

GCSE

English

Unit **A633/02**: Information and Ideas (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for November 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation | Meaning |
|---|--|
|  | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
|  | Unclear |
|  | Error |
|  | Misreading |
|  | Not Answering Question |
|  | No Example |
|  | Extensive Error |
|  | Repetition |
|  | Tick |
|  | Strong point/Apt Ref |
|  | Blurred point |
|  | Omission |

Examiners should use annotation to show clearly where a mark is earned or why it has not been awarded. This will help examiners, checkers and those who review the marking of scripts.

Annotation consists of:

- ticks to show where marks have been earned
- specific words or phrases as agreed at Standardisation and as contained and included in the final mark scheme to show why a mark has been earned or indicate why a mark has not been earned (e.g. to show there is an omission)
- standard abbreviations, e.g. for *use of reference*, *misunderstanding of question*, etc.

As scripts may be returned to centres, you should use the minimum of comments and make sure that these are related to the award of a mark or marks and are matched to statements in the mark scheme.

Do **not** include general comments on a candidate's work.

Record any annotation in the body of the answer, or in the margin next to the point where the decision is made to award, or not award, the mark.

Subject-specific Marking Instructions

Marking and Annotation of Scripts after Standardisation

All scripts must be marked in accordance with the version of the mark scheme agreed at Standardisation.

Recording of marks

Show evidence that you have seen the work on every page of a script on which the candidate has made a response.

Cross through every blank page to show that you have seen it.

Follow the current guidance on crossed-out work.

Handling of unexpected answers

Standardisation will include discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them
- comparable marking standards for optional questions
- the handling of unexpected, yet acceptable, answers.

If you are not sure how to apply the mark scheme to an answer, you should telephone your Team Leader.

SECTION A READING**Question 1 KICK START** *How the Homeless World Cup is getting troubled youngsters off the bench for good***CRITERIA**

Candidates should demonstrate that they can:

- Read and understand texts, selecting material appropriate to purpose, collating from different sources (AO2 i).

INSTRUCTIONS TO EXAMINERS -1

We are not marking writing in Section A unless the expression is so bad that it impedes communication. Identify each point made clearly.

| | | Marks | Guidance |
|---|--|-------|---|
| 1 | <p>Candidates may refer to some of the following points:</p> <ol style="list-style-type: none"> 1. Life change from hopeless (gang culture, drug & alcohol abuse) to hopeful (disciplined/purposeful members of a team) 2. Brings attention to issue of homelessness ('throws a spotlight') and changes attitudes of spectators/encourages support 3. Individuals who were overlooked/marginalised are centre stage ('hero' idea) 4. Emphasis on values (fair play / mutual respect / standards/ no 'attitude') 5. Creates motivation to take control of life/find a new direction ('goals') 6. Links to other charities/services allows access to help/grants 7. Participants moved on into work / home ownership 8. Emphasis on physical fitness leaves players healthy/ready for work 9. Continuity of support after event / related employment projects 10. Run on small budget / more effective than better funded schemes 11. Gives the homeless new experiences (travel, electricity, running water) 12. Renewed sense of self-worth/self-respect 13. through representing one's country | 12 | <p>Use  over the word or phrase that specifically relates to one of the given points.</p> <p>Use REP if the point is made twice.</p> <p>Use  if the point is blurred/not fully expressed.</p> <p>Use NAQ for loss of focus on the task.</p> <p>Use MR to indicate any misunderstanding of text</p> |

| | Notes on the Task | Marks | Guidance |
|---|---|-------|----------|
| 1 | <p>General - Be prepared to acknowledge and reward responses which, although comparatively deficient in the number of points, nevertheless show clear understanding of the passage through a high order of skill in synthesis and structuring.</p> <p>Higher Band (1+2) responses are likely to identify a range of key points and convey them concisely, using the candidate's own words as far as possible in order to convey a clear overview of the material. Responses will be consistently focused on the task and well organised with little or no excess material. There may be occasional blurring of points, particularly at the lower end of the range.</p> <p>Middle Band (3+4) responses are likely to include a range of relevant points, most of which will be clearly identified. Focus on the task is clear but there may not be an attempt at concision, or there may be over-condensation leading to some blurring of points. There will be an attempt to organise although at the lower end of the range answers may include unnecessary detail and be over-reliant on the sequence of the original passage. There will be evidence that the passage and task have been understood, possibly by selective lifting.</p> <p>Lower Band (5+6) responses are likely to identify clearly only a limited number of relevant points: understanding of the passage may not be secure although at the higher end of the range, there is likely to be evidence of a general understanding of the material. Responses may lack focus and organisation and are likely to be very short or of excessive length as a result of including unnecessary or irrelevant material and/or excessive lifting from the original passage.</p> | 12 | |

| Question 1 | | |
|--|-------------|---|
| GENERIC band descriptors | | |
| **Be prepared to use the FULL range** | | |
| <i>The band descriptors which are shaded reward performance below that expected on this paper.</i> | | |
| BAND | MARKS | DESCRIPTOR |
| 1 | 12 11 | <ul style="list-style-type: none"> • Complete understanding of text and task • Complete overview • Very clear focus, tightly organised and synthesised • Almost entirely in own words • Comprehensive range of points clearly identified |
| 2 | 10 9 | <ul style="list-style-type: none"> • Very secure understanding of text and task • Clear overview • Clear focus; very little excess material; effective organisation • Mostly in own words • Very good range of points clearly identified |
| 3 | 8 7 | <ul style="list-style-type: none"> • Secure understanding of text and task • Overview of material • Mostly clear focus; good organisation; perhaps not always concise • Consistent attempt to use own words/some selective lifting • Good range of points clearly identified |
| 4 | 6 5 | <ul style="list-style-type: none"> • Text and task have been understood • Partial overview • Generally clear focus/perhaps some blurring • Evidence of ability to express in own words but likely to be close to original wording/selective lifting • A range of points clearly identified |
| 5 | 4 3 | <ul style="list-style-type: none"> • Partial understanding of text and task • May lack focus/organisation • Own words are used, but areas of lifting • General understanding of a limited range of points |
| Below 5 | 2 1 0 | <ul style="list-style-type: none"> • Some misunderstanding of text and task • Lacks clear focus • Points listed mechanically, with significant lifting • Straightforward understanding of some of the simpler points |

Question 2 KICK START *How the Homeless World Cup is getting troubled youngsters off the bench for good.***CRITERIA**

Candidates should demonstrate that they can:

- Explain and evaluate how writers use presentational features to achieve effects and engage and influence the reader (AO2 iii).

INSTRUCTIONS TO EXAMINERS – 2

- 1 We are not marking writing in Section A unless the expression is so bad that it impeded communication.
- 2 Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 3 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

| | | | |
|---|---|----|--|
| 2 | <p>General Candidates may offer some comment on how the images and headings reinforce the central idea of transforming lives via a simple medium – ‘Saved by the Ball’. They may explore the progression from painted goal posts in a derelict street, via the hopefulness of the training ground to the celebration and achievement in the final picture.</p> <p>Candidates may consider the structure of the piece which moves from close focus on individuals to a global perspective, concluding by returning to the hope and determination of the players. Candidates may respond to the personal life stories of the participants (‘bleak lives’, discovering ‘self-worth’).</p> <p>Candidates could explore the implied contrast between the glamour of professional sport and the poverty of the homeless players. They may consider how use of statistics supports the idea of the tournament’s value.</p> <p>There are many examples where the language of sport is used to describe life situations. Candidates may explore some of these and consider how specific linguistic devices (alliteration, short emphatic sentences) create effects.</p> | 14 | <p> in the body of the answer indicates clear relevant points.</p> <p> in the margin indicates use of supporting reference.</p> <p> indicates points not fully expressed.</p> <p> indicates strong thoughtful comment</p> <p>NE may be used to indicate lack of examples</p> <p>MR indicates misunderstanding.</p> <p>NAQ indicates irrelevant comment.</p> |
|---|---|----|--|

| | | | |
|--|---|--|--|
| | <p>Higher Band (1 +2) responses are likely to focus their comments clearly on the ways in which the content of the passage encourages respect for the ‘unlikely heroes’ and may offer some insightful comment on the more subtle manipulation of the reader’s perceptions. They will make consistently analytical and more developed comments on the language used, supported by fully appropriate references. There will be good understanding of how the images and headings reinforce the text, and responses may also refer to the way the writer’s opinion is implied through the use of direct quotations and personal testimony.</p> <p>Middle Band (3+4) responses are likely to show some appreciation of the ways in which the passage focuses on the changes brought about in individual lives. There may be some consideration of how the article seeks to engage the reader’s emotions, by reference to players who have never known running water/electricity, for example. There is likely to be some comment on the ways in which the headings and visual images contribute to this. There may be some attempt to explain language effects, such as the play on ‘winners’ and ‘losers’, but it is unlikely to be sustained, and not always firmly linked to the writer’s purpose.</p> <p>Lower Band (5+6) responses are likely to show only a rudimentary understanding of the task and will make general, mainly unsupported comments about the writer’s use of language, possibly achieving little more than the naming of a device. There may be some misunderstanding of the text and responses at this level will probably consist mainly of paraphrase/summary of the content and description of the images.</p> | | |
|--|---|--|--|

| Question 2 | | |
|--|--------------|--|
| GENERIC band descriptors | | |
| **Be prepared to use the FULL range** | | |
| <i>The band descriptors which are shaded reward performance below that expected on this paper.</i> | | |
| BAND | MARKS | DESCRIPTOR |
| 1 | 14 13 | <ul style="list-style-type: none"> Excellent range of points showing perceptive appreciation of the ways in which information, language and structure convey the text's purpose Very effective use of apposite supporting references in a full, relevant and consistently analytical response Complete understanding of text and task |
| 2 | 12 11 | <ul style="list-style-type: none"> Wide range of points showing clear and thoughtful appreciation of the ways in which information, language and structure convey the text's purpose Judgments are supported convincingly by appropriate textual references Clear understanding of text and task |
| 3 | 10 9 8 | <ul style="list-style-type: none"> A good range of points showing a secure understanding of the ways in which information, language and structure contribute to the text's purpose Careful supporting references and some analytical comment Sound awareness of text and task |
| 4 | 7 6 5 | <ul style="list-style-type: none"> A range of points showing a sound understanding of the ways in which information, language and structure contribute to the text's purpose Appropriate supporting references and an attempt at an analytical approach Task has been addressed for the main part |
| 5 | 4 3 2 | <ul style="list-style-type: none"> Easier information points show some understanding of the text's purpose Comments tend to be descriptive rather than analytical, and references may be inert Some focus on the task |
| Below 5 | 1 0 | <ul style="list-style-type: none"> Points likely to concentrate on simpler information and basic language features Assertions predominate, with minimal or no textual evidence in support A little evidence that the task has been understood |

Question 3 *Sleeping Rough***CRITERIA** Candidates should demonstrate that they can

- Develop and sustain interpretations of writer's ideas and perspectives (AO2ii)

INSTRUCTIONS TO EXAMINERS – 3

- 1 We are not marking writing in Section A unless the expression is so bad that it impeded communication.
- 2 Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 3 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

| | | | |
|---|---|----|---|
| 3 | <p>General - Candidates are expected to show understanding of the writer's extreme circumstances and how this is conveyed through the language used both explicitly and implicitly. Examiners should be prepared to credit different approaches by the candidates in responding to this task.</p> <p>Candidates may explore the effects created by the graphic description of squalor. There is the writer's own admission that it is 'difficult' to describe. The text offers ideas of physical discomfort with the more emotional 'self-loathing'. There is the use of animals that might be found 'in pet shops', here given a sinister aspect ('sly', 'crazy') with the idea that they 'work in shifts'. Candidates may explore the image/contrast of high 'with the birds' or low 'with the rats'.</p> <p>The introduction of Tommy who 'could have passed for sixty' shows the effects of this lifestyle on an individual. Candidates may explore the description of the man emerging from 'layers of filthy cloth'.</p> <p>Candidates may explore the effects of the anecdote as Tommy empties his pockets. They might consider the comic frustration of the desk sergeant, the pathos of the meagre list of possessions and the power of the lines of direct speech as Tommy asserts his rights.</p> | 14 | <p> in the body of the answer indicates clear relevant points.</p> <p> in the margin indicates use of supporting reference.</p> <p> indicates points not fully expressed.</p> <p> indicates strong thoughtful comment</p> <p> may be used to indicate lack of examples</p> <p> indicates misunderstanding.</p> <p> indicates irrelevant comment.</p> |
|---|---|----|---|

| | | | |
|--|---|--|--|
| | <p>Higher Band (1+2) responses should offer some quite detailed analysis of the descriptive and emotive language used. Some more subtle appreciation may be shown of the way the writer emphasises humanity in dehumanising conditions, Some may consider the effect of the fragmented structure, the central 'time passes' section and the power of the ending.</p> <p>Middle Band (3+4) responses are likely to show generally secure understanding of the writer's situation and may identify and try to comment on examples of powerful descriptive or emotive language, but be less confident in explaining how effects are conveyed to the reader.</p> <p>Lower Band (5+6) responses are likely to show only a rudimentary understanding of the task with largely unsupported comment. There is likely to be some misunderstanding of the text. Responses at this level will consist almost entirely of an attempted summary of the content of the article with some attempt to spot literary devices.</p> | | |
|--|---|--|--|

| Question 3 | | |
|--|--------------|--|
| GENERIC band descriptors | | |
| **Be prepared to use the FULL range** | | |
| <i>The band descriptors which are shaded reward performance below that expected on this paper.</i> | | |
| BAND | MARKS | DESCRIPTOR |
| 1 | 14 13 | <ul style="list-style-type: none"> • Excellent range of points showing perceptive appreciation of the ways in which information, language and structure convey the text's purpose • Very effective use of apposite supporting references in a full, relevant and consistently analytical response • Complete understanding of text and task |
| 2 | 12 11 | <ul style="list-style-type: none"> • Wide range of points showing clear and thoughtful appreciation of the ways in which information, language and structure convey the text's purpose • Judgments are supported convincingly by appropriate textual references • Clear understanding of text and task |
| 3 | 10 9 8 | <ul style="list-style-type: none"> • A good range of points showing a secure understanding of the ways in which information, language and structure contribute to the text's purpose • Careful supporting references and some analytical comment • Sound awareness of text and task |
| 4 | 7 6 5 | <ul style="list-style-type: none"> • A range of points showing a sound understanding of the ways in which information, language and structure contribute to the text's purpose • Appropriate supporting references and an attempt at an analytical approach • Task has been addressed for the main part |
| 5 | 4 3 2 | <ul style="list-style-type: none"> • Easier information points show some understanding of the text's purpose • Comments tend to be descriptive rather than analytical, and references may be inert • Some focus on the task |
| Below 5 | 1 0 | <ul style="list-style-type: none"> • Points likely to concentrate on simpler information and basic language features • Assertions predominate, with minimal or no textual evidence in support • A little evidence that the task has been understood |

SECTION B: WRITING (Candidates answer EITHER 4 OR 5)**CRITERIA**

Candidates should demonstrate that they can:

- Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader (AO3 i)
- Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence (AO3 ii)
- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (AO3 iii).

INSTRUCTIONS TO EXAMINERS – 4 or 5

- 1 Use  for good ideas and  for merits of expression to show how you have formed your judgement. Use a wavy line  underneath the candidate's writing, or in the margin  to show awkward or incorrect syntax/unclear expression. Use a caret to show omission. 
- 2 You should write a brief summative comment drawn from the wording of the descriptors to show how you have arrived at your final marks.
- 3 For writing tasks, LENGTH is not in itself a criterion.
Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (eg control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (fewer than 50 words) should not normally be marked higher than Band 7.
- 4 Award TWO separate marks, one for AOs 3(i) + (ii), one for AO3 (iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- 5 Use the standardisation scripts as guides to your assessment.
- 6 The generic marking criteria for Writing appear after the Notes on the Task.

| Question | | Notes on the Task | Marks | Guidance |
|----------|--|--|-------|----------|
| 4 | | <p>Expect a wide range of responses. Be prepared to reward those which show a clear awareness of the purpose of the question. There should be evidence of an attempt to use language to generate support from the intended audience. There is no expectation that candidates selecting this question will continue the themes of the texts.</p> <p>Look for a well-structured and coherent response that adopts an appropriate tone.</p> | 40 | |
| 5 | | <p>Candidates have been asked to produce a piece of personal writing. Expect a wide range of responses, and note that there is free choice of topic. There is no expectation that candidates selecting this question will continue the themes of the texts.</p> <p>Look to reward those responses that are well crafted and clearly focused on the task. There should be some intention to use language to create effects.</p> | 40 | |

Generic Marking Criteria for Section B: Writing

| Band | Marks | Descriptors AO3i & AO3ii | Marks | Descriptors AO3iii |
|------|----------------|---|----------|--|
| 1 | 26 25 24 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows sophisticated control of the material and makes effective use of linguistic devices. • demonstrates a sophisticated understanding of the task, addressing it with complete relevance and adapting form and style with flair to suit audience and purpose. • uses precise vocabulary which is fully suited to the purpose of the writing, conveying subtlety of thought and shades of meaning, and where appropriate is imaginative and ambitious in scope. • uses structure to produce deliberate effects, developing the writing coherently and skilfully from a confident opening which engages the reader to a very convincing and deliberate ending. • is organised into coherent paragraphs which are clearly varied for effect and used confidently to enhance the ideas and meaning. | 14 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses a wide range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses ambitious vocabulary with very few spelling errors. • uses punctuation consciously and securely to shape meaning, with very few errors. |
| 2 | 23 22 21 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows full control of the material and makes some effective use of linguistic devices. • demonstrates a confident understanding of the task, addressing it with consistent relevance and adapting form and style with assurance to suit audience and purpose. • uses imaginative vocabulary which is appropriate to the purpose of the writing, conveying some subtlety of thought and shades of meaning, and where appropriate may show some ambition in scope • uses structure consciously for effect, developing the writing coherently from an opening which engages the reader to a convincing and deliberate ending. • is organised into paragraphs which have unity, are varied for effect and are used to control the content and achieve overall coherence. | 13 12 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses a range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses more complex and irregular vocabulary, almost always securely spelled • uses punctuation to shape meaning, mainly securely, with errors only in more complex, irregular structures. |

| Band | Marks | Descriptors AO3i & AO3ii | Marks | Descriptors AO3iii |
|------|----------------|---|----------|--|
| 3 | 20 19 18 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures. • demonstrates a secure understanding of the task, addressing it in a relevant way and adapting form and style with confidence to suit audience and purpose. • uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly. • uses structure deliberately and with direction - a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending. • uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence. | 11 10 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses generally well controlled sentence structures which are varied in length and type and show evidence of being used deliberately to create specific effects appropriate to the task. • shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary. • uses punctuation to enhance or clarify meaning - is accurate both within and between sentences, but may make some errors in complex sentence structures. |
| 4 | 17 16 15 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows general control of the material; the response may be straightforward and controlled but linguistically unambitious or may lose some control in attempting something ambitious. • demonstrates an understanding of the task, addressing it in a mainly relevant way with some evidence of adapting form and style to suit different audiences and purposes. • uses some variety of vocabulary to create different effects and to suit the purpose of the writing, but which may be imprecise or fail to convey shades of meaning. • uses structure with a sense of direction - a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending. • is organised into paragraphs which may be varied for effect and which are carefully linked together to make the sequence of events or development of ideas clear to the reader. | 9 8 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors. • usually spells complex regular words securely; may make errors with irregular or more complex vocabulary. • uses punctuation in an attempt to create some specific effects; is usually accurate for sentence separation and sometimes within sentences, but may make less secure use of speech marks, colons and semi colons. |

| Band | Marks | Descriptors AO3i & AO3ii | Marks | Descriptors AO3iii |
|------|----------------|--|--------|---|
| 5 | 14 13 12 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • may not always show control of the material; the response may be simple and controlled but linguistically unambitious, or may attempt something ambitious but tend to lose control. • demonstrates some understanding of the task, addressing it in a sometimes relevant way and with some attempt to adapt form and style to suit audience and purpose. • uses vocabulary to create some limited effects, which may however be too simple to convey shades of meaning, not fully understood or not appropriate and may contain some idiomatic errors. • uses structure with some sense of direction - a generally clear and focused opening, some development of ideas, a limited attempt to achieve an appropriate ending. • uses paragraphs which may occasionally be varied for effect and/or are linked together to make the sequence of events or development of ideas fairly clear to the reader. | 7 6 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses sentence structures which show a little variety; may tend repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors. • usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary. • uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences |

| Band | Marks | Descriptors AO3i & AO3ii | Marks | Descriptors AO3iii |
|------|---------------|---|--------|--|
| 6 | 11 10 9 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • does not always show control of the material; the response may have a level of linguistic error that distracts the reader from the merits of the content. • demonstrates a limited understanding of the task and addresses it with some relevance, making a limited attempt to adapt form and style to suit audience and purpose. • uses vocabulary which is sometimes chosen for variety and interest but likely to be limited in range, sometimes inappropriate and may contain some idiomatic errors. • structures writing with some sense of direction which may not be sustained; a fairly clear opening, some limited development of ideas, some sense of an ending. • uses paragraphs which create some sense of sequence for the events or the development of ideas but which may lack unity or have little or no evidence of links between them. | 5 4 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control. • usually spells simple regular vocabulary accurately but may make a number of typical errors. • sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning. |

| Band | Marks | Descriptors AO3i & AO3ii | Marks | Descriptors AO3iii |
|------|-------------|---|--------|--|
| 7 | 8 7 6 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows limited control of the material; the level of linguistic error may require the reader to re-read some sentences before the meaning is clear. • demonstrates a very limited understanding of the task, addressing it with occasional focus and making limited attempts to adapt form and style to suit audience and purpose. • uses vocabulary to create occasional variety and interest but which is likely to be very limited in range and often inappropriate with some idiomatic errors. • shows some signs of organisation and some sense of direction - a limited attempt to create an opening, very simple or rambling development of ideas, may come to a stop rather than achieving a deliberate ending. • uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity. | 3 2 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults. • spells some simple regular vocabulary accurately but makes random errors. • uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it. |

| Band | Marks | Descriptors AO3i & AO3ii | Marks | Descriptors AO3iii |
|---------------------|----------------------|---|----------|--|
| 8 | 5 4 3 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • offers occasional relevant and comprehensible content, but density of linguistic error may require the reader to re-read and re-organise the text before meaning is clear. • demonstrates a little awareness of the task, addressing it with intermittent focus; form and style may occasionally be appropriate to audience and/or purpose, but this is unlikely to be deliberate. • uses vocabulary which is very occasionally chosen for variety and/or interest but which is very limited in range and often inappropriate, with obvious idiomatic errors. • shows occasional signs of organisation and a very limited - if any - sense of direction. • uses paragraphs occasionally to signal very obvious changes in the direction of events or ideas, but which may need to be re-read or re-organised before the meaning is clear. | 1 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses recognisable sentence structures, with some accuracy in the use of more simple ones. • uses erratic spelling which may be recognisable for most words but is accurate for only a limited number. • uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate. |
| Below band 8 | 2 1 0 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity. • shows almost no awareness of task, audience or purpose. • uses vocabulary which is seriously limited. • shows almost no signs of organisation or sense of direction. • uses paragraphs -if at all - in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges. | 0 | <p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses spelling and punctuation so imprecisely that very little meaning is communicated. |

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