g. points may be unconnected
3-5	The student: <ul style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention, e.g. there is an attempt to compare and contrast the texts ii. organizes opinions and ideas with a degree of coherence and logic, e.g. begins to make connections
6-8	The student: <ul style="list-style-type: none"> i. makes effective use of organizational structures that serve the context and intention, e.g. compares and contrasts the two texts ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other {proper sense of direction}
9-10	The student: <ul style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way

Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for all strands in Criterion D (e.g. if a candidate’s register is strong but there are several errors in grammar, etc.).

Marks	Mark descriptor (D: Using language)
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: ii. writes in an inappropriate register and style that do not serve the context and intention i. & iii. uses a limited range of appropriate vocabulary. Uses grammar, syntax and punctuation with a minimal degree of accuracy; errors often hinder communication
3-5	The student: ii. sometimes writes in a register and style that serve the context and intention i. & iii. uses a range of appropriate vocabulary and sentence structures. Uses grammar, syntax and punctuation with a degree of accuracy; errors sometimes hinder communication
6-8	The student: ii. writes in a register and style that serve the context and intention i. & iii. uses a range of appropriate vocabulary and sentence structures for effect . Uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication
9-10	The student: ii. writes in a consistently purposeful register and style that serve the context and intention i. & iii. uses a wide range of appropriate vocabulary and sentence structures in an eloquent manner. Uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is lucid

Task 2 – Producing Literary Text

Imagine you are an individual in ONE of the images. **Create** a descriptive piece of writing about what is happening, how you feel about it and why.

[35 marks]

Note: Examiners need to award a mark for each of Criterion B, C and D below. As noted in the marking guidelines, candidates should not be penalised if they exceed or fall short of the recommended word count, unless the quality of the response is affected.

Candidates should imagine they are an individual in one of the images and produce a descriptive piece of literary writing, using figurative and/or emotive language for effect on the audience.

Responses *may* include:

Image 1:

- A description from the perspective of the old man and why he has given himself this task
- A description from the perspective of one of the passersby and why they have either ignored him or given him money
- A commentary about equality as themselves or a higher figure/collective (society)

Image 2:

- A description from the perspective of any one of the consumers and why they feel / behave the way they do
- A commentary about equality as themselves or a higher figure/collective (society)

Reward **all** valid responses.

Criterion B: 10 marks

If a candidate uses bullets, reward all valid points but carefully consider Criterion B as organizational structures may well be affected.

Marks	Mark descriptor (B: Organizing)
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li data-bbox="367 595 2000 659">i. makes minimal use of organizational structures though these may not always serve the context and intention, e.g. there is a basic chronological structure although some elements may be absent <li data-bbox="367 659 1458 699">ii. organizes opinions and ideas with a minimal degree of coherence and logic
3-5	The student: <ol style="list-style-type: none"> <li data-bbox="367 775 2011 839">i. makes adequate use of organizational structures that serve the context and intention, e.g. the structure is straightforward and adheres to the given form <li data-bbox="367 839 1339 879">ii. organizes opinions and ideas with a degree of coherence and logic
6-8	The student: <ol style="list-style-type: none"> <li data-bbox="367 946 1955 1010">i. makes effective use of organizational structures that serve the context and intention, e.g. the structure is secure and structural devices (such as referring back to an early detail at the end) begin to add to the overall effect <li data-bbox="367 1010 1854 1074">ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other (sustained development)
9-10	The student: <ol style="list-style-type: none"> <li data-bbox="367 1137 1955 1201">i. makes sophisticated use of organizational structures that serve the context and intention effectively, e.g. structural devices (such as temporal shifts) enhance coherence and cohesion, and may be utilised throughout <li data-bbox="367 1201 2018 1265">ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way

Criterion C: 15 marks

Responses which use both of the images should not be awarded more than [7 marks] for Criterion C – Producing Text.

Responses which use none of the images should be awarded [0 marks] for Criterion C – Producing Text.

Marks	Mark descriptor (C: Producing text)	Marking notes and indicative content
0	The student does not reach a standard described by any of the descriptors below.	
1-3	The student: i. demonstrates a limited degree of insight, imagination or sensitivity ii. makes minimal stylistic choices in terms of linguistic and literary devices iii. selects few relevant details and examples to develop ideas	The narrative is simple and control of narrative voice may be inconsistent. Details and attempts at stylistic devices will be basic, e.g. • <i>I like to help others worse off ...</i> • <i>Things must be fair for people...</i>
4-7	The student: i. demonstrates some insight, imagination or sensitivity ii. makes some stylistic choices in terms of linguistic and literary devices iii. selects some relevant details and examples to develop ideas	The narrative voice is mostly consistent, with some attempts at linguistic or literary devices, e.g. • <i>To have a good life we need to buy things...</i> • <i>I don't use as much as other people...</i>
8-11	The student: i. demonstrates considerable insight, imagination or sensitivity ii. makes thoughtful stylistic choices in terms of linguistic and literary devices, iii. selects sufficient relevant details and examples to develop ideas	The narrative voice is secure, with some successful use of linguistic or literary devices, e.g. • <i>I can tell that people sometimes feel sorry for me standing here...</i> • <i>What can we do about the rubbish we make?</i>

12-15	<p>The student:</p> <ol style="list-style-type: none">i. demonstrates a high degree of insight, imagination or sensitivityii. makes perceptive stylistic choices in terms of linguistic and literary devices, demonstrating sophisticated awareness of impact on an audienceiii. selects extensive relevant details and examples to develop ideas with precision	<p>The narrative voice is convincing, with sophisticated stylistic devices adding to the effect, e.g.</p> <ul style="list-style-type: none">• <i>Society needs to stop hurrying past those who have stopped to make time for the benefit of others...</i>• <i>I do what I can, but others must play their part</i>
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Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for all strands in Criterion D (i.e. if a candidate's register is strong but there are several errors in grammar, etc.).

Marks	Mark descriptor (D: Using language)
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: ii. writes in an inappropriate register that does not serve the context and intention iii. uses grammar, syntax and punctuation with a minimal degree of accuracy; errors often hinder communication
3-5	The student: ii. sometimes writes in a register that serves the context and intention iii. uses grammar, syntax and punctuation with a degree of accuracy; errors sometimes hinder communication
6-8	The student: ii. writes in a register that serves the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication
9-10	The student: ii. writes in a consistently purposeful register that serves the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is lucid

Task 3 – Producing Non-literary Text

Create a speech for a school assembly about how an individual or group you know about has made a better world.

[35 marks]

Note: Examiners need to award a mark for each of Criterion B, C and D below.

Responses should take the form of a speech to a school assembly and different approaches may be taken to either persuade or inform the audience. The use of language may be figurative, factual, emotive or there may be a combined approach. All valid responses should be rewarded.

If a candidate uses bullets, reward all valid points but carefully consider Criterion B as organizational structures may well be affected.

As noted in the marking guidelines, candidates should not be penalised if they exceed or fall short of the recommended word count, unless the quality of the response is affected.

Criterion B: 10 marks

If a candidate uses bullets, reward all valid points but carefully consider Criterion B as organizational structures may well be affected due to the nature of this task.

Marks	Mark descriptor (B: Organizing)
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li data-bbox="344 603 1998 667">i. makes minimal use of organizational structures though these may not always serve the context and intention, e.g. there is a basic chronological structure although some elements may be absent <li data-bbox="344 667 1998 715">ii. organizes opinions and ideas with a minimal degree of coherence and logic
3-5	The student: <ol style="list-style-type: none"> <li data-bbox="344 778 1998 842">i. makes adequate use of organizational structures that serve the context and intention, e.g. the structure is straightforward and adheres to the given form <li data-bbox="344 842 1998 882">ii. organizes opinions and ideas with a degree of coherence and logic
6-8	The student: <ol style="list-style-type: none"> <li data-bbox="344 946 1998 1010">i. makes effective use of organizational structures that serve the context and intention, e.g. the structure is secure and structural devices (such as referring back to an early detail at the end) begin to add to the overall effect <li data-bbox="344 1010 1998 1050">ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other
9-10	The student: <ol style="list-style-type: none"> <li data-bbox="344 1118 1998 1222">i. makes sophisticated use of organizational structures that serve the context and intention effectively, e.g. structural devices (such as crafting the length of sentences and/or paragraphs) enhance coherence and cohesion, and may be utilised throughout <li data-bbox="344 1222 1998 1294">ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way

Criterion C: 15 marks

Marks	Mark descriptor (C: Producing text)	Marking notes
0	The student does not reach a standard described by any of the descriptors below.	
1-3	The student: <ul style="list-style-type: none"> i. demonstrates a limited degree of insight, imagination or sensitivity ii. makes minimal stylistic choices in terms of linguistic and literary devices iii. selects few relevant details and examples to develop ideas 	The control of style/voice may be inconsistent. Details and attempts at stylistic devices will be basic.
4-7	The student: <ul style="list-style-type: none"> i. demonstrates some insight, imagination or sensitivity ii. makes some stylistic choices in terms of linguistic and literary devices iii. selects some relevant details and examples to develop ideas. (must relate <u>the response</u> to the global context / 'making a better world' task to exceed this band)	The style/voice is mostly consistent, with some attempts at linguistic or literary devices.
8-11	The student: <ul style="list-style-type: none"> i. demonstrates considerable insight, imagination or sensitivity ii. makes thoughtful stylistic choices in terms of linguistic and literary devices, iii. selects sufficient relevant details and examples to develop ideas. 	The style/voice is secure, with some successful use of linguistic or literary devices.

12-15	<p>The student:</p> <ul style="list-style-type: none">i. demonstrates a high degree of insight, imagination or sensitivityii. makes perceptive stylistic choices in terms of linguistic and literary devices, demonstrating sophisticated awareness of impact on an audienceiii. selects extensive relevant details and examples to develop ideas with precision.	<p>The style/voice is convincing and/or persuasive, with sophisticated stylistic devices adding to the effect.</p>
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Criterion D: 10 marks

Examiners are reminded to consider best fit/balance in rewarding marks for all strands in Criterion D (i.e. if a candidate's register is strong but there are several errors in grammar, etc.).

Marks	Mark descriptor (D: Using language)
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses grammar, syntax and punctuation with a minimal degree of accuracy; errors often hinder communication ii. writes in an inappropriate register that does not serve the context and intention
3-5	The student: i. uses a range of appropriate vocabulary and sentence structures. Uses grammar, syntax and punctuation with a degree of accuracy; errors sometimes hinder communication ii. sometimes writes in a register that serves the context and intention
6-8	The student: i. uses a range of appropriate vocabulary and sentence structures for effect . Uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication ii. writes in a register that serves the context and intention
9-10	The student: i. uses a wide range of appropriate vocabulary and sentence structures in an eloquent manner. Uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is lucid ii. writes in a consistently purposeful register that serves the context and intention