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|  | |  |  | | --- | --- | | **English Language GCSE**  Yr 10\_Example Paper 4\_GCSE English Language\_J351 shared Testbuilder | **C:\assets\img\ocr_design\cover_logo_new.png** | | 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:** 60 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 **40.**  
•   The total number of marks may take into account some 'either/or' question choices.

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  |  | | --- | --- | |  | **CHOOSE ONE WRITING TASK** | | **1.** | |  | | --- | | **Writing imaginatively and creatively** |   Write about a time when you were waiting for something.  You could write about:   * the details which made this wait memorable * your thoughts and feelings about the experience of waiting * the way you feel about that experience now.  |  | | --- | | **[40]**\* | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  |  | | --- | --- | |  |  | | **2.** | |  | | --- | | **Writing imaginatively and creatively** |   Describe an older person who had a memorable effect on you.  You could write about:   * their appearance and characteristics * the things the older person said and did * the impact the older person had on you.  |  | | --- | | **[40]**\* | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  |  | | --- | --- | |  |  | | **3.** | |  | | --- | | **Writing imaginatively and creatively** |   The Day the Storm Came  Use this as the title for a piece of descriptive writing.  In your writing you should:   * choose a clear viewpoint * describe the setting and the approach of the storm * describe the effect of the storm on places and on people.  |  | | --- | | **[40]**\* | | | |

**END OF QUESTION PAPER**

# Mark scheme

| **Question** | | | **Answer/Indicative content** | **Marks** | **Guidance** |
| --- | --- | --- | --- | --- | --- |
| 1 |  |  | ***SKILLS:*** ***AO5***: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ***AO6***: 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. * Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. * There is a skillfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects.   **Level 5 (17–20 marks)**   * The form is confidently adapted and shows a secure understanding of purpose and audience. * There is a sustained use of tone, style and register to fulfil the purpose of the task. * There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects.   **Level 4 (13–16 marks)**   * The form is adapted to show a clear understanding of purpose and audience. * Tone, style and register are chosen to match the task. * There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect.   **Level 3 (9–12 marks)**   * The form is sustained and shows clear awareness of purpose and audience. * Tone, style and register is appropriate for the task, with some inconsistencies. * There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion.   **Level 2 (5–8 marks)**   * The form, which is mostly appropriate for purpose and audience, is generally maintained. * There is an attempt to use a tone, style and register appropriate to the task. * There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion.   **Level 1 (1–4 marks)**   * There is some attempt to use a form appropriate for purpose and audience. * There is a limited attempt to use a tone, style and register appropriate for the task. * There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion.   **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. * Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses.   **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. * 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.   **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. * Vocabulary is appropriate and shows some evidence of being selected for deliberate effects. Spelling is generally accurate with occasional errors with common and more complex words.   **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. * Vocabulary is straightforward and relevant with mostly accurate spelling of simple words.   **0 marks** No response or no response worthy of credit. | **24 (AO5)   16 (AO6)  40 (total)** | **Write about a time when you were waiting for something.** **You could write about:**   * **the details which made this wait memorable** * **your thoughts and feelings about the experience of waiting** * **the way you feel about that experience now.**   **Examiner’s Comments**  There were many accounts of awaiting much desired objects: football boots, mobile phones etc. These most often concluded with an account of the pleasures (and sometimes the virtues) of delayed gratification. There were also many accounts of waiting for less concrete desires: love, admiration, attention etc. One sympathised with the many candidates who wrote about the terror of GCSE results day and the ways in which it ruined the summer holidays.  Exemplar 8  Example response  Example response  This is the opening paragraph of a full mark essay. |
|  |  |  | **Total** | **40** |  |
| 2 |  |  | **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. * Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. * There is a skillfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects.   **Level 5 (17–20 marks)**   * The form is confidently adapted and shows a secure understanding of purpose and audience. * There is a sustained use of tone, style and register to fulfil the purpose of the task. * There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects.   **Level 4 (13–16 marks)**   * The form is adapted to show a clear understanding of purpose and audience. * Tone, style and register are chosen to match the task. * There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect.   **Level 3 (9–12 marks)**   * The form is sustained and shows clear awareness of purpose and audience. * Tone, style and register is appropriate for the task, with some inconsistencies. * There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion.   **Level 2 (5–8 marks)**   * The form, which is mostly appropriate for purpose and audience, is generally maintained. * There is an attempt to use a tone, style and register appropriate to the task. * There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion.   **Level 1 (1–4 marks)**   * There is some attempt to use a form appropriate for purpose and audience. * There is a limited attempt to use a tone, style and register appropriate for the task. * There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion.   **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. * Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses.   **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. * 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.   **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. * Vocabulary is appropriate and shows some evidence of being selected for deliberate effects. Spelling is generally accurate with occasional errors with common and more complex words.   **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. * Vocabulary is straightforward and relevant with mostly accurate spelling of simple words.   **0 marks** No response or no response worthy of credit. | **24 (AO5) 16 (AO6)  40 (total)** | **Describe an older person who had a memorable effect on you.**  **You could write about:**   * **their experience and characteristics** * **the things the older person said and did** * **the impact the elder person had on you.** |
|  |  |  | **Total** | **40** |  |
| 3 |  |  | **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. * Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. * There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects.   **Level 5 (17–20 marks)**   * The form is confidently adapted and shows a secure understanding of purpose and audience. * There is a sustained use of tone, style and register to fulfil the purpose of the task. * There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects.   **Level 4 (13–16 marks)**   * The form is adapted to show a clear understanding of purpose and audience. * Tone, style and register are chosen to match the task. * There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect.   **Level 3 (9–12 marks)**   * The form is sustained and shows clear awareness of purpose and audience. * Tone, style and register is appropriate for the task, with some inconsistences. * There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion.   **Level 2 (5–8 marks)**   * The form, which is mostly appropriate for purpose and audience, is generally maintained. * There is an attempt to use a tone, style and register appropriate to the task. * There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion.   **Level 1 (1–4 marks)**   * There is some attempt to use a form appropriate for purpose and audience. * There is a limited attempt to use a tone, style and register appropriate for the task. * There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion.   **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. * 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. * 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.   **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. * Vocabulary is appropriate and shows some evidence of being selected for deliberate effects. Spelling is generally accurate with occasional errors with common and more complex words.   **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. * Vocabulary is straightforward and relevant with mostly accurate spelling of simple words.   **0 marks** No response or no response worthy of credit. | **24 (AO5)   16 (AO6)   40 (total)** | ***The Day the Storm Came.***  **Use this as a title for a piece of descriptive writing.**  **In your writing you should:**   * **choose a clear viewpoint** * **describe the setting and the approach of the storm** * **describe the effect of the storm on places and on people.** |
|  |  |  | **Total** | **40** |  |