

English

General Certificate of Secondary Education

Unit **A680/02**: Information and Ideas (Higher Tier)

Mark Scheme for June 2011

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

SECTION A READING

Question 1

CRITERIA

Candidates should demonstrate that they can:

- read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross references as appropriate (A02i).

Wing and a Prayer

<p>QUESTION 1 (10 marks)</p>	<p>Referring carefully to the article, outline concisely what makes the experience of flying in a <i>Pitts Special</i> so exciting.</p> <p>Use your own words as far as possible.</p> <p>CONTENT</p> <ol style="list-style-type: none"> 1 Flying very low/on your side/sense of speed. 2 Experience of increasing G forces. 3 Plane gains altitude very quickly/sharp climb upwards. 4 The plane will perform a range of stunts/loops/fly upside down. 5 The manoeuvres seem to defy the laws of gravity. 6 You have to think in three dimensions. 7 The cockpit is extremely simple (flimsy stick and rudder pedals). 8 Super-sensitivity of controls 9 Sense of danger/need to wear a parachute and flying helmet. 10 The engine throbs through the body 11 The passenger can take control. 12 The experience of doing the loop/feeling of weightlessness.
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INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 **Number** each point made clearly.
- 3 **Bracket** the [number] if the point is not clear. Write **R** for a point repeated.
- 4 Use the Band Descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 5 Write a brief comment to explain your mark.

NOTES ON THE TASK

- **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.
- **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.
- **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.
- Be prepared to acknowledge and reward well 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.**

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	10	<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	9 8	<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	7 6	<ul style="list-style-type: none"> • Secure understanding of text and task • Overview of material • Mostly clear focus; good organisation; perhaps not always concise/perhaps some blurring • Consistent attempt to use own words/some selective lifting • Good range of points clearly identified
4	5 4	<ul style="list-style-type: none"> • Text and task have been understood • Partial overview • Generally clear focus/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	3 2	<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	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

CRITERIA:

Candidates should demonstrate that they can:

- read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate (A02 i).
- develop and sustain interpretations of writers' ideas and perspectives (A02 ii).
- explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and engage and influence the reading (A02 iii).

Wing and a Prayer

QUESTION 2 (15 marks)	Piers Townley says, 'being airborne doesn't get much better than this.' How does the presentation of the article and the writer's use of language help to convey this impression to the reader?
NOTES ON THE TASKS	<p>Higher Band (1 +2) responses are likely to focus their comments clearly on the sense of danger and the pushing of the human body to the limit during the flight, examining the physical and emotional thrills involved. They will make consistently analytical and fully developed comments on the language used supported by fully appropriate references to the text. Comments about presentation, as well as showing a good understanding of how the pictures reinforce the text, may also refer to the immediacy achieved by the use of direct quotations. Responses at this level will pick up on the sense of exhilaration in the language of the article.</p> <p>Middle Band (3+4) responses are likely to show some appreciation of the combined sense of thrill and danger in the passage and refer to the ways in which the photographs contribute to the excitement. There may be some attempt to explain language effects but it is unlikely to be sustained, although apposite examples of the use of language may be identified, but not (clearly) explained. Overall, there will be some attempt to explain but the response will consist mainly of description of the content without reference to how this may convey impressions to the reader.</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 (eg 'They use much powerful language and facts') There is likely to be some misunderstanding of the text and responses at this level will consist almost entirely of a paraphrase/summary of the events described in the article, with, at best, some attempt to spot literary devices.</p>

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 **Letter** each valid point clearly made. **P** = Presentation **C** = Content/Language. Use a tick to indicate supporting quotations/references and explanatory comments.
- 3 **Bracket** the letter if a point has not been made clearly. Write **R** for a point repeated.
- 4 Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 5 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

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	15 14	<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	13 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 Judgements 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

Why we no longer enjoy flying.

QUESTION 3 (15 marks)	How does Nigel Tisdall convey to the reader his views on the experience of flying? In your answer, refer to the language he uses and the way he presents his ideas.
NOTES ON THE TASK	Candidates are expected to give a clear understanding of how the writer presents a range of personal reasons why he enjoys flying and why he believes this experience has been spoiled for many passengers. Examiners should be prepared to credit different approaches by the candidates in responding to the task. Higher Band (1+2) responses are likely to identify clearly the writer's well structured arguments as to why flying is no longer enjoyable for the majority of passengers, including the appeal to the reader to share in his humorous depictions of airport and flight chaos. At this level responses will see the counterbalance of this view with his love of flying that can still be experienced by those who see it as awe inspiring and romantic, supporting their appreciation of this with well justified, apposite references to the passage and the writer's use of language. Responses at this level may also comment on the diversity of reasons why flying is no longer enjoyable and the poignant conclusion. Middle Band (3+4) responses are likely to show some appreciation of the writer's presentation of reasons why flying is no longer enjoyable for most passengers set against his personal love of flight. The humour of the account will be understood but explicit reference to the way in which the writer structures his reasoning may be lacking. Some apposite examples of the use of language are likely to be identified, but not (clearly) explained and/or language comments may consist of little more than identification of literary terms and devices without a clear attempt to explain their effect. Lower Band (5+6) responses are likely to show only a rudimentary understanding of how the writer presents his ideas and will make general, mainly unsupported comments about the writer's use of language (eg 'he uses negative language for effect') There is likely to be some misunderstanding of the text and responses at this level will consist almost entirely of a paraphrase/summary of the individuals and events described in the account, with, at best, some attempt to spot literary devices.

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 **Letter** each valid point clearly made **T** = Thoughts/Feelings **L** = Language/Tone. Use a tick to indicate supporting quotations/references and explanatory comments.
- 3 **Bracket** the letter if a point has not been made clearly. Write **R** for a point repeated.
- 4 Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 5 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

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	15 14	<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	13 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 • Judgements 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**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 (A03 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 (A03 ii)
- use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (A03 iii).

<p>QUESTION 4 (40 marks)</p> <p>OR</p> <p>QUESTION 5 (40 marks)</p>	<p>Either</p> <p>Question 4 (40 marks)</p> <p>Is it important for humans to fly? Write the words of a talk to your class giving your views.</p> <p>Or</p> <p>Question 5 (40 marks)</p> <p>Write about a time when something did not go as planned.</p>
<p>NOTES ON THE TASKS</p>	<p>Task 4 Expect a wide range of considerations. Look for responses which show a clear awareness of the purpose of the question and which adopt a thoughtful, analytical approach which may prove persuasive to the audience identified. Candidates may well draw upon other examples of their own experiences of flying/the benefits or harmful effects of travel by air/Man's desire to fly like the birds or even take a metaphorical view of the word 'fly'.</p> <p>Task 5 Candidates have been given a very broad canvas for this task and may write personally or create their own character(s). There is no preferred option. Look for responses which show clear appreciation of the need to write in a convincing way and carry it off successfully. Expect a wide range of interpretations.</p>

INSTRUCTIONS TO EXAMINERS

- 1 Ring errors and ✓ 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 for more than one line, to show awkward or incorrect syntax/unclear expression. Use a caret to show omission.
- 2 You may (but are not obliged to) 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. At the end of the response write the two separate marks (eg 10 + 7) in the spaces provided and place the ringed total in the margin. Then transfer the ringed total to the front page of the script.

Writing Marking Criteria

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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553