



## **GCSE (9-1)**

## **English Language**

**Unit J351/01: Communicating information and ideas**

General Certificate of Secondary Education

## **Mark Scheme for November 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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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**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 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

## 1. 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:

	AO1	AO2	AO3	AO4	AO5	AO6	% of GCSE (9–1)
							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>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>One mark for each of the following words:</p> <ul style="list-style-type: none"> <li>• <i>under-paid</i></li> <li>• <i>over-worked</i>.</li> </ul>	2	<p><b>Look again at lines 6-10.</b></p> <p><b>Give two words which show what the factory girls do not like about their jobs.</b></p>
1	b	<p><b>SKILLS:</b>  <b>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>one</b> mark each for any <b>one</b> of the following reasons:</p> <ul style="list-style-type: none"> <li>• ‘we ... do not complain’ / ‘we are silent’</li> <li>• ‘apparently content’ (<b>must</b> include ‘apparently’)</li> <li>• ‘only vague mention is ever made (in the newspapers) of the factory girl’</li> </ul>	1	<p><b>Explain one reason why no one knows that the factory girls are unhappy.</b></p> <p><b>Accept</b> either an explanation in their own words or a relevant quotation.</p>
1	c	<p><b>SKILLS:</b>  <b>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Award <b>one</b> mark for any response which conveys the idea that <i>she doesn't really mean it/she doesn't really enjoy her job/ she is being ironic/sarcastic/she means the opposite of what she is writing</i></li> </ul>	1	<p><b>Why is the word ‘enjoyment’ in quotation marks?</b></p> <p><b>Do not accept</b> a quotation without an explanation.</p>

Question		Answer	Marks	Guidance
2		<p><b>AO1ii:</b> Select and synthesise evidence from different texts.</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 experiences of the natural world, 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 experiences of the natural world. 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 experiences of the natural world. 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>In both texts the writers describe their jobs. What are the similarities between their experiences of work? 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.</p> <p>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>Accept any valid similarities. Candidates may include some of the following points:</p> <ul style="list-style-type: none"> <li>• <b>Both writers feel the need to work:</b> Text 1 has to 'keep body and soul together' and Text 2 has to 'fund a mobile phone habit'.</li> <li>• <b>Both writers work long hours:</b> in text 1 'from Monday morning to Saturday night without remission'; in text 2 'from working until midnight on Friday to starting at 7am on Saturday...five times a week'.</li> <li>• <b>Both writers work extra hours:</b> in text 1 the writer felt 'compelled ... by stern necessity'; in text 2 the writer 'needed to fund my mobile phone habit'.</li> <li>• <b>Both writers find aspects of their job unenjoyable:</b> in text 1 the writer describes her work as 'drudgery of the most wearisome kind'; in text 2 the writer describes</li> </ul>

Question		Answer	Marks	Guidance
				<p>‘constantly serving up the same’ as ‘tedious’.</p> <ul style="list-style-type: none"> <li>• <b>Both writers look for help from the government:</b> text 1 refers to ‘the report by the government about our problems’; text 2 is pleased that ‘the government has brought in the living wage’.</li> <li>• <b>In both texts the work is physically tiring:</b> ‘wearisome’ and ‘does a number on my sleeping patterns’</li> </ul>
3		<p><b>SKILLS:</b></p> <p><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>Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.</p> <p><b>Level 6 (11–12 marks)</b>  A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates’ analysis of both language and structure is consistent and detailed. Precisely selected and integrated subject terminology deployed to enhance the response.</p> <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. Well-chosen subject terminology integrated into explanations.</li> </ul>	12	<p><b>Look again at the whole text. How does the writer use language and structure to convey the advantages and disadvantages of his job? Support your ideas by referring to the text, 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 good things about working in fast food, supported by close and relevant 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. 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>Candidates may refer to some of the following points:</p>

		<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. 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 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> <p>No response or no response worthy of credit.</p>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>The writer creates an informal, conversational tone by using the second-person pronoun to address the reader – ‘you wouldn’t believe’, informal language – ‘stuff’, ‘perks’ and contractions such as ‘Let’s face it...’ incorporating the first-person plural pronoun ‘us’.</li> <li>The writer uses an extended metaphor to compare criticism of fast food to a wartime attack; ‘The war against processed food has spawned a barrage of claims about our food.’</li> <li>The writer responds by using a rhetorical question, ‘Why do people keep coming back for more?’ and modifying the word ‘pleasure’ with the word ‘guilty’ to suggest that the critics are hypocritical.</li> <li>The writer acknowledges the unpleasant side of the job with a range of emotive language – the uniform is ‘ill-fitting’, the job is ‘tedious’ and the writer’s legs ‘ache’. The food is also described ironically as ‘disgusting and unhealthy’ but only to contrast with the fact that ‘people keep coming back for more’.</li> <li>The writer ends with an understatement – ‘not the most glamorous’ but then uses a first-person declarative sentence to assert an opinion – ‘I believe everyone should work in fast food for at least a short time’.</li> <li>The writer ameliorates this bold assertion by ending on a humorous note which uses a pun based on a well-known idiom – ‘Working in fast food can definitely help you to get out of a pickle.’</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>The writer begins by using a three-part list of customer complaints to acknowledge the disadvantages of the job – ‘the prices are up, the fries are cold, and they can’t find the bacon on their burger.’</li> </ul>
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			<ul style="list-style-type: none"><li>• <i>The use of alliteration in 'bacon on their burger' creates an emphatic rhythm to mark the climax and conclusion of the sentence.</i></li><li>• <i>The writer constantly balances the advantages and disadvantages of the job, e.g. the use of antithesis in the balanced sentence – 'my expectations of the job were about the same as the reality'</i></li><li>• <i>The monotony of the job is conveyed clearly through the use of repetition – 'Constantly serving up the same meal <b>over and over again</b>'.</i></li><li>• <i>The writer uses another three-part list of advantages to contrast the earlier list of disadvantages – 'free food, a significant discount, group events such as bowling and paintballing'.</i></li><li>• <i>The writer uses contrast to challenge the reader's expectations – 'Speaking of the food, everyone assumes I'd be <b>sick of it</b> by now. But to me all food is <b>delicious</b>.'</i></li><li>• <i>The writer develops this idea by using more detailed contrast between 'greasy' and 'natural' food – 'It's amazing how quickly I got used to everything being greasy: it just feels natural now'</i></li><li>• <i>The balance of advantages and disadvantages is expressed again by writing, 'if you eat fried food every day, you're going to pile on the pounds' and emphasised by alliteration.</i></li><li>• <i>The writer acknowledges the criticisms of fast food but challenges the reader with a rhetorical question – 'Why do people keep coming back for more? Because it <b>tastes good</b>.'</i></li></ul>
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					<ul style="list-style-type: none"> <li>• <i>The writer sums up the contradictory attitude some people have to fast food in the oxymoronic noun phrase – ‘a guilty pleasure in convenience’.</i></li> <li>• <i>The writer balances disadvantages – ‘working until midnight on Friday to starting at 7am on Saturday’ and advantages – ‘I have learned ... how to be positive in the face of extreme negativity.’</i></li> </ul>
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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.</p> <p><b>AO4 (12 marks)</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.</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>12 (AO4)</b> <b>6 (AO3)</b> <b>18 (total)</b></p>	<p><b>Both writers give a vivid description of a challenging and unpleasant job.’</b></p> <p><b>How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>Discuss what they find challenging and unpleasant about their jobs</b></li> <li>• <b>Explain how far each job is challenging and unpleasant</b></li> <li>• <b>Compare how far the writers present their jobs as challenging and unpleasant.</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 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>
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	<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><b>0 marks</b></p> <p>No response or no response worthy of credit.</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.</p> <p>For example, some candidates may consider one text to have more powerfully described the experience than the other or to have described a more significant effect.</p> <p><b>Candidates may evaluate these ideas for AO4:</b></p> <ul style="list-style-type: none"> <li>• The writer of the <b>first text</b> is trying to persuade the readers of a newspaper to share her anger about her 'underpaid' and 'overworked' job in a factory.</li> <li>• It is not only the job that is challenging but the fact that no one is willing to help women factory workers to 'find a remedy for the evils we are suffering from'.</li> <li>• The adverb 'fearfully' emphasizes how low the wages are which forces them to work 'so many hours that life loses its savour' and the work becomes 'drudgery'.</li> <li>• This is vividly illustrated by the contrast between living and merely existing in the sentence 'we cannot be said to 'live' – we merely exist'.</li> <li>• This is further emphasised by the listing of 'we eat, we sleep, we work' and the two adverbs 'endlessly, ceaselessly' before the repetition of 'work'.</li> <li>• There is a hint, however, that the work does have to be so challenging and unpleasant – it could be 'pleasurable' if it were 'in moderation and at a fair rate of remuneration'.</li> <li>• The writer develops her ideas by describing how challenging it is to make time for simple pleasures such as reading and enjoying 'the beauties of nature'.</li> <li>• To sum up the challenging and unpleasant nature of her job she uses an effective contrast between the idea of a 'living' wage and what she describes a 'lingering, dying wage'.</li> </ul>
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			<ul style="list-style-type: none"><li>• The writer then considers the wider picture by referring to the slow progress of a government report into working conditions while 'the workers are being hurried to their graves'.</li><li>• She ends her piece with an intimate description of how she would 'sometimes wax very warm as I sit stitching and thinking over our wrongs'.</li><li>• The writer of the <b>second text</b> is trying to give a balanced account of the good and bad sides of the job.</li><li>• The short opening paragraph lists common complaints about how 'the prices are up, the fries are cold, and they can't find the <u>bacon</u> on their <u>burger</u>'</li><li>• The next paragraph effectively contrasts the 'tedious' nature of 'serving the same meal over and over again' with the unexpected 'perks' of the job.</li><li>• In the next paragraph the writer balances the unpleasant – the 'greasy' food and the tendency to 'pile on the pounds' – by writing that there is actually a 'variety' of 'delicious' food.</li><li>• The writer even tries to put a positive spin on being 'on a zero-hours contract' by pointing to the 'sizeable rise' he hopes to get from the 'living wage'.</li><li>• Some vivid phrases in the next paragraph convey the more challenging and unpleasant aspects such as the 'number' it does on his 'sleeping patterns'.</li><li>• Despite conceding that 'it's not the most glamorous job', the writer ends with how he has learned to be 'positive' in the face of 'negativity'</li><li>• Overall the writer is willing to concede that there are challenging and unpleasant aspects of the job but wants to argue that there are some benefits too.</li></ul>
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	<p><b>AO3 (6 marks)</b> <i>Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.</i></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 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></p> <p>No response or no response worthy of credit.</p>	<p><b>Candidates may make the following comparisons for AO3:</b></p> <ul style="list-style-type: none"> <li>• In the first text the writer wants to persuade the reader that her working conditions are unpleasant <b>whereas</b> in the second text the writer wants to argue that his job has some benefits.</li> <li>• In the first text the effects are very serious, e.g. 'the workers are hurried to their graves' <b>whereas</b> in the second text the worst effect is that the writer 'piles on the pounds'.</li> <li>• The first text presents the need to work as 'stern necessity' <b>whereas</b> the second text refers almost humorously to how he 'needed to fund my mobile phone habit'.</li> <li>• In the first text the writer seems cynical about the 'lingering, dying wage' <b>whereas</b> the second writer is hopeful that the laws about a 'living wage' will make a real difference.</li> <li>• The first text refers to more intellectual pleasures she is denied by her job such as 'reading' <b>whereas</b> the second writer is excited by 'bowling and paintballing'.</li> <li>• <b>Both texts</b> refer to the ways that government action could make a difference to their working conditions by introducing a 'living wage'.</li> <li>• <b>Both texts</b> refer to the physical challenge of their job; in the first text it is described as 'drudgery of the most wearisome kind' and in the second as 'tedious'</li> <li>• <b>Both texts</b> describe positive aspects of their job; the first text says her job would be 'pleasurable' if paid properly; the second text claims to have 'learned so many life lessons'.</li> </ul>
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5/ 6	<p><b>SKILLS:</b></p> <p><b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO5:</b> Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</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>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>AO5 (24 marks)</b></p> <p><b>AO6 (16 marks)</b></p> <p><b>TOTAL 40 marks</b></p>	<p><b>EITHER</b></p> <p><b>Write a letter to a friend to describe a challenging and unpleasant task you once had to do.</b></p> <p><b>In your letter you should:</b></p> <ul style="list-style-type: none"> <li>• explain what the unpleasant task was</li> <li>• describe what made the task so challenging and unpleasant</li> <li>• explain your thoughts and feelings about the task.</li> </ul> <p><b>OR</b></p> <p><b>Write a short guide for new workers about how to deal successfully with difficult customers.</b></p> <p><b>In your guide you should:</b></p> <ul style="list-style-type: none"> <li>• explain what job the workers will be doing</li> <li>• describe how customers can be difficult</li> <li>• advise the workers on how to deal with difficult customers.</li> </ul>
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	<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 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></p> <p>No response or no response worthy of credit.</p> <p><b>SKILLS:</b></p> <p><b>AO6:</b> <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i></p>		
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	<p><b>Level 4 (13–16 marks)</b> 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.</p> <ul style="list-style-type: none"><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 effect. 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. (AO6)</li><li>• Vocabulary is straightforward and relevant with mostly accurate spelling of simple words. (AO6)</li></ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		
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