



**GCSE**

**English Language**

Unit **J351B/02**: Exploring effects and impact

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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J351/02

Mark Scheme

November 2017

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

## WEIGHTING OF ASSESSMENT OBJECTIVES

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

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

## USING THE MARK SCHEME

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

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

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

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

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

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

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

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

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

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

**B TOTAL MARKS**

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



Question		Answer	Marks	Guidance
1	a	<p><b>SKILLS:</b> <b>AO1:</b> <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award <b>one</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li>• <i>“ladders were rotten with age”</i></li> <li>• <i>“great holes in the floor”</i></li> </ul>	1	<p>Look again at lines 1-10.</p> <p><b>Identify one phrase from these lines which shows the condition of the mill building he was hiding in.</b></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> <li>• “long out of use”</li> </ul>
1	b	<p><b>SKILLS:</b> <b>AO1:</b> <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award <b>one</b> mark for any of the following interpretations:</p> <ul style="list-style-type: none"> <li>• <i>not been used for some time</i></li> <li>• <i>in a state of disrepair</i></li> <li>• <i>dangerous</i></li> <li>• <i>derelict and decaying</i></li> <li>• <i>abandoned</i></li> <li>• <i>etc.</i></li> </ul>	1	<p><b>What does this show about the building?</b></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> <li>• answers that don’t give any additional support from the passage in the way of quotation or reference</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• answers that that are merely quotations without an explanation of what they are showing about the building</li> <li>• NOT: ‘the building was old’ without further qualification</li> </ul>
1	c	<p><b>SKILLS:</b> <b>AO1:</b> <i>Identify and interpret explicit and implicit information and ideas.</i></p> <p>Award <b>one</b> mark for each of the following examples showing he is thinking about how to escape, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• <i>“I had no time to linger”</i></li> <li>• <i>“the mill was “obviously a bad hiding place”</i></li> <li>• <i>“if I could get there”</i></li> <li>• <i>“without leaving tracks”</i></li> <li>• <i>“I might find a hiding-place”</i></li> </ul>	2	<p><b>The man in Text 1 is planning his escape.</b></p> <p><b>Give two examples from this passage that show he is thinking about how to escape.</b></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• appropriately selected quotations or paraphrases of the text</li> <li>• examples linked by explanation of implicit link to thoughts about how to escape</li> </ul> <p><b>Do not accept:</b></p>

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	<ul style="list-style-type: none"> <li>• “if they thought I could move”</li> <li>• his enemies would conclude “I had made for open country” so he decides to stay close by.</li> <li>• Follow the stream</li> <li>• The dovecot was a sanctuary</li> </ul>		<ul style="list-style-type: none"> <li>• Any of his thoughts that do not have an explicit or implicit link to his wish to escape</li> <li>• Simple references to the dovecote without further qualification</li> </ul>
	<p><b>SKILLS:</b>  <b>AO2:</b> <i>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</i></p> <p><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 terminology deployed to enhance the response.</li> </ul> <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</li> </ul>	6	<p><b>Look again at lines 11-20.</b></p> <p><b>How does John Buchan use language and structure to describe the difficulties of the man’s escape?</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 challenges of the escape.</p> <p>Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text.</p> <p>Candidates must refer to the use of language and structure in their response. An imbalanced response, which does not achieve a reasonable balance between references to language and to structure, cannot achieve the higher levels.</p> <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 regular shift from descriptions of his own to descriptions of his pursuers and what they were doing</li> <li>• how the extract is structured through the extended description of his dangerous climb to safety</li> <li>• the way the extract is structured by the description of how at the end of the exhausting efforts, he lay down to sleep and recover</li> <li>• how the extract is structured through the foregrounding of the</li> </ul>

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	<p>balanced.</p> <ul style="list-style-type: none"> <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><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>		<p>sub-clause (“By the use of out-jutting...”) to delay the news of his efforts’ success</p> <ul style="list-style-type: none"> <li>the use of lexis detailing his physical condition – “ached like hell...sick and giddy”.</li> <li>The use of a string of verbs conveying his caution and deliberate care – “crawled...peeping out...slipped across...prospected”</li> <li>the use of simile (“ached like hell”)</li> <li>repetition of the first person pronoun “I” in the first paragraph to engage the reader with the character’s efforts and plans</li> </ul>
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,</p>	12	<p>Look again at lines 1-13.</p> <p>Explore how the writer presents the discovery of the man they</p>

Question	Answer	Marks	Guidance
	<p><i>using relevant subject terminology to support their views.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p><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 detailed and integrated.</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. 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 reader. Candidates</li> </ul>		<p><b>were hunting.</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 discovery of the man they were hunting for, 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.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> <li>• Structuring through the use of repetition with reference to the candle (“...signal light...single candle...yellow flame...candle burned...”)</li> <li>• Structuring through the use of direct speech as Sir Henry and Watson approach the boulder (“What shall we do...glimpse of him”)</li> <li>• use of extended metaphor to describe the criminal (“terrible animal face...savage animal”)</li> <li>• use of negative words to describe his discovery (“evil...yellow...terrible...vile...foul”)</li> <li>• use of alliteration (“bristling beard”)</li> <li>• use of lexis to convey the need for secrecy in the approach (“concealed...crouching...whispered...”)</li> </ul>

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	<p>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>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded. <b>Level 6 (11–12 marks)</b></p>	<p><b>12 (AO4)</b> <b>6 (AO3)</b> <b>18 (total)</b></p>	<p><b>'In these texts a hunt for a person is presented as an exciting and frightening experience'.</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><b>discuss the characters' different experiences of the hunt</b></li> <li><b>explain what you find exciting or frightening about their experience</b></li> </ul>

Question	Answer	Marks	Guidance
	<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> <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>• <b>compare the ways the writers present the characters’ experience of the hunt.</b></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. Give credit for critical evaluation of ‘how far’ the candidate agrees with the statement that the texts present a hunt for someone as exciting or frightening. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text presents the idea of a hunt for someone as more exciting and/or frightening than that described in the other text.</p> <p><b>Candidates may evaluate these ideas in response to AO4:</b></p> <ul style="list-style-type: none"> <li>• Conan Doyle’s extended and detailed description of the chase across the moors in the atmospheric moonlight increases both the excitement and fear over whether the hunt will prove successful</li> <li>• Buchan presents how the fear of the man being hunted is captured by the descriptive detail and anticipation with the “fiddling with the door” sparking the fancy that “they were coming up”</li> <li>• Conan Doyle presents both the fear and the excitement of the hunt by the use of the extended metaphor of the “savage animal who has heard the steps of the hunters”</li> <li>• Buchan presents the story in the first person (“I woke with a burning head...I saw figures come out...”) to capture the sense of fear and engaging the readers’ sympathy</li> </ul>

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	<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:</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> <ul style="list-style-type: none"> <li>• A response which identifies main points of comparison</li> </ul>		<ul style="list-style-type: none"> <li>• both Buchan and Conan Doyle present the portrayal of a hunt for someone proving exciting and frightening by the description of someone in hiding watching and waiting for a crucial moment (in Buchan the hunted is watching the hunters; in Conan Doyle, the hunters are quietly approaching the unsuspecting hunter)</li> <li>• both Buchan and Conan Doyle present the fear by the use of alliteration (in Buchan's case with "confused cries"), and sibilance (in Conan Doyle's case with "short, squat, strongly built...")</li> <li>• both Buchan and Conan Doyle present the very real danger of injury involved in the hunt (with Buchan's reference to the fact that "they all had pistols", set against Conan Doyle's description of not only the use of a gun, but also how the convict had "hurled a rock which splintered...")</li> <li>• both Buchan and Conan Doyle describe in detail the physical efforts involved in the hunt (Buchan's hero admits that "That was one of the hardest jobs I ever took on...", while Watson's description of the chase has he and Sir Henry running "until we were completely blown")</li> </ul> <hr/> <p><b>Candidates may compare these points in response to AO3:</b></p> <ul style="list-style-type: none"> <li>• both texts contain a sense of both fear (whether it be a fear of being re-captured, or a fear of the man being hunted) and excitement (either the excitement that comes with the hope of escape or the excitement that comes with the capture of the fugitive)</li> <li>• in Buchan, the hunt is described from the point of view of the hunted, engaging the reader's sympathy ("I was always on the verge of falling"); in the Conan Doyle extract, the story is told by the hunter, giving the reader the thoughts and feelings of the pursuer</li> <li>• in both texts, the extracts end with the hunted (at least temporarily) evading capture.</li> </ul>

Question		Answer	Marks	Guidance
		<p>between writers' ideas and perspectives.</p> <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>		
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>AO5: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p><b>Level 6 (21–24 marks)</b></p> <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>24 (AO5)</b> <b>16 (AO6)</b> <b>40 (total)</b></p>	<p><b>5: <i>The Hunt</i></b> Use this as a title for a story. In your writing you should:</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 hunt.</li> </ul> <p><b>OR</b></p> <p><b>6:</b> Write about a time when you found yourself in strange surroundings. You could write about:</p> <ul style="list-style-type: none"> <li>things that made the biggest impression on you</li> <li>how the experience affected your thoughts and feelings</li> </ul>



Question	Answer	Marks	Guidance
	<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> <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</li> </ul>		<ul style="list-style-type: none"> <li>• the way you feel about that experience now.</li> </ul>

Question	Answer	Marks	Guidance
	<p>appropriate to the task.</p> <ul style="list-style-type: none"> <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> <b>AO6:</b> <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i></p> <p>Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.</p> <p><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> </ul>		

J351/02

Mark Scheme

November 2017

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <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> <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>		

## Mark Scheme Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	AO4	AO5	AO6	Total
<b>1a</b>	1	0	0	0	0	0	1
<b>1b</b>	1	0	0	0	0	0	1
<b>1c</b>	2	0	0	0	0	0	2
<b>2</b>	0	6	0	0	0	0	6
<b>3</b>	0	12	0	0	0	0	12
<b>4</b>	0	0	6	12	0	0	18
<b>5/6</b>	0	0	0	0	24	16	40
<b>Totals</b>	<b>4</b>	<b>18</b>	<b>6</b>	<b>12</b>	<b>24</b>	<b>16</b>	<b>80</b>

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