



Oxford Cambridge and RSA

Practice Paper Set 1

GCSE (9-1) English Language

J351/01 Communicating information and ideas

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

This document consists of 24 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response):
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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

Annotation	Meaning

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 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: Identify and interpret explicit and implicit information and ideas.</p> <p>Award one mark each for any of the following, up to a maximum of two marks:</p> <ul style="list-style-type: none"> ○ <i>Rage</i> ○ <i>Fury</i> 	2	<p>List two words which describe the emotions Owen Chase thinks the whale is feeling.</p> <p>Accept quotations provided without quotation marks.</p> <p>Do not accept longer quotations with the correct answers embedded.</p>
1	b	i	<p>SKILLS: AO1i: Identify and interpret explicit and implicit information and ideas.</p> <p>Award one mark for an answer which explains the whale's actions in the candidate's own words.</p> <ul style="list-style-type: none"> • <i>The whale slaps/strikes/hits/claps its jaws</i> <p>Or provides one relevant quotation:</p> <ul style="list-style-type: none"> • <i>The writer describes how he sees the whale "smack his jaws together".</i> 	1	<p>Look again at lines 5-8. What suggests the whale is feeling these emotions?</p> <p>Accept quotations provided without quotation marks.</p> <p>Do not accept longer quotations with the correct answers embedded, e.g.</p> <p><i>I could distinctly see him smack his jaws together, as if distracted with rage and fury.</i></p>
1	b	ii	<p>SKILLS: AO1i: Identify and interpret explicit and implicit information and ideas.</p> <p>Award one mark for an answer which explains in the candidate's own words why the ship was "given up for lost".</p> <ul style="list-style-type: none"> ○ <i>The ship had sunk too deep into the water to be saved.</i> <p>Or explains one relevant quotation:</p>	1	<p>Why was the ship "given up for lost"?</p> <p>Do not accept quotations without an explanation.</p> <ul style="list-style-type: none"> ○ <i>The ship was given up for lost because it "had settled down a considerable distance into the water".</i>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <i>The ship was given up for lost because of the “considerable distance” it had sunk into the water.</i> 		
2	<p>AO1ii: <i>Select and synthesise evidence from different texts.</i></p> <p>Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> A detailed response which shows a secure ability to synthesise appropriate ideas and evidence from both texts, showing perceptive understanding of differences between the whales, including conceptual ideas. <p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> A response which shows some ability to make connections between ideas and evidence from both texts, showing clear awareness of differences between the whales. The ideas and evidence selected may not be equal across both texts. <p>Level 1 (1–2 marks)</p> <ul style="list-style-type: none"> A response which shows limited ability to select and make connections between evidence from both texts, showing little awareness of differences between the whales. The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts. <p>0 marks</p> <p>No response or no response worthy of credit.</p>	6	<p>Both texts show whales being hunted by humans. What are the differences between the whales? Draw on evidence from both texts to support your answer.</p> <p>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.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> ○ Their physical movement, <i>e.g. one was “in convulsions” but the other was “majestically arching itself over the crest of the swell”</i> ○ Their status as predator or prey, <i>e.g. one “had made a hole in the ship” but the other feels the “shock and pain of the harpoon’s entry into its warm flesh”</i> ○ The thoughts and feelings projected onto them by the narrator, <i>e.g. one seems to be full of “resentment and fury” while the other is described as “pure and innocent”</i>

3	<p>SKILLS: 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.</p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 6 (11–12 marks)</p> <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. <p>Level 5 (9–10 marks)</p> <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. <p>Candidates' analysis of both language and structure is reasonably detailed and balanced.</p> <ul style="list-style-type: none"> • Well–chosen subject terminology integrated into explanations. <p>Level 4 (7–8 marks)</p> <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. <p>Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced.</p> <p>Relevant terminology should be used to develop ideas.</p> <p>Level 3 (5–6 marks)</p>	12	<p>Read lines 1- ... (paragraphs 1 to 4) from the second text “Yet Being Something Other”.</p> <p>How does the writer use language and structure to convey his feelings about the whale?</p> <p>You should use relevant subject terminology to support your ideas.</p> <p>Give credit for answers that link aspects of language and structure with how they are used to convey Van der Post's feelings about the whale, supported by close and relevant reference to the text.</p> <p>Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text.</p> <p>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.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> ○ <i>Van der Post's use of adjectives to show his admiration of the whale's appearance - so beautiful - and the effect it has on him -so moving (adjective)</i> ○ <i>His use of religious language to suggest that the whale should not be hunted – such as the abstract noun “sanctity” – and the use of a metaphor to describe its effect on him as “an act of almost Biblical revelation” and the metaphor “tabernacle” in “the inner tabernacle of its body”</i> ○ <i>His use of adjectives to suggest that whales did not deserve its fate – “pure and innocent”</i> ○ <i>His use of adverbs to express admiration of the way it moves – “majestically arching itself”</i>
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		<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. <p>Level 2 (3–4 marks)</p> <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. <p>Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects.</p> <ul style="list-style-type: none"> • Some use of subject terminology, though it may not always be relevant. <p>Level 1 (1–2 marks)</p> <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. <p>0 marks No response or no response worthy of credit.</p>		<ul style="list-style-type: none"> ○ <i>The shift in tone to mark the attack on the whale – “the crystal silence was suddenly shattered” - using an extended metaphor – “crystal” to suggest the beauty of the whale – and sibilance to emphasise how it was “suddenly shattered”</i> ○ <i>The use of a simile and sentence structure to build up to the harpoon striking the whale – “wriggling like the fastest of snakes towards the whale”</i> ○ <i>The dramatic verb “winced” to emphasise his reaction to the attack on the whale – “winced at the shock and pain”</i> ○ <i>The use the adjective “warm” to convey that the whale is alive and mammalian – “the warm flesh and blood”</i> ○ <i>The contrast between the beauty of the whale in the first two paragraphs and the cruelty of the hunt in the next two paragraphs</i> ○ <i>The use of an appeal to the senses to build up to the impact of the harpoon on the whale – “gunshot...vision...winced”</i> ○ <i>The use of the adverb “deep” to emphasise the severity of the attack in the climactic phrase “deep into the flesh of the whale”</i>
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4		<p>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. AO4 (12 marks) Evaluate texts critically and support this with appropriate textual references.</p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 6 (11–12 marks)</p> <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, skilfully selected and integrated textual references. <p>Level 5 (9–10 marks)</p> <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. <p>Level 4 (7–8 marks)</p> <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. <p>Level 3 (5–6 marks)</p> <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. <p>Level 2 (3–4 marks)</p> <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. 	<p>12 (AO4)</p> <p>6 (AO3)</p> <p>18 (total)</p>	<p>“In both texts the writers show that humans face serious consequences because they hunt whales.”</p> <p>How far do you agree with this statement?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • discuss the dangers that humans present to whales • explain the consequences for human beings of hunting whales in both texts. • compare the ways the writers present their ideas about hunting whales. <p>Compare the ways the writers present their ideas about hunting whales. 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 human beings face serious consequences. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text to have more serious consequences than the other</p>
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	<p>Level 1 (1–2 marks)</p> <ul style="list-style-type: none"> • A limited description of content. • Comments are supported by copying or paraphrase. <p>0 marks No response or no response worthy of credit.</p> <p>AO3 (6 marks) <i>Compare writers’ ideas and perspectives as well as how these are conveyed across two or more texts.</i></p> <p>Level 6 (6 marks)</p> <ul style="list-style-type: none"> • A detailed, interwoven comparison which explores writers’ ideas and perspectives and how they are conveyed. <p>Level 5 (5 marks)</p> <ul style="list-style-type: none"> • A sustained comparison of writers’ ideas and perspectives and how they are conveyed. <p>Level 4 (4 marks)</p> <ul style="list-style-type: none"> • A developed comparison of writers’ ideas and perspectives and how they are conveyed. <p>Level 3 (3 marks)</p> <ul style="list-style-type: none"> • A clear comparison of writers’ ideas and perspectives which begins to consider how they are conveyed. <p>Level 2 (2 marks)</p> <ul style="list-style-type: none"> • A response which identifies main points of comparison between writers’ ideas and perspectives. <p>Level 1 (1 mark)</p> <ul style="list-style-type: none"> • A response which makes simple points of comparison between writers’ ideas and perspectives. <p>0 marks No response or no response worthy of credit.</p>	<p>Candidates may evaluate these ideas in response to AO4:</p> <p>Discuss the dangers that humans present to whales.</p> <ul style="list-style-type: none"> • <i>In Text A the humans were some threat to the whales; they had already “struck three of his companions”; but the whale is more of a danger to the humans because it has made “a hole in the ship” and “completely smashed in her bows”. In Text B there is more of an emphasis on the dangers for the whales in the dramatic way that the silence was “shattered by a gunshot” and the way the harpoon flew through the air “wriggling like the fastest of snakes”. It also describes in detail the wound the harpoon makes by describing the “harpoon’s entry into warm flesh and blood” and the way it cut “deep into the flesh to show serious the injury was.</i> <p>Explain the consequences for human beings of hunting whales.</p> <ul style="list-style-type: none"> • <i>They had hoped to make money out of hunting whales: in text 1 A he writes about “the pleasing anticipations of ... realising the certain profits of our labour”; in text B the writer condemns the “greed of man for money” which motivates them to hunt whales.</i> • <i>Their actions have made the whale so angry that it wants revenge. In text A he writes that it is full of “tenfold fury and vengeance” and is “fired with revenge for their sufferings” which is emphasized by the “continual violent thrashing of his tail”.</i>
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					<ul style="list-style-type: none"> • <i>In Text A the human beings' ship has been destroyed. The whale has made "a hole in the ship" and "completely smashed in her bows". The ship is so badly damaged it is sinking and Owen Chase he has given "her up for lost"</i> • <i>The writer of Text B is emotionally affected by the whale's suffering; he "winced at the shock and pain" and "disgust nearly overwhelmed me"; he feels guilty because he has "aided and abetted an act of murder".</i> • <i>In Text B there is more of a sense of the longer term damage to human being's relationship with the natural world; he worries it might be the "beginning of a war between man and the planet" which could "threaten his future on earth itself".</i> <p>Candidates may compare these points in response to AO3:</p> <p>Compare the ways the writers present their ideas about hunting whales.</p> <ul style="list-style-type: none"> ○ <i>A- "smack his jaws" onomatopoeia</i> ○ <i>A- "tenfold fury and vengeance" – emotive and exaggerated</i> ○ <i>A- "sudden, most mysterious and overwhelming" – three part list</i> ○ <i>A- "destiny or design" – alliteration</i> ○ <i>A – "resentment and fury" – emotive language</i> ○ <i>A – "fired with revenge" – metaphor</i>
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					<ul style="list-style-type: none"> ○ <i>B – “sanctity” – metaphor (or not?)</i> ○ <i>B – “pure and innocent” – emotive language</i> ○ <i>B – “majestically arching” – powerfully modified verb phrase</i> ○ <i>B – “an act of almost Biblical revelation” – metaphor</i> ○ <i>B – “the crystal silence was suddenly shattered” – metaphor</i> ○ <i>B – “wriggling like the fastest of snakes” – simile</i> ○ <i>B – “winced at the shock and pain” – emotive</i> ○ <i>B – “warm flesh and blood” sympathy gained by warm</i> ○ <i>B – “deep into the flesh” sympathy gained by deep</i> ○ <i>B – “the inner tabernacle” – metaphor suggest holiness</i> ○ <i>B – “excitement ... disgust” – contrasting feelings</i> ○ <i>B – “aided and abetted an act of murder” – metaphor (sort of)</i> ○ <i>B – “What could justify such killing...” – rhetorical question</i> ○ <i>B – “worse still” – short sentence</i> ○ <i>B – “a war between man and the planet” – metaphor</i>
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<p>5/6</p>	<p>SKILLS: AO5: <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i></p> <p>AO5: <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i> Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 6 (21–24 marks)</p> <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) <p>Level 5 (17–20 marks)</p> <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) <p>Level 4 (13–16 marks)</p> <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) 	<p>24 (AO5)</p> <p>16 (AO6)</p> <p>40 (TOTAL)</p>	<p>Write a letter to the people you live with to persuade them to let you have a pet animal in your home.</p> <p>You should:</p> <ul style="list-style-type: none"> • describe the pet animal in detail. • explain the advantages of having a pet animal in your home. • suggest ways of dealing with any problems the pet animal might cause. <p>OR</p> <p>6. Write a report for a local newspaper to describe an event which raised money for a charity.</p> <p>You should:</p> <ul style="list-style-type: none"> • describe what happened at the event • explain what the charity raises money for • interview people who attended the event or are helped by the charity.
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		<p>Level 3 (9–12 marks) The form is sustained and shows clear awareness of purpose and audience. (AO5)</p> <ul style="list-style-type: none"> • 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) <p>Level 2 (5–8 marks)</p> <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) <p>There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5)</p> <p>Level 1 (1–4 marks)</p> <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) <p>0 marks No response or no response worthy of credit.</p> <p>SKILLS: AO6: <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p>Level 4 (13–16 marks)</p> <ul style="list-style-type: none"> • An ambitious range of sentence structures is used to shape 		
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		<p>meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects. (AO6)</p> <ul style="list-style-type: none"> • Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6) <p>Level 3 (9–12 marks)</p> <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) <p>Level 2 (5–8 marks)</p> <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) <p>Level 1 (1–4 marks)</p> <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 with mostly accurate spelling of simple words. (AO6) <p>0 marks No response or no response worthy of credit.</p>		
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Mark Scheme Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	AO4	AO5	AO6	Total
1a	2	0	0	0	0	0	2
1bi	1	0	0	0	0	0	1
1bii	1	0	0	0	0	0	1
2	6	0	0	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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