

GCSE

English Language

J351/02: Exploring effects and impact

General Certificate of Secondary Education

Mark Scheme for June 2024

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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 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>

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 RM 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.*)

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 RM 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	Where
	To tick apt subject terminology and quotations in AO2. To indicate explanations and analytical comment in AO3 and AO4. To indicate strengths in the writing response.	Body of the response
	For explanations that are not fully clear	Body of the response
	AO2 Comments on language	LH margin
	AO2 Comments of structure	LH margin
	AO3 Link or comparison	LH margin
	AO4 Evaluation	LH margin
	AO4 Relevance to question	Body of the response/ LH margin
	Not relevant to question	Body of the response/ LH margin
	Omission/needs development/needs example	Body of the response
	Blank Page	
	AO2 Indicates a response from outside the specified lines AO6 Expandable vertical wavy line: errors of punctuation/lack of fluency	LH / RH margin
	AO6 Expandable horizontal wavy line: specific errors of spelling/grammar	Body of the response
SEEN	Pages used by the candidate for rough work/ a response that does not attract any of the annotation above	

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)						
	AO1	AO2	AO3	AO4	AO5	AO6	Total
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 1 is about **Text 1**, *Paradise* by Abdulrazak Gurnah.

1 Look at lines 1-5.

- a) Give **three** words or phrases that show what the dogs do at night (**3 marks**)
 b) Explain how the dogs woke up Yusuf (**1 mark**)

Question		Answer	Marks	Guidance
1	(a)	<p>Award one mark for any of the following up to a maximum of three marks:</p> <ul style="list-style-type: none"> • '(they were) plagued (by dogs)' • '(dogs which) roamed (the dark streets)' • '(The dogs) roamed (in packs)' • 'loping (and alert)' • (as they) scuffled (in shadows and thickets) or • '(their) scuttling (paws on the road)' • '(they) ran (past)' • (four dogs) standing immobile (across the road from them) 	3	<p>Accept:</p> <ul style="list-style-type: none"> • minor slips in copying • The following two answers offered on the same line together for two marks: <ol style="list-style-type: none"> (1) "They were plagued by dogs which roamed the streets" (2) "The dogs roamed in packs, loping and alert." (3) "loping and alert as they scuffled in shadows and thickets" <p>Do not accept:</p> <ul style="list-style-type: none"> • Quotations that offer more than two answers on the same line e.g. "The dogs roamed in packs, loping and alert as they scuffled in shadows and thickets." Award zero marks for this. • "roamed in the dark streets" or "roamed in packs" if "roamed" is offered alone
1	(b)	<p>Award one mark for one of the following:</p> <ul style="list-style-type: none"> • "(Yusuf was woken by their) scuttling paws (on the road)." • Any sentence including the phrase "scuttling paws" that answers the question • any explanation in own words that could be reasonably inferred from the passage e.g. 'Their movements/noises/ sounds wake him up'. 	1	

Question 2

Question 2 is about **Text 1**, *Paradise* by Abdulrazak Gurnah.

- 1 Look at lines 6-13. How does Abdulrazak Gurnah use language and structure to show that the dogs terrify Yusuf?

You should use relevant subject terminology to support your answer.

(6 marks)

<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>	
Level 6 (6 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 (5 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 (4 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 (3 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 (2 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 mark)	<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 2 Guidance

Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text.

- **Higher-level responses analyse language / structure**
- **Mid-level responses provide explanations of language / structure**
- **Lower-level responses provide paraphrase/ are descriptive**

The dogs present a menacing and absolutely terrifying presence to Yusuf. There is no doubt that he has every reason to be terrified as the dogs are clearly feral street dogs in their own survival situation – and they certainly do pose a physical threat to a child, vulnerable because he is sleeping outdoors at night. But there are also clear indications that Yusuf’s own imagination is filling in the gaps between the dogs’ actions and what Yusuf believes they intend to do to him. The motives he attributes to their constant return are not quite voiced here, almost as if, to Yusuf, what they are planning is unthinkable. The reader can’t be sure where the real physical threat ends and where Yusuf’s imagination begins. Reward highly any candidate who is aware of this.

Candidates may refer to some of the following points:

Structure

- **short initial sentence** to convey Yusuf’s stunned and shocked response at the sight of the four dogs
- **repetition** of ‘night after night’ and ‘Each night’ captures some of the remorseless intent of the dogs
- **repeated references to the moon:** associations with Gothic / horror movie images of werewolves / feral dogs/ appealing to a stereotype
- **sentence structuring for effect:** “Focused in them, he saw hardened calculating patience whose object was the emptying out of his life.”

Language

- **verb choices** describing Yusuf’s feelings: “frightened”, “shocked”
- **verb choices** describing the dogs, who seem constantly active: “yelp”, “turn away”, “standing (silently)”, “turning away (as if to a plan)”, “(they) came”, “edged (nearer)”, “circling”, “howling”
- **language choices suggesting the dogs’ malevolence and implying their intentions:** “(their) glare ... expressing only one kind of knowledge”, “hardened calculating patience” “Their eagerness growing clearer”

Question 3

Question 3 is about **Text 2**, *The Devil's Edge* by Stephen Booth.

Look at lines 6-21. Explore how Stephen Booth uses language and structure to describe Cooper's feelings at the cliff edge. 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 detailed and integrated. 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 both language and structure but may not give a full explanation of the effects. 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.

Question 3 Guidance

Give credit for answers that link aspects of language and structure with how they are used to present Cooper's feelings at the cliff edge, supported by close 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.

- **Higher-level responses analyse language / structure**
- **Mid-level responses provide explanations of language / structure**
- **Lower-level responses provide paraphrase/ are descriptive**

This section of text takes Cooper through a range of feelings (and higher achieving candidates will pick up on these changes). At line 6, Cooper's reaction to what he is viewing appears quite controlled and rational: the narrator presents him as looking out over a night-time view of the villages beneath him and describing what he can see. In just the preceding lines, he has acknowledged that "None of these things was a threat. It was only the imagination that turned them into something quite different". However, maybe he was trying to convince himself of this, rather than being genuinely reassured, when he chooses to walk towards the cliff edge? Candidates who claim Booth was "scared" or "in control of his emotions" in the first paragraph of this part of extract should not be denied credit for their ideas, but the quality of their supporting evidence, and how they interpret this evidence, is an important part of a consideration.

Some candidates may interpret Cooper's feelings in paragraphs 2 and 3 as a reaction to a "sudden" experience of vertigo. A more subtle approach would be an exploration/ analysis of the reasons for the onset of such a thing as vertigo (especially since the text tells us that "He didn't normally suffer from vertigo"). Sophisticated answers may consider the following: the fact that he is looking for a murderer; the setting at night and the location; an earlier reference to "imagination"; a reference at the end of this section of text to his having "been led to the drop as if by some unseen temptation".

Candidates may refer to some of the following points:

Structure

- **Paragraphing** to show movements /turns in Cooper's feelings
- **Paragraph lengths**, for example the longer middle paragraph - to give an idea of the intensity and scale of what Cooper is experiencing
- **alliteration** "ghostly gleam" – evoking mystery/ maybe the presence of supernatural powers, "broken and bloodied" – a very brutal and violent death
- **triadic structure of the last sentence in the second paragraph** illustrating the gradual restoration of his confidence, sense of safety and mental stability

Language

- **Language choices** "deep pits of blackness" evoking images of the unknown, "Hell"; "surge of panic"- overwhelming feeling that pours through him; "wave of dizziness" – bowls him over like a rush from the sea; "solid ground lurching beneath his boots" – idea of something firm and reliable ("solid ground") now behaving in an uncontrolled manner
- **Simile** "like clusters of beads" an apparently "safe" image that maybe suggests the orderliness and tidy similarities in the homes in the villages, but is also indicative of the great height from which Cooper is observing them, suggesting a reason for his subsequent vertigo

Question 4

Question 4 is about **Text 1**, *Paradise* and **Text 2**, *The Devil's Edge*.

'Both texts powerfully present fear.'

How far do you agree with this statement?

In your answer you should:

- discuss the things that make the characters afraid
- explain how far the characters are afraid
- compare how writers present different kinds of fear.

Support your response with quotations from **Text 1** and **Text 2**. (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.			
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.	
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, skilfully 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.
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.

Question 4 Guidance

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).

Candidates may respond 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.

Give credit for critical evaluation of 'how far' the candidate agrees with the statement that both texts powerfully present fear. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text more powerfully presents the character's fear.

Candidates may compare these points in response to AO3:

- Both texts describe fear as arising from a sense of something elemental or psychological, powered by the imagination: Gurnah with the reference to how the dogs came to him 'in his dreams'; Booth with the mention of the 'dark forest of superstition'.
- Both texts use the idea of night-time and darkness to consolidate the sense of the characters' fear
- In the Gurnah extract, the presence of Khalil serves to accentuate Yusuf's sense of fear, rather than help the situation; in the Booth, Cooper is clearly on his own and isolated from others as his fear develops.
- In the Gurnah extract, Yusuf's fear is unrelenting and is to do with physical threat, and is as strong and intense as when the passage opens; in the Booth, however, Cooper goes through a range of feelings, some of which might be described as 'fear' – from the conviction that there was 'nothing to worry about', through a 'surge of panic', to the 'deep breath' of relief as he recovers himself.

Candidates may evaluate these ideas in response to AO4:

- Both Gurnah ('howling...long low growl...panting...soundless snarls') and Booth ('his ears told him...breathing...a gust of wind rattled') use a sense of sound to create their feelings of fear or nervousness
- Both Gurnah ('the emptying out of his life...soft prone body') and Booth ('broken and bloodied...join the dead sheep') use the language of physical injury as part of the developing sense of fear
- Both Gurnah and Booth use structure with occasional short sentences to convey where they are in their journey of fear: with Gurnah they capture Yusuf's strong sense of absolute shock and panic ('Yusuf sat up in terror...The light was as bright as day'); with Booth, they capture Cooper's calm dispelling of the stuff of nightmares ('None of these things was a threat.')
- Both the Gurnah and the Booth extracts are structured by an ending which dissolves some of the fear
- Gurnah uses unpleasant sibilance to show Yusuf's sense of fear and imminent danger ('soft-footed scuffling...soundless snarls.')
- Gurnah uses metaphor ('plagued by dogs') to convey a sense of the scale and the potential damage of the threat and his fear
- Booth uses gentle, reassuring emotive language to capture his early sense that there was nothing to fear – 'Moths...fluttering'; 'breathing and cuddling in the heather'
- The character Cooper has an understanding of how his conquering of fear through reasoning is in contrast with those who travelled this way in the past – with Booth using language of myth and fairy tales such as 'trolls and demons' to capture this.

Question 5:**EITHER****5** Out at Night.

Use this as the title for a story.

In your writing you should:

- choose a clear viewpoint
- describe the setting
- explore the character's thoughts and feelings about their experience

[40]***OR****6** Write about a memorable time you spent with an animal.

You should write about:

- what was memorable about that time
- how it affected your thoughts and feelings
- how you feel about that time now.

[40]***SKILLS:**

Mark the response out of 24 marks (AO5) **and** out of 16 marks (AO4) 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.			
A05: <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i> A05: <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i>		A06: <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i>	
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. 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. 		
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. 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. 		
Level 4 (13–16 marks)	<ul style="list-style-type: none"> <i>The form is adapted to show a clear understanding of purpose and audience.</i> <i>Tone, style and register are chosen to match the task.</i> <i>There is a well-managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect.</i> 	Level 4 (13–16 marks)	<ul style="list-style-type: none"> <i>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.</i> <i>Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses.</i>
Level 3 (9–12 marks)	<ul style="list-style-type: none"> The form is sustained and shows clear awareness of purpose and audience. Tone, style and register are 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. 	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. 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.
Level 2 (5–8 marks)	<ul style="list-style-type: none"> The form, which is mostly appropriate for purpose and audience, is generally maintained. 	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.

	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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.
Level 1 (1–4 marks)	<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. 	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. • Vocabulary is straightforward and relevant with mostly accurate spelling of simple words.
0 marks	No response or no response worthy of credit.	0 marks	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	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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