GCSE

English Language

J351/01: Communicating information and ideas

General Certificate of Secondary Education

Mark Scheme for June 2022

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. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

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

7.   Award No Response (NR) if:

   •   there is nothing written in the answer space.

   Award Zero '0' if:

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

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

8. The 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:
   a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
   b. **To determine the mark within the level**, consider the following:

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

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

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

12.   **Subject-specific Marking Instructions**

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

Rubric Infringement

Candidates may infringe the rubric in the following way:
- answering two questions from Section B.

If a candidate has written two answers for Section B, mark both answers and 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 *Communicating Information and Ideas*	6.25	7.5	3.75	7.5	15	10	50%
J351/02 *Exploring Effects and Impact*	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		***SKILLS:*** ***AO1i:*** *Identify and interpret explicit and implicit information and ideas.* Award **two** marks for any **two** of the following: • *'shoeless feet (versus 'slippered feet')* • *'bare boards' (versus 'soft carpeted floors')* • *'shavings or bits of straw for bed' (versus 'downy beds')* • *'rags for coverlets' (versus 'warm blankets')*	2	**Look again at lines 5-12.** **Give two things which make the poor children's houses of less comfortable than the rich children's houses.** Marks can be awarded for two features of physical discomfort or for a feature of physical discomfort contrasted with a feature of physical comfort. Do **not** accept quotations which do not refer to physical comforts.
1	b		***SKILLS:*** ***AO1i:*** *Identify and interpret explicit and implicit information and ideas.* Award **two** marks for any **two** of the following: • *They receive 'kicks' from parents rather than 'kisses'* • *They receive 'blows' rather than 'embraces'* • *They are used to hearing 'angry words'* • *They are used to hearing 'horrible oaths'*	2	**Look again at lines 9-13.** **Explain two ways in which the family life of the poor children is also less happy.** Only accept quotations which refer to the way their parents treat them
					Annotation: Tick for a correct answer / caret for an incorrect answer

Question 2
Both texts describe the lives of young children growing up in London. What are the similarities in the lives of these young children? Draw on evidence from both texts to support your answer.

AO1ii: Select and synthesise evidence from different texts. Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.	
Level 3 (5–6 marks)	A detailed response which shows a secure ability to synthesise appropriate ideas and evidence from both texts, showing perceptive understanding of **the lives of young children growing up in London**, including conceptual ideas.
Level 2 (3–4 marks)	A response which shows some ability to make connections between ideas and evidence from both texts, showing clear awareness of **the lives of young children growing up in London**. The ideas and evidence selected may not be equal across both texts.
Level 1 (1–2 marks)	A response which shows limited ability to select and make connections between evidence from both texts, showing little awareness of **the lives of young children growing up in London**. The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts.
0 marks	No response or no response worthy of credit.

Question 2 Guidance
Give credit for answers that synthesise evidence from both texts. Higher level responses will draw together and synthesise perceptive ideas, using appropriate evidence from both texts. Lower level responses will make straightforward connections between points and use some relevant evidence. Give credit for the quality of the response and the skill shown in the ability to synthesise appropriate ideas and evidence. Higher level responses will draw on conceptual ideas whereas lower level responses will select and comment on more obvious features. Candidates may refer to some of the following points: •   In both texts the children play - in Text 1, the children are 'wheeling in and out' in the playground and in Text 2 Johnson's sister is 'doing handstands against a wall' - in Text 1, the rich children have 'cosy nurseries and play-rooms' and in Text 2 Johnson 'preferred playing indoors' 'competitive games' •   In both texts the children experience violence– in Text 1, they are 'more used to kicks than kisses' and in Text 2 Lily was 'used to taking his punches herself' and Alan was hit in the boxing training - in Text 1, children are 'wheeling in and out, and jostling one another' and in Text 2 'the threat of violence…bubbled perpetually beneath the surface' •   In both texts the children experience community - both texts suggest that children need help in order to thrive – in Text 1 there 'was a genuine sense of community on our streets' ans in Text 2 'wise and kind-hearted people' have built a playground. •   There are mother figures in both texts – Lilly is Alan Johnson's actual mother but the 'little mothers' in text 1 are actually the older sisters who are acting like mothers to their younger siblings. •   NB Do not accept general links based on general points about hardship, harshness, misery but Do accept 'poverty' as a general similarity as this is referred to in the first bullet point of question 4 which may lead students in that direction.
Annotation: LNK for a clearly stated link between the texts - a tick for relevant evidence – a caret for evidence that is not clearly relevant

Question 3
Look again at lines 10-28. Explore how Alan Johnson uses language and structure to describe attitudes to violence when he was growing up.
Support your ideas by 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)	• A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is consistent and detailed. • Precisely–selected and integrated subject terminology deployed to enhance the response.
Level 5 (9–10 marks)	• 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)	• 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)	• A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to language and structure but may not give a full explanation of the effects of both. • Some use of relevant subject terminology to support ideas.
Level 2 (3–4 marks)	• 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)	• 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	• No response or no response worthy of credit.

Question 3 Guidance

Give credit for answers that link aspects of language and structure with how they are used to convey **attitudes to violence when he was growing up**, supported by close and relevant reference to the text. Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors.

Candidates may refer to some of the following points:

- Johnson emphasizes the danger of the streets with the sibilant phrase 'never felt safe on the streets' (S). He uses the extended metaphor (L) of a volcano of violence which 'bubbled perpetually' and 'erupted frequently'. The unnatural full stop (S) before 'and' and use of repetition (S) emphasises how easily the gangs of boys were 'provoked'.

- In the next paragraph Johnson emphasizes the mother's protectiveness with the simile 'like a demented referee' (L). The exaggerated adjective 'demented' (L) emphasizes how she would overreact to what she perceived as injury to her son. Johnson's awareness of his mother's concern for his safety is contrasted (S) with his dislike of Steve which he conveys with alliterative antithesis (S) 'I began to see Steve as a foe rather than a friend'.

- Johnson repeats (S) the idea of being 'toughened up' in the next paragraph but places the phrase within quotation marks. He does the same with the adjective (L) 'common' to make clear that this is what he heard people saying, and to distance himself from and question both ideas. He concludes the paragraph with a three-part list (S) of abstract nouns (L) 'of gentility, of prosperity, of the different more refined life they wanted for their boys'. The list neatly sums up the aspirations of the working-class mothers and concludes with an extended noun phrase (S) which includes the key adjectival phrase (L) 'different more refined' to show how this was linked to a desire to be more like a higher social class.

- In the next paragraph, however, Johnson makes clear how difficult it is to escape the situation in which he found himself by using repetition (S) within the three-part list (S) 'playground fights, classroom fights and neighbourhood fights'. He ends this section by using the adjective (L) 'compliant' to describe his response to his mother's attempts to keep him off the streets, attempts he sums up with the word (L) 'mission' to show how determined she was to complete the task.

Annotation: Tick for a clear point – L for a quotation or use of linguistic terminology – S for a reference to a feature of structure – DEV for a developed explanation of how or why a quotation conveys a particular idea – wavy red line in margin for material from outside the specified lines

Question 4
'Both texts describe how poor children were able to escape from the misery of their lives.' How far do you agree with this statement?
In your answer you should: discuss what the texts show us about the lives of poor children; explain how far you agree that poor children were able to escape from misery; compare the ways the texts present attempts to escape. Support your response with quotations from both texts. (18 marks).

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

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.			
AO4 (12 marks) *Evaluate texts critically and support this with appropriate textual references.*		**AO3 (6 marks)** *Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.*	
Level 6 (11–12 marks)	• 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 6 (6 marks)**	A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed.
Level 5 (9–10 marks)	• 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 5 (5 marks)**	A sustained comparison of writers' ideas and perspectives and how they are conveyed.
Level 4 (7–8 marks)	• 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 4 (4 marks)**	A developed comparison of writers' ideas and perspectives and how they are conveyed.
Level 3 (5–6 marks)	• A response with clear evaluative comments and some awareness of the impact on the reader. • Comments are supported by appropriate textual references.	**Level 3 (3 marks)**	A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed.
Level 2 (3–4 marks)	• 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 2 (2 marks)**	A response which identifies main points of comparison between writers' ideas and perspectives.
Level 1 (1–2 marks)	• A limited description of content. • Comments are supported by copying or paraphrase.	**Level 1 (1 mark)**	A response which makes simple points of comparison between writers' ideas and perspectives.
0 marks	• No response or no response worthy of credit.	**0 marks**	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 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.

Give credit for critical evaluation of 'how far' the candidate agrees with the statement that the texts are powerful. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider **were more able to escape from the misery of their lives in one text** than in the other.

Candidates may evaluate these ideas in response to AO4:	**Candidates may compare these points in response to AO3:**
There are many elements of the children's lives in both texts that are miserable. In Text 1 Uncle Jonathan compares the lives of rich and poor children: the poor children live in inadequate accommodation with 'bare boards', straw for a mattress and 'rags' for bedcovers. They are treated badly by their parents who administer 'kicks' and 'blows' and speak with 'angry words' and 'horrible oaths'. The graveyard had been 'railed off' to keep the children out and the young girls 'stitch and knit and crochet' at unsocial hours to 'earn enough money to live'.	• In **both** texts the people aspire to be like a different class of people. In Text 1 the children sit in 'comfortable seats like real ladies and gentlemen' and in Text 2 the mothers aspire to a 'different more refined life' for their sons.
	• In **both** texts some people are caring. In Text 1 'wise and kind-hearted' people build a playground for the children. In Text 2 the mother was on a 'mission' to keep him off the streets.
In Text 2 Johnson lives in constant fear of being' attacked by other boys' and describes a sense of violence that 'bubbled' under the surface and 'erupted frequently'. The attempts of his father to 'toughen' him up with boxing lessons 'scared' him and turned him against his father. He preferred to stay indoors because wherever he went outside – the playground, the classroom, the neighbourhood - there would be fights and adults did not usually stop the fights because they thought it was 'healthy and natural' for boys to fight.	• In **both** texts there is a sense of community. In Text 1 Uncle Jonathan asks his readers to 'think kindly' of the poor children and 'help them as best we can'. In Text 2 Johnson refers to a 'genuine sense of community'.
	• The texts are written from different perspectives. In Text 1 Uncle Jonathan sees events from the perspective of the privileged people who live in homes with 'cosy nurseries' and 'soft carpeted floors' **whereas**, in text 2, Johnson writes from the perspective of one of the poor children who didn't feel 'safe on the streets' because of the threat of violence'.
However, there were successful escapes. In Text 1 the poor children enjoy the 'beauty and merriment of the playground' despite their difficult home lives. The rich children have comfortable homes with 'soft carpeted floors' and a pleasant environment with 'bright pictures and cheerful books'. The fact that 'wise and kind-hearted people' have converted the old graveyard into a playground for the poor children and that the writer exhorts his readers to help the poor children 'as best we can' gives some cause for hope.	• The texts have different attitudes to home life. In Text 1 the children prefer to escape a violent home where they hear only 'angry words and horrible oaths' **whereas** Johnson 'preferred playing indoors' and was 'compliant' with his mother's efforts to keep him indoors.
	• In Text 1 Uncle Jonathan uses 'we' throughout which makes his writing seem a more authoritative and impersonal attempt to persuade his readers **whereas** Johnson writes in the first person because he is sharing his own personal experience rather than making general statements.
In Text 2, Alan Johnson did not mind his mother's protective refusal to let him play outside because he 'preferred playing indoors'. His sister was allowed out and seemed to enjoy herself 'doing handstands' and 'skipping with a rope'. It was also comforting to know that his mother was there to protect him, even during his father's boxing lessons when she 'hovered' around them 'like a demented referee'.	*Annotation* *LNK for a clear link – tick for a reference to the writers' methods – EVAL for an evaluative comment – DEV for a developed explanation of how and why a particular detail conveys a particular idea*

Section B

    EITHER

5   Write a newspaper article for parents to express concern about a childhood game.

    In your article you should:

- describe in detail the kind of game played
- explain what parents could do about their concerns
- explain the results of this game going wrong.

                                             [40]*

    OR

6   Write a letter to the local council to persuade them to provide better outdoor facilities for young people.

    In your letter you should:

- explain why better outdoor facilities for young people are needed
- describe what kind of outdoor facilities you would like the council to provide
- explain how this kind of outdoor facility would benefit young people.

SKILLS:

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

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.			
AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. *AO5*: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.		*AO6*: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
Level 6 (21–24 marks)	• The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5) • Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5) There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects. (AO5)	*Annotation: tick for vocabulary or sentence structure - tick for complex connectives - wavy red line under first occurrence of a spelling error - wavy red line under each punctuation error*	
Level 5 (17–20 marks)	• The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5). • There is a sustained use of tone, style and register to fulfil the purpose of the task. (AO5) • There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5)		
Level 4 (13–16 marks)	• The form is adapted to show a clear understanding of purpose and audience. (AO5) • Tone, style and register are chosen to match the task. (AO5) • There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5)	**Level 4 (13–16 marks)**	• An ambitious range of sentence structures is used to shape meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects. (AO6) • Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6)
Level 3 (9–12 marks)	• The form is sustained and shows clear awareness of purpose and audience. (AO5)	**Level 3 (9–12**	• A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity. (AO6)

		marks)	• Vocabulary is sometimes ambitious and used convincingly for purpose and effect. Spelling, including complex regular words, is accurate; there may be occasional errors with irregular and ambitious words. (AO6)
	• Tone, style and register is appropriate for the task, with some inconsistencies. (AO5) • There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. (AO5)		
Level 2 (5–8 marks)	• The form, which is mostly appropriate for purpose and audience, is generally maintained. (AO5) • There is an attempt to use a tone, style and register appropriate to the task. (AO5) • There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5)	**Level 2 (5–8 marks)**	• A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors. (AO6) • Vocabulary is appropriate and shows some evidence of being selected for deliberate effect. Spelling is generally accurate with occasional errors with common and more complex words. (AO6)
Level 1 (1–4 marks)	• There is some attempt to use a form appropriate for purpose and audience. (AO5) • There is a limited attempt to use a tone, style and register appropriate for the task. (AO5) • There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. (AO5)	**Level 1 (1–4 marks)**	• Simple sentences are used with some attempt to use more complex structures. Some punctuation is used but there is a lack of control and consistency. (AO6) • Vocabulary is straightforward and relevant with mostly accurate spelling of simple words. (AO6)
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	2	0	0	0	0	0	2
1b	2	0	0	0	0	0	2
2	6	0	0	0	0	0	6
3	0	12	0	0	0	0	12
4	0	0	6	12	0	0	18
5/6	0	0	0	0	24	16	40
Totals	10	12	6	12	24	16	80

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