



**GCSE (9–1)**

**English Language**

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

General Certificate of Secondary Education

**Mark Scheme for June 2019**

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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: Appropriate scoris annotations here

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>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>One mark for each of the following phrases:</p> <ul style="list-style-type: none"> <li>• (At) <i>ten past eleven</i> (our Light Cavalry Brigade rushed to the front.)</li> <li>• (<i>They swept proudly past, glittering</i>) in the morning sun in all the pride and splendor of war.).</li> </ul>	2	<p>Identify two phrases from these lines which show what time of day it was.</p> <p>Tick for each correct response and use a caret for incorrect response.</p> <p>Accept the sentence that contains the relevant quotation.</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 an explanation that conveys the idea that the writer was surprised at the small number of soldiers involved in the attack, e.g. 'that handful of men'.</p>	1	<p><b>Give one reason why the writer is surprised that these soldiers have been sent to attack the enemy</b></p> <p>The answer should be related to the relatively small number of soldiers involved in the attack.</p> <p>Accept a relevant quotation or an explanation in the candidate's own words.</p> <p>Tick for a correct response and use a caret for incorrect response.</p>
1	c		<p><b>SKILLS:</b>  <b>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award one mark for an explanation that conveys the idea that the soldiers attack is doomed to defeat.</p>	1	<p><b>The writer calls the soldiers' bravery 'desperate valour'. Explain why he chooses the word 'desperate' to describe their behavior.</b></p> <p>The answer should be on the behaviour of the soldiers.</p> <p>Do not accept a quotation without an explanation.</p> <p>Tick for a correct response and use a caret for incorrect response.</p>

**Question 2**

**Both texts describe soldiers attacking enemy guns. What are the similarities between the two attacks? Draw on evidence from both texts to support your answer. (6 marks)**

***AO1ii: Select and synthesise evidence from different texts.***

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

<b>Level 3 (5–6 marks)</b>	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.
<b>Level 2 (3–4 marks)</b>	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.
<b>Level 1 (1–2 marks)</b>	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.
<b>0 marks</b>	No response or no response worthy of credit.

**Question 2 Guidance**

Give credit for answers that synthesise evidence from both texts. Higher level responses will draw together and synthesise perceptive ideas, using appropriate evidence from both texts. Lower level responses will make straightforward connections between points and use some relevant evidence.

Give credit for the quality of the response and the skill shown in the ability to synthesise appropriate ideas and evidence. Higher level responses will draw on conceptual ideas whereas lower level responses will select and comment on more obvious features.

Use LNK to indicate a valid similarity and tick relevant quotations in the margin. Use a caret to indicate invalid similarities or quotations that do not clearly support the similarity.

Candidates may refer to some of the following points:

- **The attack takes place in the morning**

*Examples of supporting evidence:*

*Russell: in the morning sun.*

*Reagan: on the morning of the 6<sup>th</sup> June 1944*

- **There is a high casualty rate**

*Examples of supporting evidence:*

*Russell: the miserable remnant of that band of heroes*

*Reagan: After two days of fighting only ninety could still bear arms*

- **The soldiers are undertaking a dangerous mission**

*Examples of supporting evidence:*

*Russell: heroic countrymen rushing into the arms of death.*

*Reagan: Their mission was one of the most difficult and daring of the invasion*

- **The soldiers are under fire from the enemy**

*Examples of supporting evidence:*

*Russell: The flight of the cannonballs was marked by instant gaps in our ranks*

*Reagan: The Rangers saw the enemy soldiers shooting down at them with machine guns*

- **The soldiers are showing great bravery**

*Examples of supporting evidence:*

*Russell: The brigade, however, never halted or slacked its speed for an instant*

*Reagan: When one Ranger fell, another would take his place*

- **The odds of survival are against the the soldiers**

*Examples of supporting evidence:*

*Russell: heroic countrymen rushing into the arms of death.*

*Reagan: Two hundred and twenty-five came here. After two days of fighting only ninety could still bear arms.*

- **The soldiers are admired by others for their bravery**

*Examples of supporting evidence:*

*Russell: that band of heroes*

*Reagan: These are the champions who helped free a continent. These are the heroes who helped end a war.*

### Question 3

**Look again at lines 17-29. Explore how Ronald Reagan uses language and structure to persuade his audience that the soldiers' bravery was worthwhile. Support your ideas by referring to the text, using relevant subject terminology. (12 marks)**

**AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

<b>Level 6 (11–12 marks)</b>	<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>
<b>Level 5 (9–10 marks)</b>	<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>
<b>Level 4 (7–8 marks)</b>	<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>
<b>Level 3 (5–6 marks)</b>	<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>
<b>Level 2 (3–4 marks)</b>	<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>

<b>Level 1 (1–2 marks)</b>	<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>
<b>0 marks</b>	<ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> </ul>

### Question 3 Guidance

Give credit for answers that link aspects of language and structure with how they are used to convey **how the soldiers' bravery was worthwhile**, supported by close and relevant reference to the text.

Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors.

Use L to indicate features of language and S to indicate features of structure. Tick comments that explain the impact of these features. Do not tick quotations.

Candidates may refer to some of the following points:

#### Language

- ‘...the Ranger daggers that were **thrust** into the top of these cliffs.’  
The verb ‘thrust’ emphasises how desperately glad the soldiers were to reach the top of the cliffs.
- These are the **champions** who helped free a continent. These are the **heroes** who helped end a war.’  
Reagan chooses nouns to describe the men which convey his admiration for their bravery.
- ‘Forty **summers** have passed since the battle that you fought here.’  
Reagan uses the noun ‘summers’ here rather than the more obvious ‘years’, perhaps to suggest the happy times people have been able to enjoy because of the Rangers’ bravery.
- ‘**You** were **young** the day **you** took these cliffs; some of you were **hardly more than boys**, with the deepest joys of life before **you**. Yet **you** risked everything here.’  
Reagan conveys his personal appreciation of the risks they took by using the second person pronoun ‘you’ to address the veteran soldiers in the audience. He reinforces the adjective ‘young’ with the adjectival phrase ‘hardly more than boys’, using ‘boys’ to suggest they were vulnerable and innocent. He emphasises how great a sacrifice they were prepared to make with the superlative adjective ‘deepest’ to describe the ‘joys’ they were

prepared to forego.

- 'All of you loved **liberty**, all of you were willing to fight **tyranny**...' Reagan contrasts two emotive abstract nouns 'liberty' and 'tyranny' to sum up neatly the goods for which he thinks the soldiers were willing to risk their lives.

### Structure

- '**Behind me** is the memorial that symbolises the Ranger daggers that were thrust into the top of these cliffs. And **before me** are the men who put them there.' The antithesis of 'behind me' and 'before me' shows the connection between what happened in the past and the audience in the present.
- 'These are the men who took the cliffs. These are the champions who helped free a continent. These are the heroes who helped end a war.' Reagan's use of a three-part list is emphasised by anaphoric reference, e.g. repeating the introduction 'These are ... These are ... These are ...'. This focuses the audience's attention on the veteran soldiers present in the audience that day.
- 'Why? Why did you do it? What impelled you to put aside the instinct for self-preservation and risk your lives to take these cliffs?' Reagan uses a series of rhetorical questions to put into words the thoughts of his audience as if he is in conversation with the soldiers who survived. He emphasizes the key question by repeating the word 'why'. The abstract noun phrase 'instinct for self-preservation' sums up the main reason why you would not expect them to have risked their lives in this way.
- 'We look at you and, somehow, we know the answer.' Reagan creates a moment of almost intimate eye contact by using the pronouns 'we' and 'you' to set the scene for explaining the answer to the question he has asked. This intimate moment almost gives him the right to put into words what he claims to be the soldiers' answer. He sets the scene for the next paragraph by referring to the 'answer' but not giving it immediately.
- 'You all knew that some things are **worth dying for**. One's country is **worth dying for**, and democracy is **worth dying for...**' Reagan repeats the phrase 'worth dying for' at the end of each clause to bracket the examples he gives of the 'things' he thinks soldiers risked their lives to defend and to emphasise how serious a risk the soldiers were taking.



**Question 4**

**'Both texts powerfully persuade you to admire the bravery of the soldiers.' How far do you agree with this statement? In your answer you should:**

- discuss what each text says we should admire about the soldiers
- explain how far the texts do present the soldiers as admirable
- compare the ways the texts present their ideas about the soldiers.

**Support your response with quotations from both texts. (18 marks).**

**SKILLS:**

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

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

<b>AO4 (12 marks)</b> Evaluate texts critically and support this with appropriate textual references.		<b>AO3 (6 marks)</b> Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.	
<b>Level 6 (11–12 marks)</b>	<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>	<b>Level 6 (6 marks)</b>	A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed.
<b>Level 5 (9–10 marks)</b>	<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>	<b>Level 5 (5 marks)</b>	A sustained comparison of writers' ideas and perspectives and how they are conveyed.
<b>Level 4 (7–8 marks)</b>	<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>	<b>Level 4 (4 marks)</b>	A developed comparison of writers' ideas and perspectives and how they are conveyed.
<b>Level 3 (5–6 marks)</b>	<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>	<b>Level 3 (3 marks)</b>	A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed.
<b>Level 2 (3–4 marks)</b>	<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>	<b>Level 2 (2 marks)</b>	A response which identifies main points of comparison between writers' ideas and perspectives.
<b>Level 1 (1–2</b>	<ul style="list-style-type: none"> <li>• A limited description of content.</li> <li>• Comments are supported by copying or paraphrase.</li> </ul>	<b>Level 1</b>	A response which makes simple points of comparison

marks)		(1 mark)	between writers' ideas and perspectives.
0 marks	• No response or no response worthy of credit.	0 marks	No response or no response worthy of credit.

#### Question 4 Guidance

This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3).

Candidates may construct their answer in response to the bullet points in combination, and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3.

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

Use EVAL for evaluative comments. Use a tick for developed or perceptive explanations or references to how the writer has presented ideas and information. Use LNK for comments which make comparisons between the texts.

#### Candidates may evaluate these ideas in response to AO4:

- **discuss what was admirable about each group of soldiers**
- **explain how far you agree that the soldiers are presented as admirable**

Both texts show admiration for the soldiers' bravery in attacking a strong enemy position in full knowledge of the fact that most of them were likely to be injured or killed. However Text 1 qualifies that admiration by questioning the soldiers' motives and wisdom, whereas Text 2 presents the soldiers as unequivocally admirable.

- *They swept proudly past, glittering in the morning sun in all the pride and splendour of war.* The soldiers' 'pride' is reinforced by the adverb 'proudly'. They seem physically admirable as 'pride' is linked to the 'splendour' of their appearance. Their attitude is also admirable because they ride confidently into battle. However, their 'pride' could also be regarded as foolhardy and, therefore, not worthy of admiration.
- *their desperate valour knew no bounds, and far indeed was it removed from its better part – discretion.* The abstract noun 'valour' describes an admirable quality - courage – but it is modified by the adjective

#### Candidates may compare these points in response to AO3:

- **Both texts** are written by onlookers rather than by the soldiers themselves so it is unclear what the thoughts and feelings of the soldiers actually were.
- **Both texts emphasise how challenging the soldiers' attack will be** - Russell: heroic countrymen rushing into the arms of death. Reagan: Their mission was one of the most difficult and daring of the invasion
- **Both texts admire** the soldiers' bravery - Russell: The brigade, however, never halted or slacked its speed for an instant. Reagan: When one Ranger fell, another would take his place

'desperate' which suggests that their courage is pointless as they are almost certain to die. The reference to 'discretion', however, recalls the well-known phrase that 'discretion is the better part of valour' and suggests that the writer has some reservations about what the soldiers are doing.

- *beheld their heroic countrymen rushing into the arms of death.* The adjective 'heroic' reinforces our admiration for the soldiers' courage which the final adverbial phrase makes clear is courage in the face of almost certain death. The use of 'rushing' may suggest, however, that the writer thinks they have not thought this attack through.
- *The brigade, however, never halted or slacked its speed for an instant.* This sentence concludes a paragraph which describes the terrible death toll the brigade faced almost immediately. It emphasizes their courage with the absolute adverb 'never' applied to stopping, or even slowing, the attack.
- *with a cheer which was many a noble fellow's death cry* The positive connotations of the word 'cheer' suggests admiration for the courage of the soldiers and is deliberately contrasted with the words 'death cry' to show how much their courage was needed. It may also suggest some reservations on the part of the writer because he juxtaposes these ideas so closely.
- *we could see their sabres flashing as they rode up to the guns and dashed between them* Yet again the writer admires the physical appearance of the soldiers as they attack the enemy guns, using the progressive aspect of the verb 'flashing' to suggest not only an attractive appearance but the swift strokes of the soldiers' sabres as they try to cut down the enemy.
- *The blaze of their steel, as an officer standing near me said, was 'like the turn of a shoal of mackerel'.* The admiration for the physical appearance of the soldiers as they battle is developed by this simile which compares the fluidity of their movement and their unity to a shoal of fish. The comparison to mackerel – which is hardly the noblest of fish - may imply that the soldiers are ready prey for the attack of the enemy.
- *demigods could not have done what they had failed to do.* The use of hyperbole in the reference to 'demigods' emphasises the impossibility of their task and suggests the writer admires them for trying anyway.
- *the miserable remnant of that band of heroes* The writer contrasts two noun phrases here which convey his feelings of admiration for the 'heroes' and feelings of sorrow for those who have died by emphasizing how few returned with the word 'remnant' qualified by the adjective 'miserable'. Again the close juxtaposition of these two ideas does not allow the reader to celebrate the soldiers' heroism without also calling into question its wisdom.
- *At twenty-five to twelve not a British soldier, except the dead and dying, was left in front of those bloody Russian guns.* The extract ends at 'twenty-five to twelve', just 25 minutes after the charge began to emphasise how quickly a large number of soldiers were killed.

- The writer of Text 1 wants to report what happened in as much detail as possible but does not have a complete picture of events or of the significance of this battle in the war as a whole **whereas** the writer of Text 2 is using an anniversary celebration to present his interpretation of an historical event with the advantage of 40 years' perspective and the knowledge that the war was ultimately successful
- Text 1 suggests that the soldiers were motivated by a pride that could be regarded as foolhardy - their desperate valour knew no bounds - **whereas** Text 2 suggest that the soldiers were motivated by nobler motives such as love of 'liberty' and resistance to 'tyranny'.
- Text 1 focuses on the terrible toll taken of the soldiers' ranks - the plain was strewed with their bodies – **whereas** Text 2 focuses on how successfully they dealt with their losses - When one Ranger fell, another would take his place.

**Text 2 presents the Rangers' bravery in a consistently positive light and ascribes the noblest of motives to them for taking part in the attack.**

- *Their mission was one of the most difficult and daring of the invasion: to climb these sheer and desolate cliffs and take out the enemy guns.* Reagan starts by emphasizing how difficult the Ranger's task was. He uses alliteration to link the adjectives 'difficult' and 'daring' to describe the mission. He also emphasizes the challenge of the terrain by using these adjectives to describe the cliffs the Rangers had to climb.
- *The Rangers looked up and saw the enemy soldiers, standing at the edge of the cliffs, shooting down at them with machine guns and throwing grenades.* Reagan uses a three-part list here to emphasise the threat posed by the enemy soldiers who clearly had a superior position - standing at the edge of the cliffs – and were attacking by shooting and throwing grenades.
- *They climbed, shot back, and held their footing.* The paragraph ends with another three-part list which contrasts the first to show how the Rangers resisted the enemy attack and – as shown by the verb 'held' – were not deterred from their attack.
- *Soon, one by one, the Rangers pulled themselves over the top* Reagan uses the repetitive adverbial phrase 'one by one' to show how laborious the Rangers' ascent of the cliffs was.
- *in seizing the firm land at the top of these cliffs, they began to seize back the continent of Europe* Reagan repeats the verb 'seize' to show the overall significance of what might seem a small victory – conquering these cliffs was the foundation of the army's overall victory and was, therefore clearly worthwhile.
- *Two hundred and twenty-five came here. After two days of fighting only ninety could still bear arms.* Reagan ends the first section of his speech with an expression of admiration for the scale of the Rangers' sacrifice by contrasting the 225 who started the attack with the small number who survived alive and uninjured.
- *These are the champions who helped free a continent. These are the heroes who helped end a war.* Reagan chooses emotive words like 'champions' and 'heroes' to emphasise his admiration for the soldiers who undertook this attack.
- *You were young the day you took these cliffs; some of you were hardly more than boys, with the deepest joys of life before you.* Reagan develops his admiration by emphasizing how young the soldiers were, using an emotive word 'boys' to suggest that they were really too young to be involved in such an attack.
- *Why? Why did you do it? What impelled you to put aside the instinct for self-preservation and risk your lives to take these cliffs?* Using a series of rhetorical questions, Reagan voices the thoughts of the rest of the audience and sets the scene for his explanation of the soldiers' admirable motivations.

- *You all knew that some things are worth dying for.* Reagan is now addressing them directly – ‘you’ – and ascribing admirable motives to them for taking part in the attack.
- *All of you loved liberty, all of you were willing to fight tyranny* Reagan uses the antithesis between two abstract ideas – ‘liberty’ and ‘tyranny’ – to suggest that the soldiers had admirable motives for what they did.

**Question 5****EITHER****“Was it worth it?”****Write an article for a magazine with to describe a time when you had to do something difficult.****In your article you should:**

- **explain why you had to do it**
- **describe the difficulties you had to face**
- **explain whether you thought it was worthwhile.**

**OR****Write a speech for an event to congratulate young people who have achieved something remarkable.****You should:**

- **describe what the young people achieved**
- **explain why the young people should be congratulated**
- **explain what is so remarkable about their achievement.**

**SKILLS:**

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

Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.

Tick effective vocabulary, phrases and sentences. Underline errors with a wavy line. Underline spelling errors the first time they occur only. Underline punctuation errors every time.

<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><b>AO6:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
<b>Level 6 (21–24 marks)</b>	<ul style="list-style-type: none"> <li>The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5)</li> <li>Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5)</li> <li>There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects. (AO5)</li> </ul>		
<b>Level 5 (17–20 marks)</b>	<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> <li></li> </ul>		
<b>Level 4 (13–16 marks)</b>	<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> </ul>	<b>Level 4 (13–16 marks)</b>	<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> </ul>

	<ul style="list-style-type: none"> <li>There is a well-managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5)</li> </ul>		<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. (AO6)</li> </ul>
<b>Level 3 (9–12 marks)</b>	<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>	<b>Level 3 (9–12 marks)</b>	<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>
<b>Level 2 (5–8 marks)</b>	<ul style="list-style-type: none"> <li>The form, which is mostly appropriate for purpose and audience, is generally maintained. (AO5)</li> <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>	<b>Level 2 (5–8 marks)</b>	<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 occasional errors with common and more complex words. (AO6)</li> </ul>
<b>Level 1 (1–4 marks)</b>	<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>	<b>Level 1 (1–4 marks)</b>	<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>
<b>0 marks</b>	<ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> </ul>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> </ul>

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