

The candidate was given a mark of 9 because, while the use of uncapitalised 'i' is off-putting (among other punctuation errors) and the support for ideas is limited, it has good coherence and cohesion and there is not a word wasted.

The response achieves the task with a degree of support for some points made. While paragraphing is limited, the structure is clear. Style is a little too informal (contraction 'that's').

There is a reasonably wide range of vocabulary/ idiom ('consider'; 'all over the campus'; 'impact'; 'by that I mean'; 'going round'; 'placing bird houses'). There are minor spelling errors ('awarness'/ 'competation') but they do not impede communication.

There is a reasonably wide range of grammar (subordination with 'that' and 'how'; gerunds with 'aware of . . . being'/ 'involved in making'/ 'suggest . . . making'/ 'I mean going; correct use of modals; passive 'rubbish found').

Punctuation is frequently inaccurate with small 'i', small 't' of 'thankyou', small 'a' of 'another' and missing apostrophe on 'schools' but communication is not impeded.