



**GCSE (9-1)**

**English Language**

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

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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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Mark Scheme

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## Annotations:

Annotation	Meaning
	to indicate explanations and analytical comment
	for explanations that are not fully clear
	Development of observation/argument
	AO2 Good analysis/use of language
	AO3 link or comparison
	AO4 Evaluation
	AO2 Structure
	Relevance to question
	Not relevant to question
	Omission/needs development/needs example
	Blank Page
	AO6 Expandable vertical wavy line: errors of punctuation/lack of fluency
	AO6 Expandable horizontal wavy line: specific errors of spelling/grammar

**Subject-specific Marking Instructions****INTRODUCTION**

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

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

You should ensure that you have copies of these materials.

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

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

**Rubric Infringement**

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

If a candidate has written two answers for Section B, mark both answers and award the highest mark achieved.

**ASSESSMENT OBJECTIVES**

Candidates are expected to demonstrate the following in the context of the content described:

AO1	Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	Evaluate texts critically and support this with appropriate textual references.
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid:

	% of GCSE (9–1)						Total
	AO1	AO2	AO3	AO4	AO5	AO6	
J351/01 <i>Communicating Information and Ideas</i>	6.25	7.5	3.75	7.5	15	10	50%
J351/02 <i>Exploring Effects and Impact</i>	2.5	11.25	3.75	7.5	15	10	50%
Total	8.75	18.75	7.5	15	30	20	100%

## USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide ‘correct’ answers. The Mark Scheme can only provide ‘best guesses’ about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners’ Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates’ responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates’ responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the ‘target range’ of Level of Response Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related notes on each question will help you to understand how the band descriptors may be applied. However, these comments do not constitute the mark scheme. They are some thoughts on what was in the setter's mind when the question was formulated. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 Candidates' answers should demonstrate knowledge and understanding of the texts. This knowledge will be shown in the range and detail of their references to the text. Re-telling sections of the text without commentary is of little or no value.

**INSTRUCTIONS TO EXAMINERS:****A INDIVIDUAL ANSWERS**

- 1 The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.
- 2 Using 'best-fit', decide first which set of Level of Response Band Descriptors best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.
  - **Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
  - **Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
  - **Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.
- 3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

**B TOTAL MARKS**

- 1 Transfer the mark awarded to the front of the script.
- 2 The maximum mark for the paper is **80**.



Question		Answer	Marks	Guidance
1	a	<p><b>SKILLS:</b> <i>AO1: Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award <b>one</b> mark for each of the following:</p> <ul style="list-style-type: none"> <li>• “acorn coffee”</li> <li>• “thin donkey soup”</li> </ul>	2	<p><b>Look again at lines 1-8.</b></p> <p>Give <b>two</b> examples of the men’s poor diet up to this moment; answers <b>MUST</b> relate to diet.</p> <p><b>Accept:</b> minor slips in copying.</p> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• overly long quotations, for example copying of whole sentences, unless the correct phrase is clearly indicated.</li> </ul>
1	b	<p><b>SKILLS:</b> <i>AO1: Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award one mark for either of these two quotations or two marks <b>EITHER</b> for the quotation with an explanation <b>OR</b> paraphrase which contains an explanation.</p> <ul style="list-style-type: none"> <li>• “as hungry as we were”</li> <li>• “bony birds”</li> </ul>	2	<p>Identify how <b>one</b> detail suggests that the chickens will <b>not</b> make a good meal.</p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• answers that are supportable or could be inferred from the directed passage</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• answers that are merely quotations without an explanation of what they are suggesting about the meal.</li> </ul>
2		<p><b>SKILLS:</b> <i>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</i></p> <p><b>Level 6 (6 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Precisely–selected and integrated subject</li> </ul>	6	<p><b>Look again at lines 24-33.</b></p> <p><b>How does Laurie Lee use language and structure to present the men’s increasing pleasure at the thought of their meal?</b></p> <p><b>You should use relevant subject terminology to support your answer.</b></p> <p>Give credit for answers that link aspects of language and structure with how they are used to describe the wait for the meal.</p> <p>Give credit for accurate use of relevant terminology</p>

Question	Answer	Marks	Guidance
	<p>terminology deployed to enhance the response.</p> <p><b>Level 5 (5 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Well-chosen subject terminology integrated into explanations.</li> </ul> <p><b>Level 4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Relevant terminology should be used to develop ideas.</li> </ul> <p><b>Level 3 (3 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Some use of relevant subject terminology to support ideas.</li> </ul>		<p>integrated into responses, which shows a precise understanding of features and their effect in this text.</p> <p>Candidates must refer to the use of language and structure in their response. An imbalanced response, which does not achieve a reasonable balance between references to language and to structure, cannot achieve the higher levels.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> <li>• the way the passage is structured by the memory in the first sentence of his youth</li> <li>• how the extract is structured through the delay before the mention of "the stew")</li> <li>• how the extract is structured by the embedded sub-clause "while the sisters fussed and quarreled by the stove"</li> <li>• how the extract is structured through the extended complex sentence that starts "So it seemed now"</li> <li>• the use of lexis detailing the waiting ("long moment of delayed consumption...at last")</li> <li>• the use of metaphor suggesting that their wait was for something so valuable that it needed to be "guarded"</li> <li>• the use of alliteration ("sister spooned...squashed steamy")</li> <li>• the use of lexis suggesting magnificence ("never jaded...splendidly...succulence").</li> <li>• the register of 'delayed consumption'</li> <li>• the use of the 'swam' metaphor</li> <li>• the use of contrasting tenses</li> </ul>

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	<p><b>Level 2 (2 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Some use of subject terminology, though it may not always be relevant.</li> </ul> <p><b>Level 1 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader.</li> <li>• Little or no use of subject terminology.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		
3	<p><b>SKILLS:</b> <i>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded. <b>Level 6 (11–12 marks)</b></p> <ul style="list-style-type: none"> <li>• A skilled analysis which demonstrates a sophisticated</li> </ul>	12	<p><b>Look again at lines 4-28.</b></p> <p><b>Explore how the writer makes the preparations for the meal so tense.</b></p> <p><b>Support your ideas by referring to the language and structure of this section, using relevant subject terminology.</b></p> <p>Give credit for answers that link aspects of language and structure with how they are used to convey the preparation</p>

Question	Answer	Marks	Guidance
	<p>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.</p> <ul style="list-style-type: none"> <li>• Precisely–selected and integrated subject terminology deployed to enhance the response.</li> </ul> <p><b>Level 5 (9–10 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Well–chosen subject terminology integrated into explanations.</li> </ul> <p><b>Level 4 (7–8 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Relevant terminology should be used to develop ideas.</li> </ul> <p><b>Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the</li> </ul>		<p>of the meal, supported by close reference to the text.</p> <p>Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text.</p> <p>Candidates must refer to the use of language and structure in their response. An imbalanced response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels (4-6)</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> <li>• Structuring through the mentions of Jenny Chong, her exile from the kitchen, and the narrator's annoyance at her</li> <li>• Structuring through the use of Grandma's direct speech as she directs events</li> <li>• Use of words and phrases that suggest tension or suppression ("fuming...surveying...I caught a glimpse")</li> <li>• use of words with positive, wealthy associations ("gold crests...golden brew...majestically...crystals")</li> <li>• use of alliteration ("platters...pie-plate...porcelain...past")</li> <li>• use of verbs to capture tension ("Take off...obeyed...rushed...exclaiming...slapped...narrowed")</li> <li>• use of onomatopoeia 'clanged'</li> <li>• the 'rush of ladies' is atypical</li> <li>• the narrator's mood as he 'slapped a napkin' and the rhythm of the action's description</li> <li>• The effects of : 'But there should have been....'</li> <li>• etc.</li> </ul>

Question	Answer	Marks	Guidance
	<p>reader. Candidates refer to both language and structure but may not give a full explanation of the effects.</p> <ul style="list-style-type: none"> <li>• Some use of relevant subject terminology to support ideas.</li> </ul> <p><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Some use of subject terminology, though it may not always be relevant.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>• A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader.</li> <li>• Little or no use of subject terminology.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit</p>		
4	<p><b>SKILLS:</b> Mark the response out of 12 marks (AO4) <b>and</b> 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. <b>AO4:</b> <i>Evaluate texts critically and support this with appropriate textual references.</i></p>	<p>12 (AO4) 6 (AO3) 18 (total)</p>	<p><b>‘Both texts powerfully present how a meal can appeal to the senses’.</b> <b>How far do you agree with this statement?</b> <b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• discuss the narrators’ different feelings while the meal is prepared and eaten</li> </ul>

Question	Answer	Marks	Guidance
	<p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p><b>Level 6 (11–12 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Comments are supported by apt, skilfully selected and integrated textual references.</li> </ul> <p><b>Level 5 (9–10 marks)</b></p> <ul style="list-style-type: none"> <li>• An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader.</li> <li>• Comments are supported by persuasive textual references.</li> </ul> <p><b>Level 4 (7–8 marks)</b></p> <ul style="list-style-type: none"> <li>• A response with developed evaluative comments addressing the statement and some comments about the impact on the reader.</li> <li>• Comments are supported by well-chosen textual references.</li> </ul> <p><b>Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• A response with clear evaluative comments and some awareness of the impact on the reader.</li> <li>• Comments are supported by appropriate textual references.</li> </ul>		<ul style="list-style-type: none"> <li>• explain how far each meal appeals to the senses</li> <li>• compare the ways the writers present preparing or eating a meal.</li> </ul> <p><b>Support your response with quotations from both texts</b> 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.</p> <p><b>Give credit for critical evaluation of 'how far' the candidate agrees with the statement that both texts present powerfully how the meals can appeal to the senses during the preparation and eating. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text presents the appeal to the senses more powerfully than is described in the other text.</b></p> <p><b>Candidate can select any relevant sense experiences from the texts to develop their response. These will certainly include literal sense experiences of sight, sound, taste, touch and smell but may well go beyond that to, for example, senses wonder, anticipation, satisfaction and so on. Such response where supported with apt detail should be generously rewarded.</b></p> <p><b>Candidates may evaluate these ideas in response to AO4:</b></p> <ul style="list-style-type: none"> <li>• Lee's extended and detailed description of the</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>• A response with straightforward evaluative comments and a little awareness of the impact on the reader.</li> <li>• Comments are supported by some appropriate textual references.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>• A limited description of content.</li> <li>• Comments are supported by copying or paraphrase.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p> <hr/> <p><b>AO3: Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.</b></p> <p><b>Level 6 (6 marks)</b></p> <ul style="list-style-type: none"> <li>• A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed.</li> </ul> <p><b>Level 5 (5 marks)</b></p> <ul style="list-style-type: none"> <li>• A sustained comparison of writers' ideas and perspectives and how they are conveyed.</li> </ul> <p><b>Level 4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• A developed comparison of writers' ideas and perspectives and how they are conveyed.</li> </ul>		<p>unpromising context, setting and background to the meal and its preparation that sits in contrast to the later success of the sensual meal</p> <ul style="list-style-type: none"> <li>• Choy presents how the anticipation of the meal is furthered by the visual splendor of the cooking utensils ("blue-and-white bowls...red and gold crests") Lee presents the sense of wonder and how the senses are satisfied by the extended metaphor of the meal preparation as worship ("miracle...blest")</li> <li>• Choy presents the very physical and active nature of the preparations with a string of verbs ("full boil...Take off...lifted...rushed...clanged...slapped")</li> <li>• both Lee and Choy present the dominant smells adding to the anticipation (in Lee, there are "swimming aromas"; in Choy, there delicious smells")</li> <li>• Lee and Choy both present the sense of appetite heightened to a degree where the hunger becomes animalistic (with Lee the narrator's hunger is "almost wolf-like"; with Choy the narrator ate "like a hungry bear")</li> <li>• both Lee and Choy present the effect of the meal on the senses by the use of sibilance (in Lee's case with "sister spooned...squashy steamy"; in Choy's case with "savoury with sweet dried shrimp")</li> <li>• both Lee and Choy describe in detail the physical efforts involved in the preparation, but with Lee the anticipation and expectation ("a swoon of hunger") is magnified by their being distanced and excluded from the activity; whereas Choy's narrator's absorption in the physical preparation is tempered by his awareness of Jenny Chong.</li> </ul> <hr/> <p><b>Candidates may compare these points in response to AO3:</b></p>

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		<p><b>Level 3 (3 marks)</b></p> <ul style="list-style-type: none"> <li>A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed.</li> </ul> <p><b>Level 2 (2 marks)</b></p> <ul style="list-style-type: none"> <li>A response which identifies main points of comparison between writers' ideas and perspectives.</li> </ul> <p><b>Level 1 (1 mark)</b></p> <ul style="list-style-type: none"> <li>A response which makes simple points of comparison between writers' ideas and perspectives.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<ul style="list-style-type: none"> <li>in Lee, the description of the role of the senses in the meal is described from the point of view of a narrator totally focused on his hunger; in Choy, the description is made more complex by the narrator's feelings and awareness of Jenny Chong.</li> <li>in both texts, the extracts end with the commencing of the eating after the extended period of preparation; and both end with a strong, commanding voice of the main cook.</li> <li>There is much ado in each about steaming, boiling, bubbling, gulping, gasping, sputtering, succulence and many more.</li> </ul>
5/6	*	<p><b>SKILLS:</b> <i>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i></p> <p><i>AO6: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded. <b>Level 6 (21–24 marks)</b></p>	<p><b>24 (AO5)</b> <b>16 (AO6)</b> <b>40 (total)</b></p>	<p><b>5: <i>Hunger satisfied</i></b> <b>Use this as the title for a story.</b> <b>In your writing you should:</b></p> <ul style="list-style-type: none"> <li>choose a clear viewpoint</li> <li>describe the setting</li> <li>explore your characters' thoughts and feelings about the hunger and how it was satisfied.</li> </ul> <p><b>OR</b> <b>6: Write about a time when you were waiting for</b></p>



Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect.</li> <li>• Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task.</li> <li>• There is a skillfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects.</li> </ul> <p><b>Level 5 (17–20 marks)</b></p> <ul style="list-style-type: none"> <li>• The form is confidently adapted and shows a secure understanding of purpose and audience.</li> <li>• There is a sustained use of tone, style and register to fulfil the purpose of the task.</li> <li>• There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects.</li> </ul> <p><b>Level 4 (13–16 marks)</b></p> <ul style="list-style-type: none"> <li>• The form is adapted to show a clear understanding of purpose and audience.</li> <li>• Tone, style and register are chosen to match the task.</li> <li>• There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect.</li> </ul> <p><b>Level 3 (9–12 marks)</b></p> <ul style="list-style-type: none"> <li>• The form is sustained and shows clear awareness of purpose and audience.</li> </ul>		<p><b>something.</b>  <b>You could write about:</b></p> <ul style="list-style-type: none"> <li>• <b>the details which made this wait memorable</b></li> <li>• <b>your thoughts and feelings about the experience of</b>  <b>waiting</b></li> <li>• <b>the way you feel about that experience now.</b></li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Tone, style and register is appropriate for the task, with some inconsistencies.</li> <li>• There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion.</li> </ul> <p><b>Level 2 (5–8 marks)</b></p> <ul style="list-style-type: none"> <li>• The form, which is mostly appropriate for purpose and audience, is generally maintained.</li> <li>• There is an attempt to use a tone, style and register appropriate to the task.</li> <li>• There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion.</li> </ul> <p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• There is some attempt to use a form appropriate for purpose and audience.</li> <li>• There is a limited attempt to use a tone, style and register appropriate for the task.</li> <li>• There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>SKILLS:</b> <i>AO6: Use a range of vocabulary and sentence structures</i></p>		

Question	Answer	Marks	Guidance
	<p><i>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><b>Level 4 (13–16 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses.</li> </ul> <p><b>Level 3 (9–12 marks)</b></p> <ul style="list-style-type: none"> <li>• A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity.</li> <li>• 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.</li> </ul> <p><b>Level 2 (5–8 marks)</b></p> <ul style="list-style-type: none"> <li>• A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors.</li> <li>• 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.</li> </ul>		

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Mark Scheme

June 2018

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

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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Facsimile: 01223 552553

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