



Practice Paper Set 1

GCSE (9–1) English Language

J351/02 Exploring effects and impact

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: <i>AO1: Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • 'An F4?' • 'Big enough to suck up a person?' • 'He is imagining the tornado like a straw in the sky's mouth'. 	1	<p>Identify one phrase from these lines which shows what Jakey thinks about the storm.</p> <p>Accept: minor slips in copying.</p> <p>Do not accept: overly long quotations, for example copying of whole sentences, unless the correct phrase is clearly indicated.</p>
1	b	<p>SKILLS: <i>AO1: Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark for a response which identifies that Jakey is scared by the thought of the storm/tornado.</p>	1	<p>What does this show about Jakey's feelings?</p>
1	c	<p>SKILLS: <i>AO1: Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark for each of the following examples of how his father knows what Jakey is feeling, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • 'No way,' I say...' • '...if we were really lucky' • 'I can see this' • 'Nuh-uh,' I say.' • '...there's nothing to be afraid of.' 	2	<p>Jakey's father knows what his son is feeling. Give two examples which show this.</p> <p>Accept:</p> <ul style="list-style-type: none"> • appropriately selected quotations or paraphrases of the text
2		<p>SKILLS: <i>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.</i></p>	6	<p>How does Adam Marek use language and structure to make his description of the setting, and the preparations for the journey full of tension? You should use relevant subject terminology to support your answer.</p>

Question	Answer	Marks	Guidance
	<p>Level 6 (6 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 (5 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. Candidates' analysis of both language and structure is reasonably detailed and balanced. Well–chosen subject terminology integrated into explanations. <p>Level 4 (4 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. 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. <p>Level 3 (3 marks)</p> <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 		<p>Give credit for answers that link aspects of language and structure with how they are used to make the description tense.</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. An imbalanced response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> The use of ellipsis (“But what if...”) to show the father's breaking in upon Jakey's fears to prevent them growing, or to suggest Jakey's inability to voice exactly what he is afraid of The father's use of the imperative to end Jakey's frightened imaginings (“Go get changed...”) the reference by simile to the background noises that signal the presence of the wind (“...whooh-whoohing ...like a ghost”) the use of language to refer back in time to Jake's earlier life or even before he was born (...since he was a baby...before he was born...he has finally grown into...) suggesting how young he still is language suggestive of childhood to indicate Jakey's young age and put his fears into a context (“whooh-woohing...jim-jams...a fun-size Twix...”) the use of language that adds to the sense of excitement and tense anticipation in the description of their movements (“...creep...peep...”) the brevity of Jakey's comments (“...But what if...Uh-

Question	Answer	Marks	Guidance
	<p>give a full explanation of the effects of both.</p> <ul style="list-style-type: none"> Some use of relevant subject terminology to support ideas. <p>Level 2 (2 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. 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. <p>Level 1 (1 mark)</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>		<p>huh...We're going tornado-chasing...")</p> <ul style="list-style-type: none"> the visit to the ill mother at the end of the passage that builds upon the sense of danger and fear with its references to pain/illness ("...silent...hospital...wounded...") the final short sentence ("We won't be long', I say.") adding tension and doubt
3	<p>SKILLS: <i>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.</i></p>	12	<p>Explore how the writer presents the relationship between Quoyle and his aunt. Support your ideas by referring to the language and structure of this section, using relevant subject terminology.</p>

Question	Answer	Marks	Guidance
	<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 detailed and integrated. 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. Candidates' analysis of both language and structure is reasonably detailed and balanced. 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. 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. <p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> A clear explanation which shows a general 		<p>Give credit for answers that link aspects of language and structure with how they are used to convey the relationship between Quoyle and his aunt, supported by close 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. An imbalanced response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> the aunt's declarative assertions about the weather at the start, with the implicit suggestion that she knows much more than Quoyle about the weather (... <i>'It's getting cold... We better make tracks... This is not a good place... Well do I know'</i>) the use of the words "<i>hauled</i>" and "<i>buttoned it up to the neck</i>" shows how the aunt is making a point to Quoyle who she fears isn't listening the aunt's further demonstrating to her nephew as if needing to show him proof (<i>'Look. Held out her arm.'</i>) Quoyle's disbelieving questioning of her wisdom ("<i>In May?</i>") and his blunt, informal/colloquial "<i>Give me a break...</i>" the aunt's use of the critical and childlike address "<i>my boy</i>" to demolish his argument and stress the superior experience age has given her the aunt's use of hyperbole ("<i>Any month of the year</i>") to demonstrate her superior knowledge Quoyle's refusal at the start of the passage to accept

Question	Answer	Marks	Guidance
	<p>understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to both language and structure but may not give a full explanation of the effects.</p> <ul style="list-style-type: none"> 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. 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. <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>		<p>what his aunt says ('I <i>don't believe it...</i>') although he looks out and can see that the weather is in contrast with his ideas ('<i>The bay faded...Needles of snow...</i>')</p> <ul style="list-style-type: none"> Quoye's decision to stop for coffee despite the rapidly worsening weather suggests he is making a point to his aunt
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.</p>	<p>12 (AO4)</p> <p>6 (AO3)</p> <p>18 (total)</p>	<p>'Both of these texts present taking journeys in harsh weather as dangerous and foolish.'</p> <p>How far do you agree with this statement?</p> <p>In your answer you should:</p>

Question	Answer	Marks	Guidance
	<p>AO4: 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 		<ul style="list-style-type: none"> • what makes the harsh weather in each text seem so dangerous • explain why the journeys are important to the characters in each text • compare the ways the writers present the experience of harsh weather. <p>Support your response with quotations from both texts</p> <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 present taking journeys in harsh weather as dangerous and foolish. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text presents the one journey as more dangerous and/or foolish than the journey in the other text.</p> <p>Candidates may evaluate these ideas in response to AO4:</p> <ul style="list-style-type: none"> • the portrayal of people as foolish in undertaking journeys in dangerous weather conditions, and including others (including children) in their journeying

Question	Answer	Marks	Guidance
	<p>references.</p> <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>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> <hr/> <p>AO3: Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.</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"> • the journey in Marek is explicitly linked to the possibility of harsh weather, and in fact is the only reason for it being taken; Jakey's father regards the possibility of encountering a storm as matter-of-fact with a very matter-of-fact list for the packed lunch • the repetition of "<i>lucky...very lucky...really lucky</i>" in Marek to stress the unlikely possibility of finding significantly dangerous weather • the constant interrogatives/questioning from Jakey (<i>'But what if we did?...An F4?...Big enough to suck up a person?'</i>) to capture Jakey's combined sense of fear and wonder • the technical language used by Jakey, and his father, (<i>"F4...documentaries...F2"</i>) puts the danger and foolishness in a context of knowledge and a understanding of the elements; whereas in Proulx the aunt's reference "<i>beyond anything you know</i>" suggests the opposite • Quoye's aunt's use of understatement (<i>'...not a good place...'</i>) to show her experience of (and wariness of) bad weather in this region • Proulx's use of finely observed detail to signal the approaching storm (<i>"Chips of snow landed in the wool...snow grins on the windshield..."</i>) • the use of violent verbs to capture the very real power of the growing storm in Proulx (<i>'Shrieking...mad burst...jumped...wretched...shooting...pounded...'</i>) • the use of metaphor to suggest the strength of the storm even in its infancy (<i>"Needles of snow in his face"</i>)

Question	Answer	Marks	Guidance
	<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>		<ul style="list-style-type: none"> • the use of short sharp sentences to capture the short shouts needed to be heard in the storm ("<i>Tickle Motel...Six miles east...First time the sign was off...</i>") • the sibilance of "spinning...speedometer...still...skidded" to capture the icy hell of the road • the mention of the children at the end of the passage ("<i>Dad, are we scared?</i>") as if they had been too scared to talk until now, and with a sense of irony in the mention of Sunshine's name <hr/> <p>Candidates may compare these points in response to AO3:</p> <ul style="list-style-type: none"> • the contrast between the first person narrative of <i>The Stormchasers</i> and the third person account of <i>The Shipping News</i> to convey the journeying in harsh weather • the similarity with both passages using powerful figurative language (simile, meteor, personification) to describe the force of harsh weather – (in Marek, "trees bow to each other...like a straw in the sky's mouth...like a ghost..."; in Proulx, <i>Wind slung Quoye...Shrieking wind...the gusts bore out of the east</i>) • the similarity with both texts have adults reassuring children (Marek, 'I'll show you there's nothing to be afraid of'; Proulx, 'No, honey. It's an adventure'. However, in Marek the reassurance is confident, whereas in Proulx it is rather hollow and forced • the similarity of both the father (Text 1) and Quoye (Text 2) taking a determined line in the passages for varying reasons despite Jakey and Quoye's aunt making their reservations and worries very clear

Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> the similarity in the behaviour of both Quoyle and Jakey’s father in taking journeys where children are involved could be seen as thoughtless; and in the case of <i>The Stormchasers</i> it also involves leaving behind Jakey’s sick mother whose condition is described as one where “<i>even her voice sounds wounded</i>”. the contrast between the one text (Marek) where most is anticipation apart from the initial sentences and the sounds outside, and the realisation (Proulx) of some of the worst fears about the harshness of the weather the similarity with the results of the decisions to take journeys in both texts still uncertain at the end of the passages and leave the reader possibly anticipating the worst the similarity with both texts ending on a note of forced optimism, with a character trying to persuade someone else that all will be well. (Jakey’s father says ‘<i>We won’t be long...</i>’ and Quoyle winks at the dog Warren, “<i>To cheer her up.</i>”) There is a strong feeling, however, that whereas Jakey’s father believes this but wants to reassure Jakey, Quoyle is trying to persuade himself as well.
5/6	*		SKILLS:	24 (AO5)	5: Imagine you have been on a difficult journey and are

Question	Answer	Marks	Guidance
	<p>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></p> <p>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. • Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. • There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects. <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. • There is a sustained use of tone, style and register to fulfil the purpose of the task. • There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. <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. • Tone, style and register are chosen to match the task. 	<p>16 (AO6)</p> <p>40 (total)</p>	<p>now reporting back on your experience.</p> <p>In your report, you could write about:</p> <ul style="list-style-type: none"> • the preparations you made • the difficulties you experienced on your journey • what you learnt about yourself on the journey <p>OR</p> <p>6: <i>The Day the Storm Came.</i></p> <p>Use this as a title for a piece of descriptive writing.</p> <p>In your writing you should:</p> <ul style="list-style-type: none"> • choose a clear viewpoint • describe the setting and the approach of the storm • describe the effect of the storm on places and on people.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • There is a well-managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. <p>Level 3 (9–12 marks)</p> <ul style="list-style-type: none"> • The form is sustained and shows clear awareness of purpose and audience. • Tone, style and register is appropriate for the task, with some inconsistencies. • There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. <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. • There is an attempt to use a tone, style and register appropriate to the task. • There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. <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. • There is a limited attempt to use a tone, style and register appropriate for the task. • There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. <p>0 marks No response or no response worthy of credit. SKILLS:</p>		

Question	Answer	Marks	Guidance
	<p>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 meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects. • Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. <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. • 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. <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. • Vocabulary is appropriate and shows some evidence of being selected for deliberate effects. Spelling is generally accurate with occasional errors with common and more complex words. <p>Level 1 (1–4 marks)</p>		

Question	Answer	Marks	Guidance
	<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.• Vocabulary is straightforward and relevant with mostly accurate spelling of simple words. <p>0 marks No response or no response worthy of credit.</p>		

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	0	6	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	4	18	6	12	24	16	80

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