OXFORD

INTERNATIONAL
AQA EXAMINATIONS

# INTERNATIONAL A-LEVEL

# ENGLISH LANGUAGE

# EN03

## Unit 3 Language variation

Mark scheme

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231XEN03/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

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# International English language mark scheme

### How to mark

### Aims

When you are marking your allocation of scripts your main aims should be to:
- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for each assessment objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each assessment objective
- put into a rank order the achievements of students (not to grade them − that is done later using the rank order that your marking has produced)
- ensure comparability of assessment for all students, regardless of question or examiner.

### Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the quality of **what the student offers**.

Do not mark scripts as though they were mere shadows of some platonic ideal (or the answer you would have written). The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

### Assessment objectives

This component requires students to:
**AO1:** Demonstrate understanding of methods, terminology, concepts and issues in English language.
**AO2:** Analyse how meanings are shaped in a range of texts and data.
**AO3:** Demonstrate ability to use English in different ways.

### The marking grids

The specification has generic marking grids for each assessment objective that is customised with indicative content for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each assessment objective there are five broad levels representing different levels of achievement. Do not think of levels equalling grade boundaries.

On the left-hand side of the mark scheme, in bold, are the generic descriptors that identify the performance characteristics at five distinct levels.

On the right-hand side are statements of indicative content. These give examples of the kind of things students might do that would exemplify the level. They are neither exhaustive nor required – they are simply indicative of what would appear at this level. You will find that they sometimes indicate areas of content that can be handled with increasing sophistication and subtlety. You will also find statements which only characterise work at the bottom or top of the range.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different assessment objectives.

**Using the grids**

These levels of response mark schemes are broken down into five levels, each of which has descriptors. The descriptors for the level show the performance characteristics of the level. There is the same number of marks in each level for an individual assessment objective. The number of marks per level will vary depending upon the number of marks allocated to the various assessment objectives covered by a particular question.

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

**Step 1 Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level; ie if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

**Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the generic descriptors (presented in bold text), paper specific indicative descriptors (presented in plain text) are provided as a guide for examiners. These are not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

**Annotating scripts**

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking.

**Where?**

- in the body of the script
- in the margin
- at the end of each answer.

**What annotations?**

**Section A**

**AO1**

Stamps in the margin at the point of credit:

- L1, L2, L3, L4, L5 stamps to indicate level of attainment.

**AO2**

Green ticks in the body of the script to indicate use of terminology:

- single tick for Level 1, Level 2 and Level 3 credit – ✓
- double tick for Level 4 credit – ✓✓
- triple tick for Level 5 credit – ✓✓✓

Stamps in the margin at the point of credit:

G to indicate general discussion

ID to indicate identification

EG to indicate a linguistic example

AN to indicate analysis of linguistic points and examples

EVAL to indicate evaluation of linguistic points and examples

DP to indicate a developed point.

Written comment

A comment box at the end of each answer for each AO:

- red comment box for AO1
- green comment box for AO2.

**Section B**

**AO1**

Green ticks in the body of the script:

- single tick for Level 1, Level 2 and Level 3 credit – ✓
- double tick for Level 4 credit – ✓✓
- triple tick for Level 5 credit – ✓✓✓

Stamps in the margin at the point of credit:

G to indicate general discussion

ID to indicate identification

EG to indicate a linguistic example

AN to indicate analysis of linguistic points and examples

EVAL to indicate evaluation of linguistic points and examples

DP to indicate a developed point.

**AO3**

Blue ticks for shaping and organisation:

- single tick for Level 1, Level 2 and Level 3 credit – ✓
- double tick for Level 4 credit – ✓✓
- triple tick for Level 5 credit – ✓✓✓

Written comments

A comment box at the end of each answer for each AO:

- green comment box for AO1
- blue comment box for AO3.

You should write a summative comment at the end for each assessment objective.

Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

**0 1** 'In their speech, children break rules as often as they follow them.'

How far do you agree with this view?

In your answer, you should refer to **Data Sets 1** and **2** and to relevant ideas from language study.

**[25 marks]**

**AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language.**
Where a data analysis is the starting point for an essay, as here, AO1 also includes discussion of the concepts and issues raised by the question.

| Level/ Marks | Performance characteristics | Indicative content<br>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels. |
|---|---|---|
| Level 5<br>9–10 | **Students will:**<br>• **demonstrate an overview of issues**<br>• **explore different views, approaches and interpretations.** | Students are likely to:<br>• evaluate and/or challenge different ways of explaining children's spoken language development<br>• synthesise research and ideas, and conceptualise a view of the role of 'rules' in spoken language development. |
| Level 4<br>7–8 | **Students will:**<br>• **identify different views, approaches and interpretations.** | Students are likely to:<br>• identify **at least one** explanation of why children's language development might demonstrate 'rules' being broken or followed (eg past tense, plurals, turn-taking, semantic rules)<br>• comment on different explanations of children's spoken language development, eg imitation, innateness and interaction. |
| Level 3<br>5–6 | **Students will:**<br>• **show knowledge of relevant concepts and issues.** | Students are likely to:<br>• identify **at least one** explanation of how 'rules' might be broken or followed<br>• comment on the idea that different factors of nature and nurture can have an influence on language development<br>• show knowledge of relevant research. |
| Level 2<br>3–4 | **Students will:**<br>• **show familiarity with the area of study.** | Students are likely to:<br>• show awareness of research by name-dropping or undeveloped/confused references<br>• attempt reference to research with limited accuracy or relevance. |
| Level 1<br>1–2 | **Students will:**<br>• **discuss issues anecdotally without specialist knowledge.** | Students are likely to:<br>• offer no reference to research<br>• discuss children's language development generally or with no language focus. |
| 0 | **Nothing relevant written.** | Nothing relevant written. |

| **AO2: Analyse how meanings are created in a range of texts and data.** | | |
|---|---|---|
| **Level/ Marks** | **Performance characteristics** | **Indicative content**<br>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels. |
| Level 5<br><br>13–15 | **Students will:**<br>• **explore use of language and representations according to context.** | Students are likely to:<br>• explore how children use language in a range of different ways and for different purposes<br>• explore how the child's context and environment can influence their developing use of spoken language<br>• explore a range of examples of 'rules'<br>• integrate a range of well-selected examples to discuss different aspects of the nature of children's spoken language development. |
| Level 4<br><br>10–12 | **Students will:**<br>• **analyse how language choices create meanings and representations**<br>• **analyse how aspects of context work together to affect language use.** | Students are likely to:<br>• analyse ways in which children follow or break 'rules'<br>• analyse how and why some 'rules' might be followed or broken<br>• analyse **more than one** example of a child breaking or following a 'rule'<br>• offer relevant and specific examples to discuss the nature of children's spoken language development. |
| Level 3<br><br>7–9 | **Students will:**<br>• **interpret significance of specific choices of language according to context**<br>• **link specific language choices with an aspect of context.** | Students are likely to:<br>• interpret ways in which children follow or break 'rules'<br>• interpret a child's use of language as part of a developing understanding of language and the world around them<br>• analyse **at least one** example of a child breaking or following a 'rule'<br>• link examples of children's language to specific contexts eg correction, resistance to correction, responding to input. |
| Level 2<br><br>4–6 | **Students will:**<br>• **identify distinctive features of language and significant aspects of context.** | Students are likely to:<br>• identify some 'rules' that children might follow or break in spoken language development<br>• identify children's 'errors' through simple language comment, eg using the wrong word/ending<br>• use a linguistic register of very general terms eg sentence and word. |
| Level 1<br><br>1–3 | **Students will:**<br>• **paraphrase or describe content of texts**<br>• **misunderstand text or context.** | Students are likely to:<br>• mention age of the child as an explanation for their language use<br>• mention spoken language development without examples. |
| 0 | **Nothing relevant written.** | Nothing relevant written. |

**0 2** 'Children's writing displays many individual differences as well as some predictable stages.'

How far do you agree with this view?

In your answer, you should refer to **Data Sets 3** and **4** and to relevant ideas from language study.

**[25 marks]**

| **AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language.**<br>AO1 in the context of this question focuses on relevant concepts and issues. | | |
|---|---|---|
| **Level/ Marks** | **Performance characteristics** | **Indicative content**<br>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels. |
| Level 5<br>9–10 | **Students will:**<br>• **demonstrate an overview of issues**<br>• **explore different views, approaches and interpretations.** | Students are likely to:<br>• evaluate and/or challenge different ways of explaining children's written language development eg challenge the idea that all children go through the same stages at the same age; evaluate the idea that individual children write differently<br>• synthesise research and ideas, and conceptualise a view of the processes of children's written language development. |
| Level 4<br>7–8 | **Students will:**<br>• **identify different views, approaches and interpretations.** | Students are likely to:<br>• identify **more than one** view of the nature of writing development, eg children's writing goes through recognisable stages of development, or that children's writing becomes more original and experimental as they get older<br>• comment on different aspects of children's writing development, eg writing in different genres, for different purposes and audiences, development of different skills. |
| Level 3<br>5–6 | **Students will:**<br>• **show knowledge of relevant concepts and issues.** | Students are likely to:<br>• identify **at least one** view of the nature of children's writing development, eg growing awareness of importance of rules of spelling, grammar and/or graphology to convey meanings to different readers and in different types of writing<br>• comment on the idea that children's writing progresses in stages<br>• show knowledge of relevant research. |
| Level 2<br>3–4 | **Students will:**<br>• **show familiarity with the area of study.** | Students are likely to:<br>• show awareness of research by name-dropping or undeveloped/confused references |

| | | |
|---|---|---|
| | | • attempt reference to research with limited accuracy or relevance. |
| Level 1<br><br>1–2 | **Students will:**<br>• **discuss issues anecdotally without specialist knowledge.** | Students are likely to:<br>• offer no reference to research<br>• discuss children's written language development generally or with no language focus. |
| 0 | **Nothing relevant written.** | Nothing relevant written. |

| **AO2: Analyse how meanings are created in a range of texts and data.** | | |
|---|---|---|
| **Level/ Marks** | **Performance characteristics** | **Indicative content**<br>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels. |
| Level 5<br><br>13–15 | **Students will:**<br>• **explore use of language and representations according to context.** | Students are likely to:<br>• explore children's developing experimentation and originality in written language eg vocabulary, grammar, genre, cohesion, voice, humour, discourse structure when writing in different contexts<br>• explore ways that children's writing might be individual yet still follow recognisable stages<br>• evaluate the usefulness of stages to an understanding of children's writing development<br>• integrate a range of well-selected examples to discuss a range of different writing. |
| Level 4<br><br>10–12 | **Students will:**<br>• **analyse how language choices create meanings and representations**<br>• **analyse how aspects of context work together to affect language use.** | Students are likely to:<br>• analyse some of the ways children's writing develops in different ways as they get older<br>• analyse the significance of stages in children's early writing<br>• analyse and interpret the different stages that children have been identified as going through eg consolidation, integration, scribbling, invented spelling etc<br>• offer relevant and specific examples to discuss the nature of children's written language development. |
| Level 3<br><br>7–9 | **Students will:**<br>• **interpret significance of specific choices of language according to context**<br>• **link specific language choices with an aspect of context.** | Students are likely to:<br>• discuss and interpret simple ways that children use written language as they get older eg spelling, sentence construction, punctuation etc<br>• link examples of language to specific stages<br>• describe some examples of differences in children's written language. |
| Level 2<br><br>4–6 | **Students will:**<br>• **identify distinctive features of language and significant aspects of context.** | Students are likely to:<br>• use a linguistic register of very general terms eg sentence and word<br>• label/describe examples from data eg describe features of writing in general terms<br>• identify writing development in broad terms. |
| Level 1<br><br>1–3 | **Students will:**<br>• **paraphrase or describe content of texts**<br>• **misunderstand text or context.** | Students are likely to:<br>• mention age of the children as an explanation for their language use<br>• mention children's written language development generally or with no language focus. |
| 0 | **Nothing relevant written.** | Nothing relevant written. |

**0 3** How far do you agree with the idea that education is one of the biggest reasons why English is used globally?

In your answer, you should refer to relevant ideas from language study.

**[25 marks]**

**AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language.**
AO1 in the context of this discussion essay focuses on the concepts and issues, along with their associated terminology, that are relevant to the question.

| Level/ Marks | Performance characteristics | Indicative content<br>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels. |
|---|---|---|
| Level 5<br>13–15 | **Students will:**<br>• **demonstrate an overview of issues**<br>• **explore different views, approaches and interpretations.** | Students are likely to:<br>• evaluate and/or challenge the idea that education is the 'biggest reason'; evaluate the relevant significance of other factors eg movement of people, colonisation, commerce, technology, work, traditional media<br>• offer perceptive, relevant and specific examples of language use<br>• refer to scholarship accurately and specifically<br>• use terminology accurately, with understanding. |
| Level 4<br>10–12 | **Students will:**<br>• **identify different views, approaches and interpretations.** | Students are likely to:<br>• explain how and why education is a significant factor in spreading English, advancing a supported view of its role and importance<br>• explain how other factors might be relevant in the spread of English eg movement of people, colonisation, commerce, technology, work, traditional media<br>• offer relevant and specific examples of language use<br>• refer to scholarship accurately<br>• use terminology mostly accurately, showing understanding. |
| Level 3<br>7–9 | **Students will:**<br>• **show knowledge of relevant concepts and issues.** | Students are likely to:<br>• offer a straightforward, relevant discussion of the role of education in the use of/growth of English around the world<br>• offer a straightforward discussion of the spread of English around the world<br>• give relevant examples of language use<br>• refer to scholarship in general ways<br>• use terminology with partial accuracy and understanding. |

| | | |
|---|---|---|
| Level 2<br><br>4–6 | **Students will:**<br>• **show familiarity with the area of study.** | Students are likely to:<br>• discuss, with limited examples and/or range, a factor in English spreading around the world<br>• attempt some references to scholarship but with limited accuracy or relevance<br>• attempt to use terminology, but with limited accuracy and understanding. |
| Level 1<br><br>1–3 | **Students will:**<br>• **discuss issues anecdotally without specialist knowledge.** | Students are likely to:<br>• mention a way English is used around the world with **more than one** example (3)<br>• mention a way English is used around the world with **one** example (2)<br>• mention International English generally with no reference to examples (1). |
| 0 | **Nothing relevant written.** | Nothing relevant written. |

| **AO3: Demonstrate ability to use English in different ways.** | | |
|---|---|---|
| **Level/ Marks** | **Performance characteristics** | **Indicative content**<br>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels. |
| Level 5<br><br>9–10 | **Students will:**<br>• **use form expertly**<br>• **use and sustain register, effective for context**<br>• **show outstanding technical control.** | Students are likely to:<br>• guide the reader through a line of argument by using clear signposting<br>• make effective connections between points and paragraphs<br>• write with clarity and accuracy throughout. |
| Level 4<br><br>7–8 | **Students will:**<br>• **use form convincingly**<br>• **use register, effective for context**<br>• **show skilful technical control.** | Students are likely to:<br>• demonstrate a line of argument<br>• cover points in a well-organised way<br>• write with clarity and accuracy, showing only an occasional error. |
| Level 3<br><br>5–6 | **Students will:**<br>• **use form competently**<br>• **use register, mainly effectively, for context**<br>• **show competent technical control.** | Students are likely to:<br>• communicate with clear topics and paragraphs<br>• group points in a sensible way<br>• write with general clarity and accuracy. |
| Level 2<br><br>3–4 | **Students will:**<br>• **use form with some lack of control**<br>• **use register appropriate for context at times**<br>• **show basic technical control.** | Students are likely to:<br>• attempt an academic format, with uneven result<br>• achieve an academic style but inconsistently<br>• show lapses in clarity and accuracy. |
| Level 1<br><br>1–2 | **Students will:**<br>• **use form limited to simple elements**<br>• **shape language broadly for context**<br>• **show limited technical control.** | Students are likely to:<br>• make some points but with little or no organisation<br>• attempt a formal style, with limited success<br>• lack clarity and accuracy, impeding communication. |
| 0 | **Nothing relevant written.** | Nothing relevant written. |

**0 4** 'With the growth of English use around the world, standards of English are declining.'

How far do you agree with this view?

In your answer, you should refer to relevant ideas from language study.

**[25 marks]**

**AO1: Demonstrate understanding of methods, terminology, concepts and issues in International English Language.**
AO1 in the context of this discussion essay focuses on the concepts and issues, along with their associated terminology, that are relevant to the question.

| Level/ Marks | Performance characteristics | Indicative content<br>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels. |
|---|---|---|
| Level 5<br><br>13–15 | **Students will:**<br>• **demonstrate an overview of issues**<br>• **explore different views, approaches and interpretations.** | Students are likely to:<br>• evaluate and/or challenge the idea standards are in decline and/or that the growth of English is a factor in this<br>• evaluate and/or challenge the idea that there is a single 'standard'<br>• offer perceptive, relevant and specific examples of language use<br>• refer to scholarship accurately and specifically<br>• use terminology accurately, with understanding. |
| Level 4<br><br>10–12 | **Students will:**<br>• **identify different views, approaches and interpretations.** | Students are likely to:<br>• explain how and why standards might be open to different interpretations eg different contexts, different varieties, effectiveness of lingua franca communication<br>• explain how 'standards' might be interpreted in different ways<br>• offer relevant and specific examples of language use<br>• refer to scholarship accurately<br>• use terminology mostly accurately, showing understanding. |
| Level 3<br><br>7–9 | **Students will:**<br>• **show knowledge of relevant concepts and issues.** | Students are likely to:<br>• offer a straightforward, relevant discussion of the growth of English use around the world<br>• offer a straightforward discussion of the role of standard English<br>• give relevant examples of language use<br>• refer to scholarship in general ways<br>• use terminology with partial accuracy and understanding. |

| | | |
|---|---|---|
| Level 2<br><br>4–6 | **Students will:**<br>• **show familiarity with the area of study.** | Students are likely to:<br>• discuss, with limited examples and/or range, some ways in which English is used around the world<br>• attempt some references to scholarship but with limited accuracy or relevance<br>• attempt to use terminology, but with limited accuracy and understanding. |
| Level 1<br><br>1–3 | **Students will:**<br>• **discuss issues anecdotally without specialist knowledge.** | Students are likely to:<br>• mention **more than one** example of International English (3)<br>• mention **one** example of International English (2)<br>• mention International English generally with no reference to examples (1). |
| 0 | **Nothing relevant written.** | Nothing relevant written. |

| **AO3: Demonstrate ability to use English in different ways.** | | |
|---|---|---|
| **Level/ Marks** | **Performance characteristics** | **Indicative content**<br>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels. |
| Level 5<br><br>9–10 | **Students will:**<br>• **use form expertly**<br>• **use and sustain register, effective for context**<br>• **show outstanding technical control.** | Students are likely to:<br>• guide the reader through a line of argument by using clear signposting<br>• make effective connections between points and paragraphs<br>• write with clarity and accuracy. |
| Level 4<br><br>7–8 | **Students will:**<br>• **use form convincingly**<br>• **use register, effective for context**<br>• **show skilful technical control.** | Students are likely to:<br>• demonstrate a line of argument<br>• cover points in a well-organised way<br>• write with clarity and accuracy, showing only an occasional error. |
| Level 3<br><br>5–6 | **Students will:**<br>• **use form competently**<br>• **use register, mainly effectively, for context**<br>• **show competent technical control.** | Students are likely to:<br>• communicate with clear topics and paragraphs<br>• group points in a sensible way<br>• write with general clarity and accuracy throughout. |
| Level 2<br><br>3–4 | **Students will:**<br>• **use form with some lack of control**<br>• **use register appropriate for context at times**<br>• **show basic technical control.** | Students are likely to:<br>• attempt an academic format, with uneven result<br>• achieve an academic style but inconsistently<br>• show lapses in clarity and accuracy. |
| Level 1<br><br>1–2 | **Students will:**<br>• **use form limited to simple elements**<br>• **shape language broadly for context**<br>• **show limited technical control.** | Students are likely to:<br>• make some points but with little or no organisation<br>• attempt a formal style, with limited success<br>• lack clarity and accuracy, impeding communication. |
| 0 | **Nothing relevant written.** | Nothing relevant written. |