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|  | |  |  | | --- | --- | | **English Language GCSE**  Yr 10\_Example Paper 1\_GCSE English Language\_J351 | **OCR** | | Please note that you may see slight differences between this paper and the original.  Candidates answer on the Question paper.  **OCR supplied materials:** Additional resources may be supplied with this paper. | **Duration:** 120 mins | |  | | |  |

## INSTRUCTIONS TO CANDIDATES

•   Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.  
•   Use black ink. HB pencil may be used for graphs and diagrams only.  
•   Answer **all** the questions, unless your teacher tells you otherwise.  
•   Read each question carefully. Make sure you know what you have to do before starting your answer.  
•   Where space is provided below the question, please write your answer there.  
•   You may use additional paper, or a specific Answer sheet if one is provided, but you must clearly show your candidate number, centre number  
    and question number(s).

## INFORMATION FOR CANDIDATES

•   The quality of written communication is assessed in questions marked with either a pencil or an asterisk. In History and Geography   
    a *Quality of extended response* question is marked with an asterisk, while a pencil is used for questions in which *Spelling, punctuation and  
    grammar and the use of specialist terminology* is assessed.  
•   The number of marks is given in brackets **[ ]** at the end of each question or part question.  
•   The total number of marks for this paper is **80.**  
•   The total number of marks may take into account some 'either/or' question choices.

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This question is about the **Text**, Trafalgar: An Eyewitness History **and** the **Text**, Band of Sisters.   |  |  | | --- | --- | | **Text: adapted from Trafalgar: An Eyewitness History** | | | The British navy defeated the French navy at Trafalgar in 1805. After the battle, a British ship rescued  French survivors from the sea. A British naval officer gives his eyewitness account of one of those  rescues. | | |  | | | On the morning after the action I had charge of the deck when another boatload of these poor |  | | prisoners of war came alongside, all of whom, with one exception, were naked. The exception, |  | | clothed in an old jacket and trousers without shoes, stocking or shirt, at once attracted my |  | | attention and, on asking some questions on the subject, I was answered that the prisoner was |  | | a woman. | 5 | |  | | | I lost no time in introducing her to my messmates as a female requiring their compassionate |  | | attention. 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She was much burnt about the neck, shoulders and legs, by the molten |  | | lead, and when she reached our ship, was more dead than alive. |  | |  | | | The fate of her husband was unknown. Jeanette had not seen him since the commencement | 30 | | of battle, and he was perhaps killed, or had perished in the conflagration. Still the worst was |  | | unknown to her, and a possibility existed that he was yet alive. All her enquiries were, however, |  | | unattended with success. |  |  |  |  | | --- | --- | | **Text: adapted from Band of Sisters** | | | Army Captain Tammy Duckworth, who lost both her legs when her helicopter was shot down by a  rocket-propelled grenade, describes her experience of being a female soldier. | | |  | | | I will always place the mission first. I will never quit. I will never accept defeat. I will never leave a fallen comrade. These statements are portions of the Soldier’s Creed; they are referred to as the Warrior Ethos. |  | |  | | | These words were a lifeline that helped me survive my injuries and the tedium of day after day |  | | of endless pain in the hospital. These words are gender-neutral statements that get to the heart | 5 | | of what it means to be a soldier today. |  | |  | | | When I first started my career, a generation of women soldiers had already pushed through, breaking down the barriers. Like any group of people, some were outstanding soldiers, while others simply used their gender to gain an unfair advantage. |  | |  | | | This latter group’s actions made life very difficult for the women in my generation. Their over- | 10 | | reliance on their gender to pave the way left a negative impression of female soldiers in their |  | | male counterparts. |  | |  | | | By the time I came along, these men were in leadership positions and were even less welcoming |  | | of female troops than previous generations. We had to break through one at a time by proving |  | | we were just as good all over again – this time, by being as tough and gender-neutral as | 15 | | possible. |  | |  | | | My unit had just one other female soldier. When I was injured, she travelled with me to the hospital in Germany, even though I was unconscious, just so I would have a friendly face around if I were to wake up. Sometimes it takes another woman to understand. |  | |  | | | In my first week in hospital I was in so much pain that I found myself counting to sixty over and | 20 | | over again. I didn’t have the strength to survive the day but I was pretty sure I could survive sixty |  | | seconds. So I counted the minutes away, one at a time. |  | |  | | | During this time Sergeant First Class Juanita Wilson came to me in the Intensive Care Unit. She |  | | looked down at me in my bed and said, ‘I know you are hurting. It will get better. Can I stand |  | | here for you?’ She then took off her artificial arm and stood next to my bed for hours, day after | 25 | | day, as I counted. |  | |  | | | She radiated a peace and serenity for me that kept me going. She was the only one who could do that for me, a fellow amputee, one Wounded Warrior reaching out to help another. Later she came to my room, decorated it and washed my hair. |  | |  | | | The men had all had their heads shaved but my hair had not been washed in weeks. Sometimes | 30 | | it takes a member of the sisterhood to understand what another woman needs to feel better. |  | | She even used conditioner! |  |   Jeanette and Tammy Duckworth both fought in wars.  What other **similarities** do the two women share?   |  |  | | --- | --- | | Draw on evidence from **both** texts to support your answer. | **[6]** | | | |
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Their over- | 10 | | reliance on their gender to pave the way left a negative impression of female soldiers in their |  | | male counterparts. |  | |  | | | By the time I came along, these men were in leadership positions and were even less welcoming |  | | of female troops than previous generations. We had to break through one at a time by proving |  | | we were just as good all over again – this time, by being as tough and gender-neutral as | 15 | | possible. |  | |  | | | My unit had just one other female soldier. When I was injured, she travelled with me to the hospital in Germany, even though I was unconscious, just so I would have a friendly face around if I were to wake up. Sometimes it takes another woman to understand. |  | |  | | | In my first week in hospital I was in so much pain that I found myself counting to sixty over and | 20 | | over again. I didn’t have the strength to survive the day but I was pretty sure I could survive sixty |  | | seconds. So I counted the minutes away, one at a time. |  | |  | | | During this time Sergeant First Class Juanita Wilson came to me in the Intensive Care Unit. She |  | | looked down at me in my bed and said, ‘I know you are hurting. It will get better. Can I stand |  | | here for you?’ She then took off her artificial arm and stood next to my bed for hours, day after | 25 | | day, as I counted. |  | |  | | | She radiated a peace and serenity for me that kept me going. She was the only one who could do that for me, a fellow amputee, one Wounded Warrior reaching out to help another. Later she came to my room, decorated it and washed my hair. |  | |  | | | The men had all had their heads shaved but my hair had not been washed in weeks. Sometimes | 30 | | it takes a member of the sisterhood to understand what another woman needs to feel better. |  | | She even used conditioner! |  |   ‘Both texts show how women successfully overcome difficult challenges.’  How far do you agree with this statement?  In your answer you should:   |  |  | | --- | --- | | • | discuss the different challenges each woman faces | | • | explain how far you think each woman overcomes these challenges | | • | compare how the writers present the ways women overcome these challenges. |  |  |  | | --- | --- | | Support your response with quotations from **both** texts. | **[18]** | | | |

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  |  | | --- | --- | |  |  | | **6.** | |  | | --- | | **Writing for audience, impact and purpose** |   You are giving a talk at a parents’ information evening about why all children should study science at school. Explain your views.  In your talk you should:   * explain why some people think that all children should study science at school * consider why other people might think that not all children should study science at school * express your own opinion about all children studying science at school.  |  | | --- | | **[40]\*** | | | |

**END OF QUESTION PAPER**

# Mark scheme

| **Question** | | | **Answer/Indicative content** | **Marks** | **Guidance** |
| --- | --- | --- | --- | --- | --- |
| 1 | a |  | **SKILLS:** **AO1i:** Identify and interpret explicit and implicit information and ideas.  Award **one** mark each for each of the following up to a maximum of **two** marks:   * One prisoner of war is wearing clothes * One prisoner of war is a woman | 2 | **Look again at lines 1–5. Give two ways that one of the prisoners of war was different from the others.**  **Accept** quotations provided without quotation marks.  Accept explanations in the candidate’s own words.  **Do not accept** longer quotations with the correct answers embedded.  Use a tick for a correct answer. Use a caret for incorrect answers. |
|  | b |  | **SKILLS:** **AO1i:** Identify and interpret explicit and implicit information and ideas.  Award **one** mark for an answer which explains in the candidate’s own words **two ways that the British officer showed this prisoner of war their ‘compassionate attention’**.   * He introduced her to his messmates * He responded quickly / he ‘lost no time’ in responding * He collected articles of clothing * He gave her the ditty bag /needles and thread | 2 | **Look again at lines 6–10. Explain two ways the British officer showed ‘compassionate attention’ to this prisoner of war.**  **Do not accept** a quotation without an explanation.  Quotations should be introduced by ‘he’ rather than ‘I’ to show explanation  Use a tick for a correct answer.  Use a caret for incorrect answers.   **Examiner’s Comments**  This question was divided into two tasks, each worth two marks. Most candidates were gaining three or four marks on this task and used relevant short quotations but there was some confusion in the heated rush of the exam room about whether Jeanette was clothed or not when she was found. To gain marks for 1b it was not enough to copy out a quotation but it was sufficient to transpose the quotation from the first person to the third person. |
|  |  |  | **Total** | **4** |  |
| 2 |  |  | **AO1ii:** Select and synthesise evidence from different texts.  Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.  **Level 3 (5–6 marks)** • A detailed response which shows a secure ability to synthesise appropriate ideas and evidence from both texts, showing perceptive understanding of similarities between the two women, including conceptual ideas.  **Level 2 (3–4 marks)** • A response which shows some ability to make connections between ideas and evidence from both texts, showing clear awareness of similarities between the two women. The ideas and evidence selected may not be equal across both texts.  **Level 1 (1–2 marks)** • A response which shows limited ability to select and make connections between evidence from both texts, showing little awareness of similarities between the two women. The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts.  **0 marks** No response or no response worthy of credit. | 6 | **Jeanette and Tammy Duckworth both fought in wars. What other similarities do the two women share? Draw on evidence from both texts to support your answer.** 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.  LNK for relevant similarities  Tick for valid evidence  Tick with a question mark for ambiguous evidence  Wavy line for inappropriate evidence  Caret for irrelevant comments      Candidates may refer to some of the following points:   * Both show concern for others - Jeanette searches for her husband on the burning boat and Tammy quotes the Warrior Creed’s call never to leave a fallen comrade. * Both women are physically injured/ Both close to death - in text 1 the woman is badly burnt on her face, neck and legs and in text 2 the women has her legs amputated * Both suffered emotional trauma - in text 1 Jeanette sees ‘mangled corpses’ and is separated from her husband and in text 2 she is struggling to survive her trauma until she is given emotional support * Both get psychological support from sympathetic people - in text 1 Jeanette is helped by the sailors and the officer and in text 2 Tammy is helped by two other female soldiers * Both women get physical support - in text 1 Jeanette is rescued from the water and gets new clothes and in text 2 Tammy is taken to hospital and has her hair washed and room decorated * Both women attempt to survive /overcome challenges - in text 1 Jeanette jumps off the burning ship and tries to swim to safety and in text 2 Tammy counts to overcome the pain * In both texts gender affects the way they are treated - Jeanette is singled out as needing particular care because she is a woman and Tammy feels she has to prove herself in a male-dominated environment * Both only women in a male-dominated environment - Jeanette is the only woman that is rescued from the prisoner of war boat and Tammy is one of only two women in her military unit   **Examiner’s Comments**  The responses to this task were much better than in the summer session. Centres are clearly gaining in confidence with a style of question that has not been used in more recent specifications for this subject. The best responses summarised a similarity between the two texts in their own words and then illustrated the similarity by quoting one relevant detail from each text. Sometimes the detail’s relevance was self-evident but sometimes it needed to be explained.  Less successful candidates often seemed content to describe just one or two similarities whereas the best would identify three. Too often a claimed similarity was supported by ‘evidence’ that was not similar enough or was not clearly relevant to the supposed connection. Other candidates found it impossible to resist the temptation to write about the differences between the two texts which, unfortunately, gained them no marks. |
|  |  |  | **Total** | **6** |  |
| 3 |  |  | **SKILLS:** **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.  **Level 6 (11–12 marks)** • 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.  **Level 5 (9–10 marks)** • 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.  **Level 4 (7–8 marks)** • 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.  **Level 3 (5–6 marks)** • 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. • Some use of relevant subject terminology to support ideas.  **Level 2 (3–4 marks)** • 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.  • Some use of subject terminology, though it may not always be relevant.  **Level 1 (1–2 marks)** • A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader. • Little or no use of subject terminology.  **0 marks** No response or no response worthy of credit. | 12 | **Look again at lines 17–32. Explore how Tammy Duckworth uses language and structure to show the ways other women helped her to recover from her injuries. Support your ideas by referring to the text, using relevant subject terminology.** Give credit for answers that are supported by close and relevant reference to the text and show how aspects of language and structure are used to convey how other women helped Tammy to recover from her injuries.  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.  Annotations   * L for language points * S for structure points * Tick for perceptive comments * Wavy line under inaccurate comments or quotations * Wavy line down the side for material from wrong part of text   Candidates **may** refer to some of the following points:  **Language**   |  |  | | --- | --- | | ○ | Tammy Duckworth uses two abstract nouns ***–*** ‘peace and serenity’ ***–*** to convey the emotional support that enabled her to continue her recovery. | | ○ | The graphic noun phrase ‘a fellow amputee’ is separated by commas from the rest of the sentence to bring home the reality of Tammy Duckworth’s situation | | ○ | By calling herself a ‘warrior’ in paragraph nine Tammy Duckworth reminds the reader that, even though she is injured, she is still a soldier. | | ○ | This is reinforced by the phrase ‘Wounded Warrior’ which is emphasized by the use of alliteration and capitalization of the w at the beginning of each word. | | ○ | The word ‘warrior’ has connotations which are much more noble and heroic than would be conveyed by simply describing herself as a soldier. | | ○ | She conveys the close bond she shares with other female soldiers by using the metaphor of ‘sisterhood’ to suggest that their bond is as close as a family’s. |   **Structure**   |  |  | | --- | --- | | ○ | She uses alliteration in paragraph six ***–*** ‘friendly face’ ***–*** to highlight the importance of having another woman to support her. | | ○ | A short sentence follows a long sentence to sum up paragraph six ***–*** ‘sometimes it takes another woman to understand’. | | ○ | There is extended alliteration in paragraph seven ***–*** ‘the strength to survive sixty seconds’ ***–*** to convey the difficulty of her recovery. | | ○ | The uncertainty of her recovery is conveyed by the antithesis in paragraph seven between ‘survive sixty seconds’ and ‘survive the day’. | | ○ | The rhythmic counting of each second is echoed by the monosyllabic rhythm of the final phrase ‘one at a time’ and its separation by a comma from the main clause. | | ○ | Delaying the revelation that Juanita Wilson is also an amputee until the last sentence in paragraph eight ***–*** ‘she then took off her artificial arm’ - gives it extra impact. | | ○ | The revelation is foreshadowed by the use of dialogue in which Juanita Wilson reassures Tammy Duckworth that ‘it will get better’. | | ○ | The steadfast support offered by Juanita Wilson over a long period of time is emphasized by the repetition of ‘day after day’. | | ○ | The range of practical help offered by Juanita Wilson is exemplified by the three-part list ‘came to my room, decorated it and washed my hair’. | | ○ | The text ends by emphasizing the contrast between men and women by contrasting how the men ‘had their heads shaved’; hers ‘had not been washed in weeks’. | | ○ | A longer sentence in paragraph ten is followed by a much shorter sentence - ‘she even used conditioner’ which humorously conveys the extent of the care she received. |   **Examiner’s Comments**  Responses to this question continue to be less successful than expected. Too many candidates use this response to explain in their own words the content of the second text without engaging with its language and structure. Others may make some general comments about tone but make too little use of subject terminology to describe how the writer uses language and structure to create that tone. There were far fewer responses which wrote about a section of the text not specified in the question. The best responses started by engaging with the overall paragraph structure of the selected section of the text and then considering the way the writer had used sentence structure for effect. Better candidates then explored specific choices of words and phrases and explained how and why each specific choice of word conveyed particular ideas. Most candidates were able to make some generalised comment about Duckworth’s account of her experiences. Many understood how her vivid description of coping with pain established the need for which her two colleagues provided support. They began to struggle, however, when trying to make specific comments about the specific effect of specific words and phrases. Candidates were generally able to identify simpler features of structure such as the alliteration of ‘friendly face’ and the repetition of ‘day after day’. Many struggled, however, to make meaningful comments about sentence structure, simply noting that there were different length sentences which, in some unspecified way, made the text more engaging. Better candidates were able to discuss the relationship between a short sentence like, ‘She even used conditioner!’ and the longer sentence it follows. Centres should advise their candidates to write more about significant choices of words. Very few candidates in this session engaged with the connotations of Duckworth’s choice of ‘Warrior’ to describe herself, or the impact of modifying it with the word ‘Wounded’. Too many were content to note the alliteration of the two words and the fact that the initial letter had been capitalised. Discussion of the connotations of words like ‘warrior’ and metaphors like ‘sisterhood’ gained better candidates much higher marks. |
|  |  |  | **Total** | **12** |  |
| 4 |  |  | **SKILLS:** Mark the response out of 12 marks (AO4) **and** out of 6 marks (AO3) using the two sets of level descriptors below.  **AO4 (12 marks)** Evaluate texts critically and support this with appropriate textual references.  Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.  **Level 6 (11–12 marks)** • 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. • Comments are supported by apt, skilfully selected and integrated textual references.  **Level 5 (9–10 marks)** • An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader. • Comments are supported by persuasive textual references.  **Level 4 (7–8 marks)** • A response with developed evaluative comments addressing the statement and some comments about the impact on the reader. • Comments are supported by well-chosen textual references.         **Level 3 (5–6 marks)** • A response with clear evaluative comments and some awareness of the impact on the reader. • Comments are supported by appropriate textual references.  **Level 2 (3–4 marks)** • A response with straightforward evaluative comments and a little awareness of the impact on the reader. • Comments are supported by some appropriate textual references.  **Level 1 (1–2 marks)** • A limited description of content. • Comments are supported by copying or paraphrase.  **0 marks** No response or no response worthy of credit.                                                                 **AO3 (6 marks)** Compare writers’ ideas and perspectives as well as how these are conveyed across two or more texts. **Level 6 (6 marks)** • A detailed, interwoven comparison which explores writers’ ideas and perspectives and how they are conveyed.  **Level 5 (5 marks)** • A sustained comparison of writers’ ideas and perspectives and how they are conveyed.  **Level 4 (4 marks)** • A developed comparison of writers’ ideas and perspectives and how they are conveyed.  **Level 3 (3 marks)** • A clear comparison of writers’ ideas and perspectives which begins to consider how they are conveyed.  **Level 2 (2 marks)** • A response which identifies main points of comparison between writers’ ideas and perspectives.  **Level 1 (1 mark)** • A response which makes simple points of comparison between writers’ ideas and perspectives.  **0 marks** No response or no response worthy of credit. | 12 (AO4) 6 (AO3) 18 (total) | **‘Both texts show how women successfully overcome difficult challenges.’ How far do you agree with this statement? In your answer you should:**   * **discuss the different challenges each woman faces** * **explain how far you think each woman overcomes these challenges** * **compare how the writers present the ways women overcome these challenges.**   **Support your response with quotations from both texts.**  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. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one woman to have more successfully overcome her challenges than the other or to have overcome it in a different way.  **Candidates may evaluate these ideas in response to AO4:**   * **discuss the different challenges each woman faces** * **explain how far you think each woman overcomes these challenges** * In Text 1 Jeanette is dressed at first in ‘an old jacket and trousers, without shoes, stocking or skirt’ and faces the challenge of dressing more appropriately and comfortably * She overcomes the challenge successfully, with male help, when she is given ‘needles and thread’ and creates a ‘more becoming costume’. * When the ship began to burn in text 1, Jeanette faced the challenge of finding her husband whom she looked for on the main deck * She did not successfully overcome this challenge because it was ‘impracticable’ to reach the main deck as the boat was so badly burnt * She also seems rather helpless at this stage of the account as she ‘wanders to and fro’ and is surrounded by ‘mangled corpses’ * Her next challenge was to avoid being burnt alive on the boat because ‘death from all quarters stared her in the face’ * She successfully escaped the ship when she ‘divested herself of her clothes’ and jumped into the water * She faced the challenge of staying afloat first with a ‘piece of cork’ and then with a ‘piece of plank, about six feet in length’ * She was not completely successful at staying afloat and had to rescued by a man who saw she was ‘in distress’ * The fact that her search for her husband is ‘unattended with success’ also suggests that Jeanette is less successful. * In the first half of text 2 Tammy faces the challenge, as she sees it, that some women ‘used their gender to gain an unfair advantage’ * As a result, she faced the challenge that ‘men in leadership positions were even less welcoming of female troops’ * She is partly successful in overcoming this because she proves she is ‘tough’ by (implicitly) being a successful soldier * In the second half the focus shifts to the difficulty of making a successful recovery from a life-changing injury. * Her next challenge is ‘finding the strength to survive’ as she recovered in hospital because she was ‘in so much pain’ * She overcame this to some degree by ‘counting to sixty over and over again’ but might have found this hard to sustain alone * Her ability to cope with her pain by counting to sixty proves again that she is ‘tough’ and can overcome the challenge of her painful recovery * Her next challenge was keeping going because she felt that she ‘didn’t have the strength to survive the day’ * She only overcame this successfully with the help of Juanita Wilson who ‘radiated a peace and serenity that kept me going’ * She also faced the challenge of feeling bad about herself because ‘her hair had not been washed in weeks’ * She needed help to overcome this as well because it was Juanita Wilson who ‘came to my room, decorated it and washed my hair’   **Candidates may make the following comparisons in response to AO3:**   * The challenges in the two texts are different because the focus in text two is not just on Tammy but on being a woman soldier * The challenge for Jeanette in text 1, however, is more about physical survival and finding her husband * Text 1 describes the woman’s ordeal from the British officer’s point of view whereas text 2 is from the woman’s point of view. * The woman is text 1 is almost objectified as ‘the exception’, ‘a woman’ and ‘a female’ until she is named as ‘Jeanette’ in paragraph 3. * Text 1 also comments from a male perspective on the woman’s physical appearance, e.g. ‘a more becoming costume’. * Text 2 is from a female perspective and comments that washing her hair with conditioner will make her ‘feel better’ not look better * Text 1 describes the ‘compassionate attention’ that men whose ‘hearts are made of the right stuff’ should give to women. * Text 2 is more about the writer’s determination to overcome her injuries - ‘I will never quit’ was a ‘lifeline that helped me survive my injuries’. * The woman in text 2 quotes the Warrior Creed with its first person pronoun ‘I’ and adverb ‘never’ repeated three times. * Text 1 describes the sequence of events much more objectively while text 2 includes more description of the woman’s thoughts and feelings. * In both texts the women rely on the help of other people to help them to overcome the difficult challenges they face. * In text 1 the woman is given practical help - one man gives her a plank to help her swim and another man helps her to make suitable clothes. * In text 2 the help given is much more emotional. A female colleague offers a ‘friendly face’ and a fellow amputee offers ‘peace and serenity’. * Tammy does receive some practical help, however, when Juanita Wilson ‘came to my room, decorated it and washed my hair’ * It could be argued that Tammy Duckworth more successfully overcomes her difficulties through her own determination not just other’s help * Text 2 ends with Tammy Duckworth supported by a close friend whereas text 1 ends with Jeanette unable to find her husband   **Examiner’s Comments**  Overall, candidates approached this task more successfully, than in the 2017 summer session. Responses were often more focused and less excessively long. This is a task that requires candidates to stop and think before planning and writing a response and there was still too little evidence of candidates planning their answer to this task. There were also a significant number of candidates who were given no marks for AO3 because they made little or no attempt to compare the two texts.  Although there were a few candidates who simply retold the main events of each text, most were able to give some consideration to the success of each of the women in their particular situation. Many candidates simply explained the ways in which the women had been successful in overcoming challenging situations but the better candidates considered the degrees to which each woman had been successful.  Most candidates were able to give reasons why they regarded Jeanette as successful but only a few qualified her degree of success by referring to her injuries and her failure to find her husband. Candidates must practise close reading of the text and ensure that they read the whole text as the was a text ends may affect the candidate’s overall response to what they have read. In Text 1 Jeanette’s injuries and failure to find her husband are described for the most part only in the last six lines.  As candidates had been asked to look closely at the language and structure of the second half of Text 2, this was less of a problem in candidates’ discussion of Duckworth’s degrees of success. Many saw Duckworth as less successful simply because her injuries were so much worse than Jeanette’s but others were able to comment on the level of emotional support received by Duckworth and the more humorous tone of the end of Text 2 compared to the more forlorn picture of Jeanette at the end of Text 1.  Too few candidates engaged with each writer’s presentation of their material. The better candidates were able to write about the differences in perspective between the two texts: in the first Jeanette is observed by a sympathetic male observer whereas, in the second, the account is given by the woman facing the challenge of war herself. These differing perspectives affected the language and structure of each text’ the first focused on Jeanette’s dramatic escape and the practical support given to her by men; the second was more about the thoughts and feeling of the survivor and the emotional support she received from female colleagues.  Centres should advise their candidates to keep the phrase, ‘How far do you agree?’ in mind as they approach this question. It is good to start a response by considering the evidence from both texts that supports the statement and then move on to look for evidence in each text that challenges the statement. This evidence may come in the content of each text but may also be conveyed through the way ideas are presented in a text, including language, structure, tone and perspective. |
|  |  |  | **Total** | **18** |  |
| 5 |  |  | *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.  ***AO5:*** *Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.*  ***AO5:*** *Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.*  **Level 6 (21–24 marks)**   * The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5) * Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5) 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)   **Level 5 (17–20 marks)**   * The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5). * There is a sustained use of tone, style and register to fulfil the purpose of the task. (AO5) * There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5)   **Level 4 (13–16 marks)**   * The form is adapted to show a clear understanding of purpose and audience. (AO5) * Tone, style and register are chosen to match the task. (AO5) * There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5)   **Level 3 (9–12 marks)**   * The form is sustained and shows clear awareness of purpose and audience. (AO5) * Tone, style and register is appropriate for the task, with some inconsistencies. (AO5) * There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. (AO5)   **Level 2 (5–8 marks)**   * The form, which is mostly appropriate for purpose and audience, is generally maintained. (AO5) * There is an attempt to use a tone, style and register appropriate to the task. (AO5) * There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5)   **Level 1 (1–4 marks)**   * There is some attempt to use a form appropriate for purpose and audience. (AO5) * There is a limited attempt to use a tone, style and register appropriate for the task. (AO5) * There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. (AO5)   **0 marks**   * No response or no response worthy of credit.   ***AO6:*** *Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.*  **Level 4 (13–16 marks)**   * 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) * Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6)   **Level 3 (9–12 marks)**   * A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity. (AO6) * 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)   **Level 2 (5–8 marks)**   * A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors. (AO6) * 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)   **Level 1 (1–4 marks)**   * 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) * Vocabulary is straightforward and relevant with mostly accurate spelling of simple words. (AO6)   **0 marks**   * No response or no response worthy of credit. | 40 | **Examiner’s Comments**  Although the task asked candidates to write a magazine article, examiners were open-minded about how candidates interpreted this. Most used it to write a personal account of a difficult task they had undertaken – in some cases clearly fictional – and whether it had been worth doing.  Where candidates attempted to write in a magazine form, they were rewarded. Very few candidates laid their response out in columns and, instead, indicated the magazine format simply by incorporating headings and sub-headings.  Too many candidates focused on the writing about a difficult task and lost sight of the need to consider whether it had been worthwhile. As this was essentially the purpose of the task, they had to be given a lower mark.  There were a range of topics but, as expected, many focused on the efforts required to prepare for their GCSE examinations. Other popular topics included Duke of Edinburgh expeditions, sporting events and projects designed to raise money for charity.  More successful responses made effective use of the bullet points to guide their writing. They included clear explanations of why they had to (or chose to) undertake this difficult task and detailed descriptions of what the task involved, interweaving comments about whether it was worthwhile.  Less successful responses simply gave a chronological account of what happened. There was too little exploration of their thoughts and feelings about the task and the description of the task itself lacked the vivid detail that would convey its difficulty.  **Exemplar 9**  Example response C:\core\files\questions\1583240805\J351-EngLang-J351-01 Jun 19\img\pg24_ER_01_150.png  This is a powerful response to the task. There is some sense of the magazine format in the comments towards the end which are addressed to an audience in a way that would not work in a simple narrative. The style and structure at sentence level are controlled and effective with sophisticated thoughts and feelings conveyed clearly. The candidate could, however, make more effective use of paragraphs.       **Exemplar 10**  Example response  The merits of this response are obscured by the high level of error. There is a clear sense of direction and a clear focus on the difficulty of the task but no comment on whether it was worth undertaking. There is some vivid description of the task itself and some reflection at the end but only limited evidence of paragraphing. Spelling is mainly correct, but the candidate needs to work on using more accurate punctuation between sentences. |
|  |  |  | **Total** | **40** |  |
| 6 |  |  | **SKILLS:** ***AO5***: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ***AO5***: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.  **Level 6 (21–24 marks)**   * The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. (AO5) * Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. (AO5) * 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)   **Level 5 (17–20 marks)**   * The form is confidently adapted and shows a secure understanding of purpose and audience. (AO5). * There is a sustained use of tone, style and register to fulfil the purpose of the task. (AO5) * There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects. (AO5)   **Level 4 (13–16 marks)**   * The form is adapted to show a clear understanding of purpose and audience. (AO5) * Tone, style and register are chosen to match the task. (AO5) * There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect. (AO5)   **Level 3 (9–12 marks)** The form is sustained and shows clear awareness of purpose and audience. (AO5)   * Tone, style and register is appropriate for the task, with some inconsistencies. (AO5) * There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion. (AO5)   **Level 2 (5–8 marks)**   * The form, which is mostly appropriate for purpose and audience, is generally maintained. (AO5) * There is an attempt to use a tone, style and register appropriate to the task. (AO5) * There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion. (AO5)   **Level 1 (1–4 marks)**   * There is some attempt to use a form appropriate for purpose and audience. (AO5) * There is a limited attempt to use a tone, style and register appropriate for the task. (AO5) * There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion. (AO5)   **0 marks** No response or no response worthy of credit. **SKILLS:** ***AO6***: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded. **Level 4 (13–16 marks)**   * 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) * Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses. (AO6)   **Level 3 (9–12 marks)**   * A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity. (AO6) * 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)   **Level 2 (5–8 marks)**   * A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors. (AO6) * 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)   **Level 1 (1–4 marks)**   * 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) * Vocabulary is straightforward and relevant with mostly accurate spelling of simple words. (AO6)   **0 marks** No response or no response worthy of credit. | **40** | **Candidates may make the following comparisons for AO3:**   * The first text makes Thoreau’s encounter with the ants its main focus **whereas** Wilson includes Bert’s encounter to illustrate his main point about how Bert was inspired to become a professional biologist. * The first text is more like a poetic evocation of a particular moment **whereas** the second is a more factual account of Bert’s life and career * Thoreau’s encounter with the ants is a decontextualized moment **whereas** Wilson’s account is set in the midst of Bert’s family life and the clear historical context of World War II. * **Both texts** express excitement about an unexpected encounter with ants in a natural setting – Thoreau was ‘excited even as if they had been men’ and Bert ‘was riveted’ by the ‘sudden apparition’ of the ants. * **Both texts** describe the ants’ energetic activity – in text 1 the ants were ‘fiercely contending with one another’ and in text 2 they ‘rushed frantically to seize and carry’ the larvae and pupae. * **Both texts** anthropomorphise the ants to some degree by comparing the ants to humans – Thoreau compares them to human soldiers and Wilson refers to ants protecting ‘their immature sisters’.   **You are giving a talk at a parents’ information evening about why all children should study science at school. Explain your views.**  **In your talk you should:**   * **explain why some people think that all children should study science at school** * **consider why other people might think that not all children should study science at school** * **express your own opinion about all children studying science at school.**   Tick quotations in the margin  Tick for effective expressions  Underline spelling errors the first time they occur  Underline punctuation errors every time they occur  Vertical wavy line for uncontrolled sentences  **Examiner’s Comments**  Not all candidates who take this examination attend a school but almost everyone can draw on some experience – whether as a parent or a candidate – of information evenings at school or college. Almost all candidates had a clear sense of the audience and context for this task and adapted the style of their response accordingly.  In the same way candidates were able to draw on their own experience of studying Science at school, no matter how distant a memory, and work out good reasons for children to study it. Reasons included the fun that children could have in Science lessons and the possibility that they might grow up to develop some life-enhancing technology.  Some candidates found it harder to include a counter-argument in their response. Arguments against the study of Science that were commonly made included the difficulty of some topics in Science and its perceived clash with a religious world-view. Most concluded with an enthusiastic endorsement of Science as a subject that all should study.  Most candidates demonstrated confident control of the talk format. Many used a range of rhetorical devices to make their talk more persuasive and adopted a careful mix of formal and informal language. The best responses used sentence structure for effect and employed sophisticated scientific language to express their ideas.  Exemplar 7  Example response  This is a top-level exemplar. There is a clear sense of context in both the style and content of the talk. Paragraphs are used (but not, perhaps, as effectively as they could be). The candidate takes time to set the scene using a wide range of vocabulary and a variety of sentence structure to make the argument. Vocabulary is carefully and effectively chosen to persuade the audience of the case being made. |
|  |  |  | **Total** | **40** |  |