

GCSE (9-1)

English Language

Unit **J351/02**: Exploring effects and impacts

General Certificate of Secondary Education

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.











All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.





Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations: Appropriate scoris annotations here

| <i>Stamp</i> | <i>Ref No.</i> | <i>Annotation Name</i> | <i>Description</i> |
|---|----------------|------------------------|---|
|  | 11 | Tick | to indicate explanations and analytical comment |
|  | 1031 | Tick? | For explanations that are not fully clear |
|  | 771 | DET | AO1 Supporting detail |
|  | 741 | DEV | Development of observation/argument |
|  | 1101 | L | AO2 Good analysis/use of language |
|  | 621 | CONT | AO3 context |
|  | 561 | LNK | AO1/AO3 link or comparison |
|  | 1801 | EVAL | AO4 Evaluation |
|  | 361 | S | AO2 Structure |
|  | 681 | Q | Relevance to question |

| | | | |
|---|------|-----|--|
|  | 501 | NAQ | Not relevant to question |
|  | 641 | NAR | Paraphrase or lifting |
|  | 261 | ^ | Omission/needs development/needs example |
|  | 1681 | BP | Blank Page |

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 higher 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 | |
| | | | | | | | |

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|--|------|-------|------|-----|----|----|------|
| 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.

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 |
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| 1 | a | <p>SKILLS: AO1: <i>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"> • <i>“one’s nose went dead”</i> • <i>“so that it hurt to breathe”</i> • <i>“there were jigsaws of frost on the window”</i> • <i>“the light filled the house with a green polar glow”</i> • <i>“the kitchen that morning would be full of steam”</i> • <i>“we drank boiled ice in our tea</i> • <i>“wrapped in all they had”</i> | 1 | <p>Identify one phrase from these lines which shows that things were different INSIDE the house that day.</p> <p>Accept: minor slips in copying.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • overly long quotations, for example copying of whole sentences, unless the correct phrase is clearly indicated. • phrases that refer to details outside the house that were different. |
| 1 | b | <p>SKILLS: AO1: <i>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"> • <i>“the village had to be rediscovered”</i> • <i>‘jigsaws of frost’</i> • <i>“a strange hard silence”</i> • <i>“a metallic creaking”</i> • <i>“a faint throbbing of twigs and wires”</i> • <i>“the outside pump was frozen again”</i> • <i>“the girls tore icicles from the edge of the roof for water”</i> | 1 | <p>Identify one phrase from these lines which shows that things were different OUTSIDE the house that day.</p> <p>Accept: minor slips in copying.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • overly long quotations, for example copying of whole sentences, unless the correct phrase is clearly indicated. • phrases that refer to details inside the house that were different. |
| 1 | c | <p>SKILLS: AO1: <i>Identify and interpret explicit and implicit information and</i></p> | 2 | <p>Phyllis and her mother do not like the cold winter day.</p> |

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| | | <p><i>ideas.</i></p> <p>Award one mark for each of the following examples of how the rest of the family feel about the changes, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • <i>“It’s wicked,” said mother</i> • <i>“The poor, poor birds”</i> • <i>“She and the girls were wrapped up in all they had”</i> • <i>“some had the shivers”</i> • <i>“some (had) drops on their noses</i> • <i>“poor little Phyllis sat rocking in her chair”</i> • <i>“holding her sore feet like a handful of bees”</i> | | <p>Identify two phrases which show this.</p> <p>Accept:</p> <ul style="list-style-type: none"> • appropriately selected quotations or paraphrases of the text |
| 2 | | <p>SKILLS:</p> <p>AO2: <i>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> <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 | 6 | <p>Look again at lines 25-38</p> <p>How does Laurie Lee use language and structure to make his description of winter so memorable?</p> <p>You should use relevant subject terminology to support your answer.</p> <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> |

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| | | <p>structure to achieve effects and influence the reader.</p> <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 (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. <p>Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced.</p> <ul style="list-style-type: none"> 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 give a full explanation of the effects of both. 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. <p>Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects.</p> | <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> the way the passage is structured after the first line to reflect stepping out of the home into the winter world outside (“...we stepped out into the winter world.”) how the extract is structured through the shifts in the paragraphs: the stepping out from the house (“...we stepped out..”; the initial impressions (“world of glass...vapours...it smelt like...”); the pause and anticipation (“...we hung around waiting...”); the voyage of discovery itself (“...the winter’s day was set in motion...”) how the extract is structured through the use of repetition at the start of sentences: “We examined...We saw...We saw...” how the penultimate paragraph is structured with successive details to suggest the anticipation and tension (“...sucked a few...kicked the water-butt...breathed through...we hung around...”) the use of personification to describe winter’s “crystal kingdom” the reference by simile to the transforming power of winter (“like a ghost...; like a swollen flower...; like pot-holes”) alliteration (“freaks of frost”) that captures the strangeness of the day’s sights the use of language that conveys senses other than sight (“sucked a few icicles...to hear its solid sound...it smelt like needles”) |
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| | | <ul style="list-style-type: none"> 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 (NR) or no response worthy of credit. (0)</p> | | |
| 3 | | <p>SKILLS: AO2: <i>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> <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. <p>Candidates' analysis of both language and structure is detailed and integrated.</p> <ul style="list-style-type: none"> Precisely–selected and integrated subject terminology deployed to enhance the response. <p>Level 5 (9–10 marks)</p> | 12 | <p>Look again at lines 1-17</p> <p>Explore how the writer presents the boys' game of hunting cats.</p> <p>Support your ideas by referring to the language and structure of this section, using relevant subject terminology.</p> <p>Give credit for answers that link aspects of language and structure with how they are used to convey the boys' game of hunting cats, 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</p> |

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| | | <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> <ul style="list-style-type: none"> 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 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. <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 | | <p>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"> Structuring through hyperbole (“It was always snowing at Christmas”) to set the wild scene for the hunt, and dramatise the child’s memories Sentence structure using tri-colon (“Patient, cold and callous”) that dramatises and romanticises the waiting boys – juxtaposed with the prosaic “our hands wrapped in socks” use of metaphor to describe the appearance of the boys as hunters in the wild of a different country (“fur-capped ... moccasin ... trappers ... Hudson Bay”) personification of the cats as “wise” to give an idea of them as crafty opponents comparison of the cats to wild creatures such as “reindeer” or “jaguars” use of alliteration/sibilance “snowball ... sleek ... spitting and snarling ... slide ... sidle” to create an image of the cats as dangerous and sinister opponents use of the words “enemy” and “prey” to add to the sense not only of the cats as large fearsome creatures, but also the boys’ impression of themselves as serious hunters. |
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| | | <p>structure to achieve effects and influence the reader.</p> <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> | | |
| 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.</p> <p>AO4: <i>Evaluate texts critically and support this with appropriate textual references.</i></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 | <p>12 (AO4)</p> <p>6 (AO3)</p> <p>18 (total)</p> | <p>'Both of these texts present winter as an enjoyable time.'</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 your impressions of the various winter experiences explain what you find enjoyable about those winter experiences compare the ways the writers present the |

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| | <p>of the impact of the texts on the reader.</p> <ul style="list-style-type: none"> 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 | <p>experiences of winter.</p> <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 winter as an enjoyable time. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text presents winter as more enjoyable than the winter described in the other text.</p> <p>Candidates may evaluate these ideas in response to AO4:</p> <ul style="list-style-type: none"> Lee presents a world made very different and therefore enjoyable (“It was a world of glass...”) Thomas presents the boys’ excitement at the way winter has created an exciting new world for them to explore (“It was always snowing at Christmas”) Lee presents the enjoyment through the use of the senses (“warmer...smelt...sucked”) Thomas presents things in a humorous manner showing an adult perspective on the enjoyment (“And Ernie Jenkins, he likes fires.”) both Lee and Thomas present the portrayal of people |
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| | | <p>references.</p> <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: 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"> A developed comparison of writers' ideas and perspectives and how they are conveyed. | | <p>finding winter as enjoyable, with an emphasis upon children's perceptions ("...nothing could be more exciting"; "Nobody could have had a noisier Christmas Eve.")</p> <ul style="list-style-type: none"> both Lee and Thomas use first person to capture the essence of young boys having a good time ("...we rode through its crystal kingdom"; "We ran down the garden...") both Lee and Thomas, as contrast, present characters who aren't enjoying the winter ("poor, poor birds" – the mother; "Fire,' cried Mrs Prothero...") <p>Candidates may compare these points in response to AO3:</p> <ul style="list-style-type: none"> both texts end on a hyperbolic celebration of "nothing ... could be more exciting than this" (Lee) and "Nobody could have had a noisier Christmas Eve" (Thomas). In the first paragraph of the Thomas extract extended metaphor is used to suggest the boys' excitement (lynx-eyed hunters...trappers...hurl our deadly snowballs") at the idea of the hunt; this is extended further later in the passage with the description of Mrs Prothero as the "enemy"; compared to the heavy use of metaphor in Lee ("jigsaws of frost...like broken crockery..." to give a sense of the childish excitement in Lee the description of life inside the house contains active words that reflect how Winter has brought change and a sense of excitement ("billowing... broken...tore...boiled..."); in Thomas, dramatic verbs are used to capture the excitement and drama ("smacking...waving...ran...bombilating...") |
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| | | <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> | | |
| 5/6 | * | <p>SKILLS: <i>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i></p> <p><i>AO5: 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,</p> | <p>24 (AO5) 16 (AO6) 40 (total)</p> | <p>5: <i>The Winter's Day</i></p> <p>Use this as a title for a story.</p> <p>In your writing you should:</p> <ul style="list-style-type: none"> choose a clear viewpoint describe the setting |

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| | <p>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. • 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"> • explore the effect of winter on events and feelings. <p>OR</p> <p>6: Write about a time when the weather made an important difference to your life.</p> <p>You could write about:</p> <ul style="list-style-type: none"> • things that made the biggest impression on you • how the experience made a difference to your life • the way you feel about that experience now. |
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| | | <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> | | |
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| | | <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 | | |
|--|--|--|--|--|

| | | | | |
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| | | <p>words.</p> <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.• 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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