



**GCSE**

**English Language**

Unit **J351A/01**: Communication information and ideas

General Certificate of Secondary Education

**Mark Scheme for November 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:

Annotation	Meaning
	to indicate explanations and analytical comment
	for explanations that are not fully clear
	AO1 Supporting detail
	Development of observation/argument
	AO2 Good analysis/use of language
	AO3 context
	AO1/AO3 link or comparison
	AO4 Evaluation
	AO2 Structure
	Relevance to question
	Not relevant to question
	Paraphrase or lifting
	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	<p>Identify and interpret explicit and implicit information and ideas.</p> <p>Select and synthesise evidence from different texts.</p>
AO2	<p>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.</p>
AO3	<p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>
AO4	<p>Evaluate texts critically and support this with appropriate textual references.</p>
AO5	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>
AO6	<p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

## WEIGHTING OF ASSESSMENT OBJECTIVES

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

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

## USING THE MARK SCHEME

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

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

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

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

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

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

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

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

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

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

**B TOTAL MARKS**

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



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Question		Answer	Marks	Guidance
1	a	<p><b>SKILLS:</b> <i>AO1i: Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award <b>one</b> mark each for each of the following up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• <i>One prisoner of war is wearing clothes</i></li> <li>• <i>One prisoner of war is a woman</i></li> </ul>	2	<p><b>Look again at lines 1-5. Give two ways that one of the prisoners of war was different from the others.</b></p> <p><b>Accept</b> quotations provided without quotation marks.</p> <p>Accept explanations in the candidate's own words.</p> <p><b>Do not accept</b> longer quotations with the correct answers embedded.</p> <p>Use a tick for a correct answer. Use a caret for an incorrect answers.</p>
1	b	<p><b>SKILLS:</b> <i>AO1i: Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award <b>one</b> mark for an answer which explains in the candidate's own words <b>two ways that the British officer showed this prisoner of war their 'compassionate attention'</b>.</p> <ul style="list-style-type: none"> <li>• <i>He introduced her to his messmates</i></li> <li>• <i>He responded quickly / he 'lost no time' in responding</i></li> <li>• <i>He collected articles of clothing</i></li> <li>• <i>He gave her the ditty bag /needles and thread</i></li> </ul>	2	<p><b>Look again at lines 6-10. Explain two ways the British officer showed 'compassionate attention' to this prisoner of war.</b></p> <p><b>Do not accept a</b> quotation without an explanation.</p> <p>Quotations should be introduced by 'he' rather than 'I' to show explanation</p> <p>Use a tick for a correct answer.</p> <p>Use a caret for an incorrect answers.</p>

Question	Answer	Marks	Guidance
2	<p><b>AO1ii:</b> <i>Select and synthesise evidence from different texts.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p><b>Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• A detailed response which shows a secure ability to synthesise appropriate ideas and evidence from both texts, showing perceptive understanding of similarities between the two women, including conceptual ideas.</li> </ul> <p><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>• A response which shows some ability to make connections between ideas and evidence from both texts, showing clear awareness of similarities between the two women. The ideas and evidence selected may not be equal across both texts.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>• A response which shows limited ability to select and make connections between evidence from both texts, showing little awareness of similarities between the two women. The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts.</li> </ul> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	6	<p><b>Jeanette and Tammy Duckworth both fought in wars. What other similarities do the two women share? Draw on evidence from both texts to support your answer.</b></p> <p>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.</p> <p><i>LNK for relevant similarities</i></p> <p><i>Tick for valid evidence</i></p> <p><i>Tick with a question mark for ambiguous evidence</i></p> <p><i>Wavy line for inappropriate evidence</i></p> <p><i>Caret for irrelevant comments</i></p> <p>Candidates may refer to some of the following points:</p>

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			<ul style="list-style-type: none"> <li>• <i>Both show concern for others – Jeanette searches for her husband on the burning boat and Tammy quotes the Warrior Creed’s call never to leave a fallen comrade.</i></li> <li>• <i>Both women are physically injured/ Both close to death – in text 1 the woman is badly burnt on her face, neck and legs and in text 2 the women has her legs amputated</i></li> <li>• <i>Both suffered emotional trauma – in text 1 Jeanette sees ‘mangled corpses’ and is separated from her husband and in text 2 she is struggling to survive her trauma until she is given emotional support</i></li> <li>• <i>Both get psychological support from sympathetic people – in text 1 Jeanette is helped by the sailors and the officer and in text 2 Tammy is helped by two other female soldiers</i></li> <li>• <i>Both women get physical support – in text 1 Jeanette is rescued from the water and gets new clothes and in text 2 Tammy is taken to hospital and has her hair washed and room decorated</i></li> <li>• <i>Both women attempt to survive /overcome challenges – in text 1 Jeanette jumps off the burning ship and tries to swim to safety and in text 2 Tammy counts to overcome the pain</i></li> <li>• <i>In both texts gender affects the way they are treated – Jeanette is singled out as needing particular care because she is a woman and Tammy feels she has to prove herself in a male-dominated environment</i></li> <li>• <i>Both only women in a male-dominated environment – Jeanette is the only woman that is rescued from the prisoner of war boat and Tammy is one of only two women in her military unit</i></li> </ul>

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3	<p><b>SKILLS:</b>  <b>AO2:</b> 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.</p> <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 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 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.</li> </ul>	12	<p><b>Look again at lines 17-32. Explore how Tammy Duckworth uses language and structure to show the ways other women helped her to recover from her injuries. Support your ideas by referring to the text, using relevant subject terminology.</b></p> <p>Give credit for answers that are supported by close and relevant reference to the text and show how aspects of language and structure are used to convey how other women helped Tammy to recover from her injuries.</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. 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.</p> <p>Annotations</p> <ul style="list-style-type: none"> <li>• <i>L for language points</i></li> </ul>

Question	Answer	Marks	Guidance
	<p>Candidates' analysis of both language and structure is reasonably detailed and balanced.</p> <ul style="list-style-type: none"> <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.</li> </ul> <p>Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced.</p> <p>Relevant terminology should be used to develop ideas.</p> <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 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><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.</li> </ul> <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"> <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></p>		<ul style="list-style-type: none"> <li>S for structure points</li> <li>Tick for perceptive comments</li> <li>Wavy line under inaccurate comments or quotations</li> <li>Wavy line down the side for material from wrong part of text</li> </ul> <p>Candidates <b>may</b> refer to some of the following points:</p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Tammy Duckworth uses two abstract nouns – ‘peace and serenity’ – to convey the emotional support that enabled her to continue her recovery.</li> <li>The graphic noun phrase ‘a fellow amputee’ is separated by commas from the rest of the sentence to bring home the reality of Tammy Duckworth’s situation</li> <li>By calling herself a ‘warrior’ in paragraph nine Tammy Duckworth reminds the reader that, even though she is injured, she is still a soldier.</li> <li>This is reinforced by the phrase ‘Wounded Warrior’ which is emphasized by the use of alliteration and capitalization of the w at the beginning of each word.</li> <li>The word ‘warrior’ has connotations which are much more noble and heroic than would be conveyed by simply describing herself as a soldier.</li> <li>She conveys the close bond she shares with other female soldiers by using the metaphor of ‘sisterhood’ to suggest that</li> </ul>

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	No response or no response worthy of credit.		<p data-bbox="1339 199 1751 225"><i>their bond is as close as a family's.</i></p> <p data-bbox="1294 715 1413 740"><b>Structure</b></p> <ul data-bbox="1294 778 2063 1406" style="list-style-type: none"> <li data-bbox="1294 778 2063 868">○ <i>She uses alliteration in paragraph six – ‘friendly face’ – to highlight the importance of having another woman to support her.</i></li> <li data-bbox="1294 900 2063 989">○ <i>A short sentence follows a long sentence to sum up paragraph six – ‘sometimes it takes another woman to understand’.</i></li> <li data-bbox="1294 1021 2063 1110">○ <i>There is extended alliteration in paragraph seven – ‘the strength to survive sixty seconds’ – to convey the difficulty of her recovery.</i></li> <li data-bbox="1294 1142 2063 1232">○ <i>The uncertainty of her recovery is conveyed by the antithesis in paragraph seven between ‘survive sixty seconds’ and ‘survive the day’.</i></li> <li data-bbox="1294 1264 2063 1353">○ <i>The rhythmic counting of each second is echoed by the monosyllabic rhythm of the final phrase ‘one at a time’ and its separation by a comma from the main clause.</i></li> <li data-bbox="1294 1385 2063 1406">○ <i>Delaying the revelation that Juanita Wilson is also an</i></li> </ul>

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					<p><i>amputee until the last sentence in paragraph eight – ‘she then took off her artificial arm’ – gives it extra impact.</i></p> <ul style="list-style-type: none"> <li>○ <i>The revelation is foreshadowed by the use of dialogue in which Juanita Wilson reassures Tammy Duckworth that ‘it will get better’.</i></li> <li>○ <i>The steadfast support offered by Juanita Wilson over a long period of time is emphasized by the repetition of ‘day after day’.</i></li> <li>○ <i>The range of practical help offered by Juanita Wilson is exemplified by the three-part list ‘came to my room, decorated it and washed my hair’.</i></li> <li>○ <i>The text ends by emphasizing the contrast between men and women by contrasting how the men ‘had their heads shaved’; hers ‘had not been washed in weeks’.</i></li> <li>○ <i>A longer sentence in paragraph ten is followed by a much shorter sentence – ‘she even used conditioner’ which humorously conveys the extent of the care she received.</i></li> </ul>
4			<p><b>SKILLS:</b> Mark the response out of 12 marks (AO4) and out of 6 marks (AO3) using the two sets of level descriptors below.</p> <p><b>AO4 (12 marks)</b> Evaluate texts critically and support this with appropriate textual references.</p> <p>Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.</p> <p><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</li> </ul>	<p><b>12</b> <b>(AO4)</b> <b>6</b> <b>(AO3)</b> <b>18</b> <b>(total)</b></p>	<p><b>‘Both texts show how women successfully overcome difficult challenges.’ How far do you agree with this statement? In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>discuss the different challenges each woman faces</b></li> <li>• <b>explain how far you think each woman overcomes these challenges</b></li> <li>• <b>compare how the writers present the ways women overcome these challenges.</b></li> </ul> <p><b>Support your response with quotations from both texts.</b></p> <p>This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet</p>

	<p>reader.</p> <ul style="list-style-type: none"> <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> <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>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. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one woman to have more successfully overcome her challenges than the other or to have overcome it in a different way.</p> <p><b>Candidates <u>may</u> evaluate these ideas in response to AO4:</b></p> <ul style="list-style-type: none"> <li>• <b>discuss the different challenges each woman faces</b></li> <li>• <b>explain how far you think each woman overcomes these challenges</b></li> <li>• <i>In Text 1 Jeanette is dressed at first in ‘an old jacket and trousers, without shoes, stocking or skirt’ and faces the challenge of dressing more appropriately and comfortably</i></li> <li>• <i>She overcomes the challenge successfully, with male help, when she is given ‘needles and thread’ and creates a ‘more becoming costume’.</i></li> <li>• <i>When the ship began to burn in text 1, Jeanette faced the challenge of finding her husband whom she looked for on the main deck</i></li> <li>• <i>She did not successfully overcome this challenge</i></li> </ul>
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		<p><b>0 marks</b> No response or no response worthy of credit.</p>	<p><i>because it was 'impracticable' to reach the main deck as the boat was so badly burnt</i></p> <ul style="list-style-type: none"> <li>• <i>She also seems rather helpless at this stage of the account as she 'wanders to and fro' and is surrounded by 'mangled corpses'</i></li> <li>• <i>Her next challenge was to avoid being burnt alive on the boat because 'death from all quarters stared her in the face'</i></li> <li>• <i>She successfully escaped the ship when she 'divested herself of her clothes' and jumped into the water</i></li> <li>• <i>She faced the challenge of staying afloat first with a 'piece of cork' and then with a 'piece of plank, about six feet in length'</i></li> <li>• <i>She was not completely successful at staying afloat and had to be rescued by a man who saw she was 'in distress'</i></li> <li>• <i>The fact that her search for her husband is 'unattended with success' also suggests that Jeanette is less successful.</i></li> <li>• <i>In the first half of text 2 Tammy faces the challenge, as she sees it, that some women 'used their gender to gain an unfair advantage'</i></li> <li>• <i>As a result, she faced the challenge that 'men in leadership positions were even less welcoming of female troops'</i></li> <li>• <i>She is partly successful in overcoming this because she proves she is 'tough' by (implicitly) being a successful soldier</i></li> <li>• <i>In the second half the focus shifts to the difficulty of making a successful recovery from a life-changing injury.</i></li> <li>• <i>Her next challenge is 'finding the strength to survive' as she recovered in hospital because she was 'in so much pain'</i></li> <li>• <i>She overcame this to some degree by 'counting to sixty over and over again' but might have found this</i></li> </ul>
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		<p><b>AO3 (6 marks)</b> Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.</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><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>		<p><i>hard to sustain alone</i></p> <ul style="list-style-type: none"> <li>• <i>Her ability to cope with her pain by counting to sixty proves again that she is 'tough' and can overcome the challenge of her painful recovery</i></li> <li>• <i>Her next challenge was keeping going because she felt that she 'didn't have the strength to survive the day'</i></li> <li>• <i>She only overcame this successfully with the help of Juanita Wilson who 'radiated a peace and serenity that kept me going'</i></li> <li>• <i>She also faced the challenge of feeling bad about herself because 'her hair had not been washed in weeks'</i></li> <li>• <i>She needed help to overcome this as well because it was Juanita Wilson who 'came to my room, decorated it and washed my hair'</i></li> </ul> <p><b>Candidates may make the following comparisons in response to AO3:</b></p> <ul style="list-style-type: none"> <li>• <i>The challenges in the two texts are different because the focus in text two is not just on Tammy but on being a woman soldier</i></li> <li>• <i>The challenge for Jeanette in text 1, however, is more about physical survival and finding her husband</i></li> <li>• <i>Text 1 describes the woman's ordeal from the British officer's point of view whereas text 2 is from the woman's point of view.</i></li> <li>• <i>The woman in text 1 is almost objectified as 'the exception', 'a woman' and 'a female' until she is named as 'Jeanette' in paragraph 3.</i></li> <li>• <i>Text 1 also comments from a male perspective on the woman's physical appearance, e.g. 'a more becoming costume'.</i></li> <li>• <i>Text 2 is from a female perspective and comments</i></li> </ul>
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5/6		<p>• A response which identifies main points of comparison between writers' ideas and perspectives.</p> <p><b>Level 1 (1 mark)</b></p> <p>• A response which makes simple points of comparison between writers' ideas and perspectives.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><i>that washing her hair with conditioner will make her 'feel better' not look better</i></p> <ul style="list-style-type: none"> <li>• <i>Text 1 describes the 'compassionate attention' that men whose 'hearts are made of the right stuff' should give to women.</i></li> <li>• <i>Text 2 is more about the writer's determination to overcome her injuries – 'I will never quit' was a 'lifeline that helped me survive my injuries'.</i></li> <li>• <i>The woman in text 2 quotes the Warrior Creed with its first person pronoun 'I' and adverb 'never' repeated three times.</i></li> <li>• <i>Text 1 describes the sequence of events much more objectively while text 2 includes more description of the woman's thoughts and feelings.</i></li> <li>• <i>In both texts the women rely on the help of other people to help them to overcome the difficult challenges they face.</i></li> <li>• <i>In text 1 the woman is given practical help – one man gives her a plank to help her swim and another man helps her to make suitable clothes.</i></li> <li>• <i>In text 2 the help given is much more emotional. A female colleague offers a 'friendly face' and a fellow amputee offers 'peace and serenity'.</i></li> <li>• <i>Tammy does receive some practical help, however, when Juanita Wilson 'came to my room, decorated it and washed my hair'</i></li> <li>• <i>It could be argued that Tammy Duckworth more successfully overcomes her difficulties through her own determination not just other's help</i></li> <li>• <i>Text 2 ends with Tammy Duckworth supported by a close friend whereas text 1 ends with Jeanette unable to find her husband</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5).</li> <li>• There is a sustained use of tone, style and register to fulfil the purpose of the task. (AO5)</li> <li>• There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5)</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. (AO5)</li> <li>• Tone, style and register are chosen to match the task. (AO5)</li> <li>• There is a, with paragraphs and grammatical features used to support coherence and cohesion, well–managed overall structure and sometimes for effect. (AO5)</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. (AO5)</li> <li>• Tone, style and register is appropriate for the task, with some inconsistencies. (AO5)</li> <li>• There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. (AO5)</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</li> </ul>		<ul style="list-style-type: none"> <li>• <b>explain why you think you are the best person for the job</b></li> <li>• <b>persuade the employer to offer you the job.</b></li> </ul>
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		<p>audience, is generally maintained. (AO5)</p> <ul style="list-style-type: none"> <li>• There is an attempt to use a tone, style and register appropriate to the task. (AO5)</li> <li>• There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5)</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. (AO5)</li> <li>• There is a limited attempt to use a tone, style and register appropriate for the task. (AO5)</li> <li>• There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. (AO5)</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		
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		<p><b>SKILLS:</b>  <b>AO6:</b> <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i>  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. (AO6)</li> <li>• Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6)</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. (AO6)</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. (AO6)</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. (AO6)</li> <li>• Vocabulary is appropriate and shows some evidence of being selected for deliberate effect. Spelling is generally accurate with</li> </ul>		
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		<p>occasional errors with common and more complex words. (AO6)</p> <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. (AO6)</li><li>• Vocabulary is straightforward and relevant with mostly accurate spelling of simple words. (AO6)</li></ul> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>		
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