



Oxford Cambridge and RSA

GCSE

English Language

J351/01: Communicating information and ideas

General Certificate of Secondary Education

Mark Scheme for November 2022

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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.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space.

Award Zero '0' if:












- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts

8. The RM **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the telephone, email or the scoris messaging system.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. **Annotations:** Appropriate scoris annotations here

| Annotation | Meaning |
|---|--|
|  | to indicate explanations and analytical comment |
|  | for explanations that are not fully clear |
|  | Development of observation/argument |
|  | AO2 Good analysis/use of language |
|  | AO1/AO3 link or comparison |
|  | AO4 Evaluation |
|  | AO2 Structure |
|  | Omission/needs development/needs example |
|  | Blank Page |
|  | AO6 Expandable vertical wavy line: errors of punctuation/lack of fluency |
|  | AO6 Expandable horizontal wavy line: specific errors of spelling/grammar |

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the unseen texts
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Rubric Infringement

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

If a candidate has written two answers for Section B, mark both answers and RM Assessor will award the highest mark achieved.

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described:

| | |
|-----|---|
| AO1 | Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. |
| AO2 | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. |
| AO3 | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. |
| AO4 | Evaluate texts critically and support this with appropriate textual references. |
| AO5 | Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. |
| AO6 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid:

| | % of GCSE (9–1) | | | | | | Total |
|--|-----------------|-------|------|-----|-----|-----|-------|
| | AO1 | AO2 | AO3 | AO4 | AO5 | AO6 | |
| J351/01 <i>Communicating Information and Ideas</i> | 6.25 | 7.5 | 3.75 | 7.5 | 15 | 10 | 50% |
| J351/02 <i>Exploring Effects and Impact</i> | 2.5 | 11.25 | 3.75 | 7.5 | 15 | 10 | 50% |
| Total | 8.75 | 18.75 | 7.5 | 15 | 30 | 20 | 100% |

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide ‘correct’ answers. The Mark Scheme can only provide ‘best guesses’ about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners’ Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates’ responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates’ responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will

encounter answers which fall outside the 'target range' of Level of Response Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related notes on each question will help you to understand how the band descriptors may be applied. However, these comments do not constitute the mark scheme. They are some thoughts on what was in the setter's mind when the question was formulated. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 Candidates' answers should demonstrate knowledge and understanding of the texts. This knowledge will be shown in the range and detail of their references to the text. Re-telling sections of the text without commentary is of little or no value.

INSTRUCTIONS TO EXAMINERS:**A INDIVIDUAL ANSWERS**

- 1 The indicative content indicates the expected parameters for candidates' answers but be prepared to recognise and credit unexpected approaches where they show relevance.
- 2 Using 'best-fit', decide first which set of Level of Response Band Descriptors best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.
 - **Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
 - **Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
 - **Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.
- 3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

B TOTAL MARKS

- 1 Transfer the mark awarded to the front of the script.
- 2 The maximum mark for the paper is **80**.

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|---|
| 1 | a | <p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark the following:</p> <ul style="list-style-type: none"> • <i>(six o'clock found all of us on our way to the) much talked of railway station</i> | 1 | <p>Look again at lines 1-9 (from 'Six o'clock found us...' to 'and so on.')</p> <p>Identify a phrase that shows that people are excited by the new railway.</p> <ul style="list-style-type: none"> • A quotation is required. • Do not reward an explanation in the candidate's own words. |
| 1 | b | <p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <ul style="list-style-type: none"> • <i>Some are closed and others are open (on the sides)</i> • <i>A range of coaches</i> | 1 | <p>Identify a phrase which shows there are different types of railway coaches.</p> <ul style="list-style-type: none"> • A quotation is required. • Do not reward an explanation in the candidate's own words. |
| 1 | c | <p>SKILLS: AO1i: <i>Identify and interpret explicit and implicit information and ideas.</i></p> <ul style="list-style-type: none"> • <i>He takes a survey all around</i> • <i>He makes sure his children are safe</i> • <i>He is worried/frightened by the names of the steam engines</i> | 2 | <p>Explain two ways in which the writer makes clear he is worried about the railway journey.</p> <ul style="list-style-type: none"> • A quotation without an explanation is acceptable. |

Both texts describe a journey by train. What are the similarities between the experiences of the two writers? Draw on evidence from both texts to support your answer. (6 marks)

AO1ii: Select and synthesise evidence from different texts.

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

| | |
|----------------------------|--|
| Level 3 (5–6 marks) | A detailed response which shows a secure ability to synthesise appropriate ideas and evidence from both texts, showing perceptive understanding of the similarities between the experiences of the two writers , including conceptual ideas. |
| Level 2 (3–4 marks) | A response which shows some ability to make connections between ideas and evidence from both texts, showing clear awareness of the similarities between the experiences of the two writers . The ideas and evidence selected may not be equal across both texts. |
| Level 1 (1–2 marks) | A response which shows limited ability to select and make connections between evidence from both texts, showing little awareness of the similarities between the experiences of the two writers . The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts. |
| 0 marks | No response or no response worthy of credit. |

Question 2 Guidance

Give credit for answers that synthesise evidence from both texts. Higher level responses will draw together and synthesise perceptive ideas, using appropriate evidence from both texts. Lower level responses will make straightforward connections between points and use some relevant evidence.

Give credit for the quality of the response and the skill shown in the ability to synthesise appropriate ideas and evidence. Higher level responses will draw on conceptual ideas whereas lower level responses will select and comment on more obvious features.

Candidates may refer to some of the following points:

- Both choose to travel by train and describe that journey
- Both are intrigued by the experience/focus on what they see and feel
- Both are struck by the speed of the train / Both refer to the time the journey takes
- Both are interested in the view/are observant
- Both travel to the end of the line
- Both want to share their experiences
- Both take their children with them
- Both travel through a tunnel

Question 3

Look again at lines 7-22. (from “*Although I have been fortunate...*” to “*...the sweet taste of sticks of rock.*”) Explore how Fogle uses language and structure to describe what he notices on his journey. Support your ideas by referring to the text, using relevant subject terminology. (12 marks)

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.

| | |
|------------------------------|---|
| Level 6 (11–12 marks) | <ul style="list-style-type: none"> • A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. • Candidates’ analysis of both language and structure is consistent and detailed. • Precisely selected and integrated subject terminology deployed to enhance the response. |
| Level 5 (9–10 marks) | <ul style="list-style-type: none"> • An analysis which demonstrates a perceptive understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates’ analysis of both language and structure is reasonably detailed and balanced. • Well-chosen subject terminology integrated into explanations. |
| Level 4 (7–8 marks) | <ul style="list-style-type: none"> • A developed explanation which shows a secure understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced. • Relevant terminology should be used to develop ideas. |
| Level 3 (5–6 marks) | <ul style="list-style-type: none"> • A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. • Candidates refer to language and structure but may not give a full explanation of the effects of both. • Some use of relevant subject terminology to support ideas. |
| Level 2 (3–4 marks) | <ul style="list-style-type: none"> • A straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects. • Some use of subject terminology, though it may not always be relevant. |
| Level 1 (1–2 marks) | <ul style="list-style-type: none"> • A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader. • Little or no use of subject terminology. |
| 0 marks | <ul style="list-style-type: none"> • No response or no response worthy of credit. |

Question 3 Guidance

Give credit for answers that link aspects of language and structure with what he notices on his journey, supported by close and relevant reference to the text.

Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors.

Candidates may refer to some of the following points:

Fogle begins with two significant contrasts in the first paragraph. He uses the adjectives 'grey' and 'green' to contrast the buildings in London with the fields of Berkshire. He emphasises how quickly he is travelling to his destination by using verbs like 'rushing' and 'speed' to describe the pace of the train. There is also a clear contrast with the slow movement of the car drivers whose progress is described using the metaphor 'battling' to describe their attempt to advance towards their destination. The adjective 'weary' used to describe the unfortunate car drivers conveys the toll the journey is taking on them

The train's rapid progress towards its destination is made clear by the repeated use of the connectives 'as' to convey how much is happening simultaneously. The appeal to the senses becomes more intense in the next two paragraphs: he uses the word 'scent' to convey the faint awareness of the aroma of the sea and almost personifies the 'scent' as 'teasing' his senses in order to increase his desire to reach the seaside. As the train moves closer, the sensual imagery becomes more visual as he sees salt 'crystallised' on the window. The 'crystal' imagery has connotations of something precious.

Fogle's eagerness to see his destination is made clear by using verbs such as 'peer' and 'glimpse' which show him straining to see the distant seashore. The sensual imagery in this last paragraph becomes more intense and intimate as it appeals to the sense of hearing – 'splashing around in the water' – and touch – 'feel the sand between their toes' - and taste – 'sweet sticks of rock'. The pleasure of seeing children enjoying such innocent fun is heightened by contrast with other seasons of the year when the personified wind is 'angry' and 'lashes' the shore.

Question 4 - 'Both texts powerfully describe the excitement of a journey by railway.' How far do you agree with this statement?

In your answer you should: discuss what we learn about the excitement of each railway journey; explain how far you agree that both journeys are exciting; compare the ways the texts present the excitement of a railway journey. Support your response with quotations from **both** texts. **(18 marks)**.

SKILLS: Mark the response out of 12 marks (AO4) **and** out of 6 marks (AO3) using the two sets of level descriptors below; add the two marks together to award a total mark out of 18.

| Where the candidate's answer consistently meets the criteria, the higher mark should be awarded. | | | |
|---|---|--|--|
| AO4 (12 marks) Evaluate texts critically and support this with appropriate textual references. | | AO3 (6 marks) Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts. | |
| Level 6 (6 marks) | <ul style="list-style-type: none"> A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed. | Level 6 (11–12 marks) | <ul style="list-style-type: none"> A sustained critical evaluation demonstrating a perceptive and considered response to the statement and a full explanation of the impact of the texts on the reader. Comments are supported by apt, skillfully selected, and integrated textual references. |
| Level 5 (5 marks) | <ul style="list-style-type: none"> A sustained comparison of writers' ideas and perspectives and how they are conveyed. | Level 5 (9–10 marks) | <ul style="list-style-type: none"> An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader. Comments are supported by persuasive textual references. |
| Level 4 (4 marks) | <ul style="list-style-type: none"> A developed comparison of writers' ideas and perspectives and how they are conveyed. | Level 4 (7–8 marks) | <ul style="list-style-type: none"> A response with developed evaluative comments addressing the statement and some comments about the impact on the reader. Comments are supported by well-chosen textual references. |
| Level 3 (3 marks) | <ul style="list-style-type: none"> A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed. | Level 3 (5–6 marks) | <ul style="list-style-type: none"> A response with clear evaluative comments and some awareness of the impact on the reader. Comments are supported by appropriate textual references. |
| Level 2 (2 marks) | <ul style="list-style-type: none"> A response which identifies main points of comparison between writers' ideas and perspectives. | Level 2 (3–4 marks) | <ul style="list-style-type: none"> A response with straightforward evaluative comments and a little awareness of the impact on the reader. Comments are supported by some appropriate textual references. |
| Level 1 (1 mark) | <ul style="list-style-type: none"> A response which makes simple points of comparison between writers' ideas and perspectives. | Level 1 (1–2 marks) | <ul style="list-style-type: none"> A limited description of content. Comments are supported by copying or paraphrase. |

| | |
|---|--|
| Question 4 Guidance | |
| <p>This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3).</p> <p>Candidates may construct their answer in response to the bullet points in combination, and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3.</p> <p>Give credit for critical evaluation of 'how far' the candidate agrees with the statement that the texts are powerful. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text to be more powerful than the other.</p> | |
| <p>Candidates may evaluate these ideas in response to AO4:</p> <ul style="list-style-type: none"> • <i>In Text 1 the writer is clearly looking forward to a journey as he arrives at the 'much talked of railhead' and takes a seat in an open carriage so he can enjoy the view. He was clearly nervous, however, as he makes sure his children are safe. He is excited at first by the speed of the carriage as it passes fields quickly but did not enjoy passing another oncoming train. The views were not as exciting as he hoped, however, as there were 'mounds of clay' either side blocking the view and a 'vile, ugly' tunnel as he approached Manchester.</i> • <i>In Text 2 the writer is excited by romance of train travel and finds it 'therapeutic'. He enjoys the contrast between the 'grey' city and the 'green' countryside and feels sorry for the 'weary' drivers who are 'battling with traffic on the roads. He describes his approach to his destination in vivid, sensual terms, the 'aroma of salt and seaweed'. He shows excitement, but also becomes so comfortable he begins to doze. His final thought is about the difference between a 'utilitarian' attitude to train travel and his own anticipation of the journey and pleasure in choosing this form of transport.</i> | <p>Candidates may compare these points in response to AO3:</p> <ul style="list-style-type: none"> • <i>Text 1 is excited when he arrives at the station – much talked of railway station – and text 2 finds stations romantic – goodbye kisses on the platform and the shrill blast of the guard's whistle.</i> • <i>Text 1 is impressed by the speed – the first 17 miles we went in 32 minutes – and text 2 is pleased at the rapid progress – even before I have finished my morning newspaper.</i> • <i>Text 1 is frightened by other vehicles – shrank back completely horrified in my seat – whereas text 2 feels superior - weary drivers battling against the traffic.</i> • <i>Text 1 arrives in an unpleasant place – 'ugly, vile, abominable tunnel' – whereas text 2 leaves an unpleasant place – 'graffiti-smearred, grey buildings'.</i> • <i>Text 1 takes the journey for practical reasons – my time is as precious as it was the other day – whereas text 2 takes it for pleasure – to relax, unwind and take in the views.</i> • <i>Text 1 is disappointed by the views – not charmed by that diversity of prospect – whereas text 2 is excited by the views in detail – children splashing in the water.</i> |

Question 5/6

EITHER

5. Imagine you have had a difficult journey by train, bus or airplane.

Write a letter to the company responsible to complain about the journey.

You should:

- explain why the journey was so important to you
- describe what made the journey so difficult
- convince the company that they should do something about this.

OR

6. Write a talk to persuade young people to make less use of cars for travel.

You should:

- explain why using cars too much is not good for young people
- describe the difficulties for young people in changing the way they travel
- convince young people that it is worthwhile to make a change.

SKILLS:

Mark the response out of 24 marks (AO5) **and** out of 16 marks (AO6) using the two sets of level descriptors below; add the two marks together to award a total mark out of 40.

| | | | |
|--|---|--|---|
| Where the candidate's answer consistently meets the criteria, the higher mark should be awarded. | | | |
| AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. | | AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | |
| AO5: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. | | | |
| Level 6 (21–24 marks) | <ul style="list-style-type: none"> The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5) Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5) There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects. (AO5) | | |
| Level 5 (17–20 marks) | <ul style="list-style-type: none"> The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5). There is a sustained use of tone, style and register to fulfil the purpose of the task. (AO5) There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5) | | |
| Level 4 (13–16 marks) | <ul style="list-style-type: none"> The form is adapted to show a clear understanding of purpose and audience. (AO5) Tone, style and register are chosen to match the task. (AO5) There is a well-managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5) | Level 4 (13–16 marks) | <ul style="list-style-type: none"> An ambitious range of sentence structures is used to shape meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects. (AO6) Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6) |

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| | | | |
|---------------------------------------|--|---------------------------------------|---|
| Level 3 (9–12 marks) | <ul style="list-style-type: none"> The form is sustained and shows clear awareness of purpose and audience. (AO5) Tone, style and register is appropriate for the task, with some inconsistencies. (AO5) There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. (AO5) | Level 3 (9–12 marks) | <ul style="list-style-type: none"> A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity. (AO6) Vocabulary is sometimes ambitious and used convincingly for purpose and effect. Spelling, including complex regular words, is accurate. There may be occasional errors with irregular and ambitious words. (AO6) |
| Level 2 (5–8 marks) | <ul style="list-style-type: none"> The form, which is mostly appropriate for purpose and audience, is generally maintained. (AO5) There is an attempt to use a tone, style and register appropriate to the task. (AO5) There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5) | Level 2 (5–8 marks) | <ul style="list-style-type: none"> A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors. (AO6) Vocabulary is appropriate and shows some evidence of being selected for deliberate effect. Spelling is generally accurate with occasional errors with common and more complex words. (AO6) |
| Level 1 (1–4 marks) | <ul style="list-style-type: none"> There is some attempt to use a form appropriate for purpose and audience. (AO5) There is a limited attempt to use a tone, style and register appropriate for the task. (AO5) There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. (AO5) | Level 1 (1–4 marks) | <ul style="list-style-type: none"> Simple sentences are used with some attempt to use more complex structures. Some punctuation is used but there is a lack of control and consistency. (AO6) Vocabulary is straightforward and relevant. Mostly accurate spelling of simple words. (AO6) |
| 0 marks | <ul style="list-style-type: none"> No response or no response worthy of credit. | 0 marks | <ul style="list-style-type: none"> No response or no response worthy of credit. |

Mark Scheme Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | AO4 | AO5 | AO6 | Total |
|---------------|-----------|-----------|----------|-----------|-----------|-----------|-----------|
| 1a | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1b | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1c | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| 2 | 6 | 0 | 6 | 0 | 0 | 0 | 6 |
| 3 | 0 | 12 | 0 | 0 | 0 | 0 | 12 |
| 4 | 0 | 0 | 6 | 12 | 0 | 0 | 18 |
| 5/6 | 0 | 0 | 0 | 0 | 24 | 16 | 40 |
| Totals | 10 | 12 | 6 | 12 | 24 | 16 | 80 |

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