

**GCSE**

**English (Northern Ireland)**

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

General Certificate of Secondary Education

**Mark Scheme for November 2015**

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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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1. **Annotations** – See specific questions for annotations

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.

2. **Subject-specific Marking Instructions**

**Marking and Annotation of Scripts After the Standardisation Meeting**

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

**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
- BP every blank page
- Follow the current guidance on crossed-out work.

**Handling of unexpected answers**

The Standardisation meeting 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 or use the RM assessor messaging system.

## MARK SCHEME:

## SECTION A READING

Question 1 *Is the focus on competitive sports still killing PE for those who aren't 'good enough'? (The Guardian)*

Question	Answer	Marks	Guidance
1	<p>Candidates may refer to <b>some</b> of the following points:</p> <ol style="list-style-type: none"> <li>1. Physical discomfort: it was not enjoyable/ not to be enjoyed.</li> <li>2. Lack of preparation, training/warm up.</li> <li>3. It caused humiliation/embarrassment: one mark if both/either are connected to</li> <li>4. An incitement to smugness amongst those "good at games"/an invitation to bullies/ to being patronised/ mocked/ laughed at</li> <li>5. And/or: last to be chosen for teams/ last runner home/ pe shorts in town.</li> <li>6. Encouraged PE avoidance/ put people off/ it wasn't for them/faked or forged notes/ promoted dishonesty</li> <li>7. No incentives to be fit/ adopt a healthy lifestyle</li> <li>8. Invoked fear/ dread of failure/ of not being good enough</li> <li>9. Promotes chronic feelings of: failure/ anxiety/stress/negativity/low self esteem/ lack of confidence/ uselessness.</li> <li>10. No sports science/theory offered</li> <li>11. V little post school team games take up.</li> <li>12. There is far too much emphasis on teams/ competition... which negates satisfaction/ happiness.</li> <li>13. It is black and white/ either you're good at games or you aren't/ it is very divisive: "weren't/ wasn't good enough" does it with the speech marks.</li> <li>14. It was all very exclusive/ not inclusive/ didn't encourage the majority/ favoured the minority/ it was elitist.</li> </ol>	12	<ul style="list-style-type: none"> <li>• 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.</li> <li>• 2 Identify each point made clearly.</li> <li>• 3 Indicate if the point is repeated/not clear</li> <li>• 4 Use the Band Descriptors in conjunction with the standardisation scripts to arrive at your mark.</li> </ul> <p>5 Write a brief comment to explain your mark.</p>

Question	Notes on the Task	Marks	Guidance
1	<p><b>General - 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.</b></p> <p><b>Higher Band</b> (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><b>Middle Band</b> (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><b>Lower Band</b> (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	

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

**Question 2** *Is the focus on competitive sports still killing PE for those who aren't 'good enough'? (The Guardian)***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.

Question	Notes on the Task	Marks	Guidance
2	<p><b>General - The writer is drawing on her personal experience of sport and fitness to explore why she felt alienated from school sport and to question the emphasis placed on competition in PE. Candidates should show understanding of the writer's views and explore the language choices employed to support the argument.</b></p> <p>Candidates may offer comment on the use of images – the runners, all in black and white kit on a marked out race track are clearly striving to win and there may be contrast with the younger Frisbee players, in coloured kit, enjoying a game. The emotive quality of the 'left out' team player on the gym bench may be considered. There is only a little factual information, assertion really, that 'very few' go on to play team sport and 'only a fraction' succeed, but this may attract comment also. Language used to express contempt for her school PE is in evidence ('it wasn't physical or educational' / 'zero-credit'), as is language used to express approval of less competitive forms of activity ('thinking out of the box' / 'wholeheartedly inclusive').</p> <p>Candidates may explore the effect of Doyle's use of personal experience and the way she characterises herself as a 'sparky' teen; dodging lessons, doodling on her books. The description of her schoolgirl humiliations may attract comment, perhaps some empathy with the loss of her confidence and the 'useless' label. The contrast between the teenage 'twice-weekly rebel' and the older woman who loves fitness could be considered, with some exploration of the language used to describe her 'fascination', 'excitement' and feeling of being 'energised'.</p> <p>There is a clear structure to the article, following Doyle through her sport-avoiding past; her 'fascinated by fitness' present and future hopes for her daughter. Candidates may explore the writer's stated anxiety about what awaits the 'jogging', 'skipping' child when she gets to secondary school PE. Some more detailed comment on specific language devices may be offered. There is some direct address to the reader and use of parenthesis. A teenage register is employed at times and, of course, there is the use of alliteration.</p>	14	



Question	Notes on the Task	Marks	Guidance
	<p><b>Higher Band (1+2)</b> Responses may offer insightful comment on the manipulation of the reader's thoughts. They will make consistently analytical and more developed comments on the language used, supported by fully appropriate references. Comments about presentation will show good overview and understanding of the way the article is structured and how the images reinforce the text.</p> <p><b>Middle Band (3+4)</b> responses are likely to show some appreciation of the ways in which the article seeks to persuade. There may be some consideration of how the article tries to engage the reader's emotions. There is likely to be some comment on how the visual images contribute to this. There may be some attempt to explain language effects, but it is unlikely to be sustained, and not always firmly linked to the writer's purpose.</p> <p><b>Lower Band (5+6)</b> 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>		

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

**Question 3 *Look Who It Is! Alan Carr, My Story.*****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.

Question		Notes on the Task	Marks	Guidance
3		<p><b>General - Candidates are expected to show understanding of how the writer is delivering both a humorous account of exercise with his father and exploring how the emphasis on challenge took away the fun.</b></p> <p>Candidates may explore how Carr’s feelings are conveyed through the language used, both explicitly and implicitly. The tone can be interpreted in a variety of ways, self-deprecating, sarcastic, a little resentful? Examiners should be flexible here.</p> <p>Candidates should show some understanding of the writer’s enjoyment of running (‘bounding along’) and his wish to share a ‘kick-about’ and ‘keepy-uppy’ – a sense of fun that was ‘extracted’ by his father’s use of a stopwatch and bollards. Candidates may comment on the comparison between the kids ‘laughing and having fun’ and Carr’s ‘tree-touching’/ ‘arthritis prevention’ regime (‘Work, work, work’ on the ‘playing’ field).</p> <p>Candidates may consider the structure of the article as it moves from quite vivid descriptions of Carr’s memories to reflection on what motivates children and consideration of school PE. There are some interesting comparisons, as with what motivates future pilots (not the in-flight meal) and the imagined situation of PE style discipline applied in English lessons (‘an extra lap of the library’).</p> <p>Candidates might pick up on the use of voice; the father’s booming voice (‘like arguing with a hand drier’) being especially prominent in the first half with quoted speech, to which the young Alan doesn’t reply.</p>	14	

Question	Notes on the Task	Marks	Guidance
	<p><b>Higher Band</b> (1+2) responses should show some clarity in tracing Carr's thought, with some more insightful thought on how his reflections are conveyed. Responses at this level should show good appreciation of the tone of the article and offer some quite detailed analysis of language use. There should be firm connection between the examples of intelligent use of language and the writer's overall purpose</p> <p><b>Middle Band</b> (3+4) responses are likely to show generally secure understanding of the writer's thoughts although there may be some lack of clarity in discussion of the detail. Candidates at this level may identify some interesting use of language but be less confident in explaining how effects are conveyed to the reader. There will be some awareness of the writer's purpose.</p> <p><b>Lower Band</b> (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 writer's point of view. Responses at this level will consist almost entirely of an attempted summary of the content of the extract with some attempt to spot literary devices.</p>		

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

**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 (AO3i)
- 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 over 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 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 (e.g. 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		Candidates have been asked to produce a piece of personal writing in the form of a diary or blog. Expect a wide range of responses. There is no expectation that candidates selecting this question will continue the themes of the texts. Be prepared to reward those responses that are well-crafted and focused on the task. There should be a clear intention to use language to create effects.	40	
5		Candidates have been asked to express their views. No audience is specified. 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. Look for a well-structured and coherent response. There should be intention to use language to create effects.	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"> <li>shows sophisticated control of the material and makes effective use of linguistic devices.</li> <li>demonstrates a sophisticated understanding of the task, addressing it with complete relevance and adapting form and style with flair to suit audience and purpose.</li> <li>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.</li> <li>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.</li> <li>is organised into coherent paragraphs which are clearly varied for effect and used confidently to enhance the ideas and meaning.</li> </ul>	14	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses a wide range of sentence structures to ensure clarity and to achieve specific effects relevant to the task.</li> <li>uses ambitious vocabulary with very few spelling errors.</li> <li>uses punctuation consciously and securely to shape meaning, with very few errors.</li> </ul>
2	23 22 21	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>shows full control of the material and makes some effective use of linguistic devices.</li> <li>demonstrates a confident understanding of the task, addressing it with consistent relevance and adapting form and style with assurance to suit audience and purpose.</li> <li>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</li> <li>uses structure consciously for effect, developing the writing coherently from an opening which engages the reader to a convincing and deliberate ending.</li> <li>is organised into paragraphs which have unity, are varied for effect and are used to control the content and achieve overall coherence.</li> </ul>	13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses a range of sentence structures to ensure clarity and to achieve specific effects relevant to the task.</li> <li>uses more complex and irregular vocabulary, almost always securely spelled</li> <li>uses punctuation to shape meaning, mainly securely, with errors only in more complex, irregular structures.</li> </ul>



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"> <li>shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures.</li> <li>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.</li> <li>uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly.</li> <li>uses structure deliberately and with direction - a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending.</li> <li>uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence.</li> </ul>	11 10	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary.</li> <li>uses punctuation to enhance or clarify meaning - is accurate both within and between sentences, but may make some errors in complex sentence structures.</li> </ul>
4	17 16 15	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>uses structure with a sense of direction - a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending.</li> <li>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.</li> </ul>	9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors.</li> <li>usually spells complex regular words securely; may make errors with irregular or more complex vocabulary.</li> <li>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.</li> </ul>

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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• uses structure with some sense of direction - a generally clear and focussed opening, some development of ideas, a limited attempt to achieve an appropriate ending.</li> <li>• 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.</li> </ul>	7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses sentence structures which show a little variety; may tend repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors.</li> <li>• usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary.</li> <li>• uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences</li> </ul>

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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	5 4	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control.</li> <li>• usually spells simple regular vocabulary accurately but may make a number of typical errors.</li> <li>• sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning.</li> </ul>

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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity.</li> </ul>	3 2	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults.</li> <li>• spells some simple regular vocabulary accurately but makes random errors.</li> <li>• uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it.</li> </ul>

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
<b>8</b>	<b>5 4 3</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>shows occasional signs of organisation and a very limited - if any - sense of direction.</li> <li>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.</li> </ul>	<b>1</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses recognisable sentence structures, with some accuracy in the use of more simple ones.</li> <li>uses erratic spelling which may be recognisable for most words but is accurate for only a limited number.</li> <li>uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate.</li> </ul>
<b>Below band 8</b>	<b>2 1 0</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity.</li> <li>shows almost no awareness of task, audience or purpose.</li> <li>uses vocabulary which is seriously limited.</li> <li>shows almost no signs of organisation or sense of direction.</li> <li>uses paragraphs - if at all - in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges.</li> </ul>	<b>0</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses spelling and punctuation so imprecisely that very little meaning is communicated.</li> </ul>

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