

**GCSE (9-1)**

*Examiners' report*

# **ENGLISH LANGUAGE**

**J351**

For first teaching in 2015

**J351/01 November 2018 series**

Version 1

## Contents

Introduction.....	3
Paper 1 series overview .....	4
Section A overview .....	5
Question 1(a) .....	6
Question 1(b) .....	6
Question 1(c) .....	6
Question 3 .....	12
Question 4 .....	16
Section B overview .....	19
Question 5 .....	20
Question 6 .....	23

## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

## Paper 1 series overview

J351/01 is one of two examined components for the new GCSE (9-1) English Language examination which was first examined in June 2017. Each of the components follows a similar structure and tests the same assessment objectives but J351/01 assesses candidates' response to non-fiction texts whereas J351/02 assesses their response to literary texts. The other difference is that in Question 2 of J351/01 candidates must synthesise information from two texts, a skill that is not tested in J351/02.

Candidates should prepare for this examination by practising how to read unseen texts with confidence and understanding. Candidates should learn how to select and interpret relevant details from the text and identify and explain features of language and structure. They must be able to identify similarities and contrasts between the texts and evaluate the impact of each text on a reader.

This session was only the second time that this component has been examined in November following first examination in 2017. In this session, candidates' responses shown a clearer understanding of the demands of each question. This suggests that centres have paid careful attention to earlier examiners' reports. In previous sessions candidates' responses to Questions 2 and 4 have shown some uncertainty about the requirements of each task. In this session, on the other hand, most candidates organised their responses to these questions much more successfully.

## Section A overview

The reading section contains two unseen texts, which have a thematic link. The first text will always be a text written in the 19<sup>th</sup> century and the second will be a text written in either the 20<sup>th</sup> or 21<sup>st</sup> century. The unseen texts chosen for this session provided a successful stimulus for candidates.

The first text was a letter written by Ana Nield Chew in 1894. Most candidates responded sympathetically to the writer's account of her difficulties in the workplace and were able to identify how she made effective use of vocabulary and sentence structure for effect. Some candidates showed a broader understanding of what the writer was trying to achieve by writing to a newspaper.

The second text was a more balanced account of an anonymous fast food worker's experience in the workplace. Although the fast food worker described some of the difficulties of working in such an environment, he/she also referred to some of the benefits that the job had. As became clear from their response to the writing section, many candidates were able to identify with this worker's experience of the modern workplace.

As this is an un-tiered qualification, both texts were slightly edited to ensure accessibility for candidates as well as challenge. Lower ability candidates were able to access the more straightforward ideas in each text and higher ability candidates were challenged by the more complex ideas in each text. Almost all candidates were able to make connections between the two texts but some found it harder to explain the differences. Many understood that the fast food worker was describing advantages and disadvantages of working in the fast food industry. Some were able to explain how Ana Nield Chew deliberately downplayed any pleasure she took in her job in order to strengthen her case.

## Question 1(a)

Question 1 is about **Text 1**, *A Living Wage for Factory Girls at Crewe*.

Look again at lines 6–10.

- 1 (a) Give **two** words which show what the factory girls do not like about their jobs.

.....  
 ..... [2]

The first question is designed as an accessible start to the paper. It requires candidates to select information from a specified number of lines. Candidates should, however, read all of Text 1 before responding to this question. This question helps to focus the candidates' minds on key information and ideas from Text 1. Most candidates were able to answer this question correctly. Copying out the two words is enough; there is no need to answer in a sentence. Those who answered this question incorrectly had usually selected information from outside the specified lines.

## Question 1(b)

- (b) Explain **one** reason why no one knows that they are unhappy.

.....  
 ..... [1]

This question also tests the ability of candidates to select information from the text. The word 'explain' should, however, prompt candidates to explain in their own words rather than simply copy out a quotation. Almost all candidates were able to answer this question successfully.

## Question 1(c)

- (c) Why is the word 'enjoyment' in quotation marks?

.....  
 ..... [1]

This question begins to increase the challenge of the examination. It requires candidates to interpret the text. In future sessions there will be at least one mark reserved for this type of question. In this case most candidates were able to identify that the use of quotation marks indicated irony or, as most candidates preferred to describe it, sarcasm.

## Exemplar 1

- 1 (a) Give **two** words which show what the factory girls do not like about their jobs.

under-paid ✓, over-worked ✓  
[2]

- (b) Explain **one** reason why no one knows that they are unhappy.

no one knows they're unhappy because they stay  
silent and don't say anything ✓ [1]

- (c) Why is the word 'enjoyment' in quotation marks?

the enjoyment is in quotation marks because it's not  
actually enjoyment they are saying it in a  
sarcastic way ✓ [1]

4/4 marks. This candidate gives well-judged and accurate responses. For 1a the candidate simply gives the two words asked for without unnecessary words or explanations. For 1b and 1c, the candidate provides full explanations, which clearly deserve a mark. The command word 'explain' means candidates must use their own words to explain with perhaps a short quotation embedded in their explanation.

## Exemplar 2

- 1 (a) Give two words which show what the factory girls do not like about their jobs.

'under-paid' and 'over worked'

[2]

- (b) Explain one reason why no one knows that they are unhappy.

because they are told to silent themselves.

[1]

- (c) Why is the word 'enjoyment' in quotation marks?

because they don't actually mean enjoyment  
they are being sarcastic.

[1]

3/4 marks. This candidate has similar success with 1a and 1c. The candidate selects the two key words for 1a and gives a clear explanation in their own words of why 'enjoyment' is in quotation marks for 1c. The response to 1b, however, is drawing on the right section of the extract but does not explain their response clearly enough. Therefore, no marks were credited for the response. .



## Question 2

Question 2 is about **Text 1**, *A Living Wage for Factory Girls at Crewe* and **Text 2**, *The Secret Life of a Fast-Food Worker*.

**2** In both texts the writers describe their jobs.

What are the **similarities** between their experiences of work?

Draw on evidence from **both** texts to support your answer.

.....  
 ..... [6]

Question 2 is more challenging than Question 1 but a simple and straightforward approach works best. Having answered Question 1, candidates should read Text 2 before answering Question 2. The question is designed to help candidates work out some broad similarities between the two texts before exploring the differences in Question 4. In this session, there were far fewer candidates who misunderstood this question as requiring analysis of language and structure.

In response to this question candidates should explain similarities between the two texts. They must then give evidence for each similarity from both texts. The best candidates were able to identify three similarities between the texts and provide suitable evidence in support. Some candidates, however, gave similarities that were not relevant to the question or were inaccurate. Others identified too few similarities or did not support their ideas with suitable evidence.

The most straightforward similarities were the workers' long hours and lack of sleep. Less obvious similarities were that the texts were published in newspapers, that the government was involved to some degree in improving the workers' conditions and the impression that the workers both found aspects of their job enjoyable. Less convincing were claims that they both were forced by necessity to work – funding a 'mobile phone habit' is perhaps not the same level of necessity as 'keeping body and soul together'.

There is a list of expected similarities in the mark scheme but it is not exhaustive. Examiners were instructed to be open-minded and many other valid similarities were identified by candidates – and rewarded by examiners – during the marking of this question.

## Exemplar 3

Text 1 explains how a moderately paid job <sup>would</sup> be "pleasurable" becomes "wearisome", although for more extreme reasons than in text 2. The Guardian account say the work is tedious.

In both texts the mention of Government <sup>LNK</sup> action ~~is~~ policies being discussed to benefit workers' rights and comfort is present. But in text 1 government had only released a "report" about the problems for factory workers in this time period, where as in text 2 there is an explanation of "the living wage" a piece of "legislation" giving a "sizeable rise" ~~that~~ you receive at age 25.

Both texts also describe work as day in day out, with little <sup>LNK</sup> rest between shifts. Although text 1 does not give any specifics the factory girl say "we eat, we sleep, we work" proving there is no off time for these women. The similarity to text 2 is The Post Land worker, ends there shift late and starts early the next day, leaving not much time for sleep or to socialise. [6]

4/6 marks, Level 2. This response to Question 2 understands how to structure a response to this task. The first similarity the candidate describes could be valid but is not explained clearly enough. The other two similarities are clearly explained and supported by valid evidence. The point about government involvement is valid but the candidate comes dangerously close to describing a difference by writing the word, 'but...' Describing a difference would gain no marks.

## Exemplar 4

In text 1 the 'factory girl' talks and moans about her 'overworked, underpaid experience and how it effects her ability to work with greata pleasure, whereas in text 2 the fast food worker complains about her job being a misery because of her customers sending harassment to her over the counter, also the hours worked with no sleep. Both texts use emotive language because they both arnt happy with their ongoing and sacked job because of their <sup>LNK</sup> pay and hour rate a day and being treated awful when they both try their best to do their job properly, but <sup>both</sup> their jobs are described as an unpleasant one. They <sup>also</sup> both face challenges but slowly overcome them with positive attitude.

[6]

1/6 marks, Level 1. This candidate has not organised their response clearly enough. In the first few lines, there are several possible similarities that could be explained but none are explicitly made. The key comparative word used, in fact, is 'whereas' which indicates a difference rather than a similarity. In the second half of the response, the only clear point made is that they do not like their jobs because of the low pay. This candidate would benefit from being given a clear framework for organising a response.

## Question 3

Question 3 is about **Text 2**, *The Secret Life of a Fast-Food Worker*.

**3** Look again at the whole text.

How does the writer use language and structure to present the advantages **and** disadvantages of his job?

Support your ideas by referring to the text, using relevant subject terminology.

[12]

This question increases the demand of the examination further by requiring the analysis of the writer's use of language and structure. Writing about language is familiar work for many centres but this new specification there is now the need to write about structure and make use of relevant subject terminology.

Too many candidates, however, see the description of the language and structure used by the writer as enough to answer the question. Too few candidates link the writer's use of language and structure to the actual question, which relates to the writer's purpose in writing the text.

In this specification structure includes features of a text that go beyond word level. Such features at sentence level include alliteration, antithesis, repetition and listing. At text level, candidates described how the writer contrasted advantages and disadvantages throughout the text.

Question 3 has often asked candidates to focus on a specified number of lines because of the limited time available to answer this question. In this session, however, it was deemed appropriate to ask candidates to discuss the whole text.

Less successful candidates tended to explain what happened in the text in their own words. More successful candidates identified features of language and structure using subject terminology but found it hard to explain how these features conveyed the advantages and disadvantages of working in fast food.

Overall candidates understood what this task required and went some way towards meeting its demands. Centres would be well advised, however, to give candidates practice in explaining how and why a particular quotation has a particular effect.

## Exemplar 5

Firstly, the writer starts by complaining about the job by ~~listing~~<sup>stating</sup> that he's been 'sworn at' before listing the three complaints of 'prices are up', 'fries are cold' and 'can't find bacon'. The ~~list~~<sup>rule</sup> of three in a list form creates a rhythm that mirrors the repetitive nature of the complaints, ~~making them~~<sup>evoking sympathy</sup> from the reader for him as it feels <sup>the</sup> long and hard work.

The writer uses contrast<sup>S</sup> to emphasise the advantage of his job, as well as the disadvantages. They end the 2<sup>nd</sup> paragraph with 'ill-fitting' and 'tedious', before starting the 3<sup>rd</sup> with 'But there are lots of perks', this contrast emphasises the advantage of the perks, however, the writer uses the same technique to emphasise the disadvantages of the working hours in the 8<sup>th</sup> paragraph.

The writer ~~repeats the rhetorical question~~  
 Using<sup>S</sup> repetition<sup>S</sup> of rhetorical questions<sup>S</sup> saying 'back for more?' and 'costs load?',



This builds up tension in the sentence reaching a  
 ✓ climax <sup>S</sup> when the writer states 'yes'. This  
 rise in climax before ending it with a monosyllabic <sup>L</sup>  
 word is impactful and makes it seem that the  
 food being good is a fact, ✓ hence, the perk of eating  
 tree food is emphasised as a good advantage.  
 The writer creates a sense of zoom from  
 ✓ 'glamorous job in the world' to 'Somebody'.  
 This juxtaposition <sup>S</sup> between the 'world' and  
 one person makes the job seem significantly  
 more important ✓, as it feels <sup>as</sup> though the  
 advantages gained from the job will affect you  
 greatly.  
 Finally, the writer ends using the metaphor,  
 ✓ 'help you to get out of a pickle', the  
 use of the metaphor helps the reader  
 better understand the writer's point of how  
 the job is advantageous while the use of  
 the word 'pickle' is a pun referring to the  
 tart food. This use of humor ✓ to end the  
 piece impacts the reader positively, helping  
 them better retain the positive parts of the  
 job.

8/12 marks, Level 4. There are some perceptive comments in this response but not quite enough to gain a mark in Level 5. The candidate shows how discussion of language and structure can be successfully integrated. The discussion in paragraph one about the rhythm of the rule of three is insightful but not clearly linked to the idea of disadvantage. The next section is a secure and perceptive discussion of how the writer uses the connective phrase 'but there are some perks' to contrast advantages and disadvantages. There is some good close analysis of how the use of a rhetorical questions builds up to a climactic 'yes' but this detail is not persuasively linked to the question. The comments about the juxtaposition of 'somebody' and 'world', however, are not clear or convincing enough. The discussion of the pun based on 'pickle' is good but does not explain clearly enough what advantage this quotation conveys. This candidate could improve by linking the successful close analysis of language and structure more closely to the meanings of the text.

## Exemplar 6

The writer uses language and structure to effectively display the advantages and disadvantages. Language is used to show the disadvantages where it says "Constantly serving up the same meal over and over again". The writer used the <sup>5</sup> repetition of the word "over" to show that working their job ~~was~~ is very tedious. This repetition shows the reader the negatives of the job in a quick and easy manner. ~~The~~

The advantages of the job are also shown through structure. The writer has an effective use of commas to split the sentences up so they flow better. This is seen when the writer says "Speaking of the food, everyone assumes I'd be sick of it by now." This comma allows the paragraph to smoothly transition into talking about the perks of getting the free food and how they don't get bored of it. The smooth transition shows the reader they like that they get the free food and that they do think it's an advantage.

3/12 marks, Level 2. The first half of this response is a good example of a 'clear explanation'. The candidate identifies an appropriate quotation, which shows some awareness of the use of language and labels it with appropriate terminology by using the word 'repetition'. The comment is 'clear' because it explains what the disadvantage is by saying that the job is 'tedious'. It is not 'developed', however, because it does not explain clearly what makes the job tedious. The second half of the response illustrates a common error, which is the discussion of punctuation, in this case the use of commas. Discussing punctuation is rarely helpful because it tends to distract candidates from discussing sentence structure, which is where the real interest lies. The candidate only gave two examples and left the second page blank. Both responses were examples of structure and so the candidate would be credited the lower mark level because their response is not balanced.

## Question 4

Question 4 is about **Text 1**, *A Living Wage for Factory Girls at Crewe* and **Text 2**, *The Secret Life of a Fast-Food Worker*.

4 'Both writers give a vivid description of a challenging and unpleasant job.'

How far do you agree with this statement?

In your answer you should:

- discuss what they find challenging and unpleasant about their jobs
- explain how far each job is challenging and unpleasant
- compare the ways the writers present their jobs as challenging and unpleasant.

Support your response with quotations from **both** texts.

[18]

This question builds on the work candidates have already done in the first three questions. Having identified similarities between the writer's descriptions of their work in Question 2, candidates can now begin to consider the differences. There are 18 marks available for this question. It is important to note, however, that these marks are divided between two assessment objectives; 12 marks are available for critical evaluation and 6 marks are available for comparison.

To respond effectively to this question candidates must make independent judgements about how vivid a description each text gives of a challenging job. Judgements should be made about how vivid each description is and how challenging each job seems to be. The consideration of presentation is an essential part of responses to this question. Presentation includes much more than language choices; it includes the information deployed by the writer, and the tone of voice and point of view the writer adopts.

More successful candidates focused their response on the question of how far each text agreed with the given statement. These responses related each point they made back to how vivid each text was and how challenging each job was. They made comparisons throughout their response.

Less successful responses lacked focus on the question and made little or no comparison between the texts. The quotations selected were not always related directly to the question and there was little or no discussion of how each text was presented.

The best candidates planned their response carefully. In their introduction, these candidates identified specific reasons why they believed one text agreed with the statement more fully. They used the rest of their response to explain the specific reasons in more detail.

There was a strong majority view that Ana Nield Chew's description of her job was more vivid and that her job was more challenging than the job in fast food. Few candidates noted, however, that she sees her job as one that 'at a fair rate of pay would be pleasurable'.

Candidates could gain more marks by developing their explanations. Many simply asserted the effects they believed their quotations had. A simple explanation of how or why the quotation had the effects they claim would move them to the next level.

Better responses alternated between the two texts. They wrote one paragraph about the first text and then used a linking phrase or sentence to move to a paragraph, which explained how the other text compared or contrasted with the first. In this session many candidates found sustained comparison challenging. Less successful responses made some general references to connections



between the texts in their opening paragraph and then wrote about each text in turn with little further reference to comparison.

### Exemplar 7

In contrast <sup>LNK</sup> however, the tone in text 1 is far harsher <sup>EVAL</sup> than the tone in text 2. Nowhere in text 1 does Chew write about advantages of her work <sup>✓</sup> and this has the effect of <sup>✓</sup> portraying to the reader that her work is constantly unpleasant and miserable <sup>✓</sup>. Words in the same lexical field of death <sup>✓</sup> are used such as ~~death~~ "dying" and "grave" to express the <sup>EVAL</sup> magnitude of the suffering, pain and inevitability of an early death for her if she continues to work so intensely <sup>✓</sup>. In text 2 on <sup>LNK</sup> the other hand there are negatives but also positives <sup>✓</sup> of his work: "tadious" compared to "bowl[ing] and cart[ing]", phrases such as "get out of a pickle" and "let off some steam" are far more light-hearted <sup>EVAL</sup> and don't have any indication of death <sup>✓</sup>. In fact the writer in text 2 is even <sup>EVAL</sup> encouraging his readers to participate in work in fast food such as in "the attitude" of "life lessons" <sup>✓</sup> to imply that ~~there~~ there is a moral meaning behind the account, echoing ~~the text~~ with the form of a parable.

I believe that both writers present a vivid description of their challenging and unpleasant jobs but to a different extent. I believe that the descriptions of text 1 with connotations of death are far <sup>LNK</sup> more severe <sup>EVAL</sup> than the simply irritating "ache" in your legs from eating fast food. The writer in text 1 is in fact so desperate <sup>EVAL</sup> to call out for help that she asked her placement in her job to seek help <sup>✓</sup> such as <sup>✓</sup> her acknowledgement the expert's <sup>✓</sup> "overcross" to the ready" <sup>✓</sup> which <sup>✓</sup> readily suggests that she is in poverty and has stress.

13/18 marks, Level 4. In this extract from a much longer response, the candidate makes clear comparisons between the presentation of each text while maintaining a focus on the question. Identifying differences in tone and perspective, as this candidate does, is a useful way of comparing the texts. The candidate uses adjectival phrases such as 'constantly unpleasant and miserable' to evaluate the effects of the text. Useful comparative phrases such as 'on the other hand' move the response smoothly between the texts. Clearly evaluative comparisons are made by using words like 'more' or 'less' to compare one text with the other; in this case the statement that Text 2 is 'more light-hearted' than Text 1. There is a clear sense of the writer's purpose and the effect on the reader when the candidate claims that the writer wants the reader to 'participate in work in fast food' and insists on a 'moral meaning' to the work. The candidate draws to a close with a detailed comparison which sums up Text 1's references to the deaths of workers as 'more severe than the simply

irritating 'ache in your legs' from serving fast food'. The careful modification of 'irritating' by 'simply' is an example of very precise evaluation.

### Exemplar 8

I agree with this statement but only to  
 a certain <sup>EVAL</sup> extent due to the writer of text 2 also  
 giving lots of reasons why they like their job. ✓  
 In text 1 the author <sup>states</sup> ~~says~~ "but by a stern  
 necessity to work so many hours that life loses its  
 ✓ savour." This extract shows how text 1's writer  
 is having to work so many hours that life <sup>EVAL</sup> ~~no~~  
 no longer has meaning. This is <sup>LNK</sup> juxtaposed in  
 text 2 when the writer says "my company  
 ✓ also organises group events such as bowling and  
 paint balling." This shows how their company  
~~actively~~ <sup>EVAL</sup> helps them to unwind so their  
 job isn't unpleasant. ~~This makes text 1 seem~~  
 The writer for text 1 makes out that their  
 job is much more unpleasant than the  
 writer from text 2.

6/18 marks, Level 2. The candidate begins the response with a good focused summary of why they only agree with the statement 'to some extent'. The quotation about life losing its 'savour' is well selected but the explanation of what 'savour' means is imprecise. It is always useful for candidates to try to show that they clearly understand what words mean. The linking phrase, 'This is juxtaposed...' may not sound quite right but the quality of writing is not being assessed in this question and the phrase serves its purpose. The examples given of how the fast food worker's employers provide leisure pursuits for its workers is a good comparison but the candidate should explain the contrast more explicitly rather than leaving the examiner to infer the point they are making. Nonetheless, the paragraph concludes with a clear link back to the question and an evaluation of which job is more or less unpleasant and challenging.

## Section B overview

In this component, there is a choice of writing tasks that can both broadly be described as non-fiction. It is intended that these tasks are 'functional' so each task specifies a form, audience and purpose. Candidates are expected to adapt their style of writing to suit their chosen task.

Audience is especially important: the most successful candidates in this session had a clear focus on who they are addressing when they were writing.

Candidates wrote successful responses to the two tasks set in the writing section set for this session. Both tasks seemed equally popular and both tasks were undertaken by candidates across the range of ability.

The length of responses to the writing tasks was generally well-judged. A shorter piece of writing allows candidates to spend more time planning and crafting the quality of their writing and shaping the structure whereas longer pieces of writing tend to lose focus and rarely achieve the highest marks.

The redesign of the question paper has given candidates seven pages on which to write their response. Centres should advise their candidates, however, that three pages is enough to demonstrate their writing skills.

The range of responses assessed for this examination reflected the full range of ability. There was no dramatic change in the quality of written responses other than reduced length. The grid below outlines the main areas of strength and weakness in the current session.

<i>Areas of strength include:</i>	<i>Areas for improvement</i>
<ul style="list-style-type: none"> <li>• beginnings</li> <li>• complex sentences</li> <li>• adventurous vocabulary</li> <li>• spelling</li> </ul>	<ul style="list-style-type: none"> <li>• use of metaphor</li> <li>• endings</li> <li>• paragraphs – connectives and use for effect</li> <li>• using sentence structure for effect</li> <li>• punctuation within sentences</li> </ul>

## Question 5

- 5 Write a letter to a friend to describe a challenging and unpleasant task you once had to do.

In your letter you should:

- explain what the unpleasant task was
- describe what made the task so challenging and unpleasant
- explain your thoughts and feelings about the task.

[40\*]

The first writing task draws on the subject matter of the reading section for inspiration, which reinforces the advice that candidates should not attempt the writing section first. Many candidates were drawn to this task by the opportunity to describe something unpleasant in detail.

A wide range of plausible scenarios were used for this task. Some followed Text 2 by describing their unpleasant experiences working with food behind the scenes at some well-known restaurant chains. Another common theme was clearing up after horses.

In the context of an examination, there is no need for candidates to include an address on their letter and they should be discouraged from doing so. Almost all began their letter with a salutation and ended it with a suitable valediction. For many, however, this was the only sense of audience present.

Better candidates maintained an awareness of their audience throughout the letter in several ways. They invited their friend to reflect on what they were describing or referred to common memories that were relevant to the task being described.

Although the letter format was supportive for most candidates, it seemed to constrain some from using structure for effect. There were far fewer candidates attempting to more interesting structures for their account such as flashbacks.

Most adopted a straightforward style of writing which gave them a mark for AO5 in Level 3. Straightforward usually means simple, everyday vocabulary with one or two syllables. Any attempt to move beyond this will gain candidates a higher mark quite quickly.



## Exemplar 9

Dear friend,

It's unbearable. Every day, from the crisp blue morning to the smoky dark night, the stench of the dung crawls into my nasal cavities and down into my lungs to linger and rest. I work beside the canal, shovelling horse dung from the towpath and into the furnace. It's usually hard, but yesterday it was something else. As I did every day at the checkpoint where three canals met at an ~~not~~ <sup>interesting</sup>, I sat on the soft moist grass and looked up. I felt at ~~piece~~ <sup>peace</sup>. I knew soon I would have to pick up my shovel and start, but in that very moment, I felt as though I was connected to nature itself. I now detect nature. I picked up my shovel and prepared for the long hard day ahead. I was confident. I'd done this long and today would be no different. I was wrong. The first horse of the day trotted along the path. It was white, with a lustrous black tail and short black socks, its nose had a thin scar running down from its eye to its nose. It was well kept. The grand beast stood still while the ~~man~~ <sup>men</sup> dismounted and ~~urged~~ <sup>urged</sup> the canal boat. I set my shovel ready, I strolled down the hill, I tipped my hat to the ~~man~~ <sup>men</sup> and got to work. This was different, only the good Lord knows what those men fed that horse, but it ~~wasn't~~ <sup>wasn't</sup> good. I was anxious

34/40 marks, Level 5, AO5 21 marks, AO6 13 marks. This is a good example of a response with many strengths which is let down by a lack of attention to some basic details. The vocabulary and sentence structure is effective and the candidate clearly fulfils the purpose of giving a vivid description. However, the reference to a 'friend' in the salutation is passed over quickly and there is little further reference to the audience in the response. As this is a 'functional' task, candidates should return to address the audience at several points throughout their response. A lack of attention to paragraphing and neglect of spelling often mars the work of otherwise very able candidates who can become so caught up in the act of creation that they forget the basics.

### Exemplar 10

To Cassandra

Hi Cassandra, ~~I am~~ you. I am in New York and I want to let you know that I miss you. You know the new job that I got last week. The job is that case home. Well I wish I would have refused it before because this house is a disaster. The old lady that I help is called Olivia and she is really ill. Because the doctor told her to don't do too much effort I have to do all the cleaning and cooking.

Her house is really huge and all the rooms are full of mess. All the rooms need to be repainted. the furniture needs changes. the rooms need air conditioners because it smell all of rats and by the way she has ~~the~~ three cats which are very little.

16/40 marks, Level 3, AO5 10 marks, AO6 8 marks. This response has many good elements but sometimes lacks clarity and control. The candidate starts uncertainly by repeating the salutation to Cassandra, which suggests unfamiliarity with this form of writing. The style at first is quite conversational which is acceptable because of the nature of the task but it is wise for candidates to sprinkle informality quite thinly across the response while generally using a more formal style. There is a clear sense of direction in the response and the paragraph divisions are reasonable. At sentence level, however, there is a lack of control and accuracy: 'because the doctor told her to don't do too much effort' is one example of clumsy expression. The adding on of the information about three cats at the end of paragraph two after the candidate has already complained about the cats creates a sense that this is being made up as it goes along. There is an entertaining and enjoyable piece of writing here which struggles to break through the awkward and inaccurate writing style. A little planning and the rehearsal of sentences in the head before writing could help this candidate do themselves justice.

## Question 6

- 6 Write a short guide for new workers about how to deal successfully with difficult customers.

In your guide you should:

- explain what job the workers will be doing
- describe how customers can be difficult
- advise the workers on how to deal with difficult customers.

[40\*]

This task seemed to be just as popular as task 5. Many candidates showed detailed knowledge of the problems faced by workers in the service industry, perhaps drawn from personal experience of part-time jobs in that sector.

The maturity and wisdom displayed by candidates about how to deal with difficult customers was impressive. The most popular advice was to stay calm and placate the customer by giving them what they want as far as possible or, when it was not possible, calling in the police.

There was a much wider variety of successful approaches to this task than to task 5. Some candidates adopted a more formal style while others adopted a more colloquial style. Both were well rewarded but it is wise to balance a colloquial style with some elements of formal writing to demonstrate control.

As the generic conventions for a 'guide' are fairly loose, examiners were instructed to be open-minded about the formats used by candidates. Some wrote a straightforward sequence of paragraphs while others used headings sub-headings to imitate the layout of a leaflet.

No candidates wasted time by adding pictures or other features that would gain no credit but a small number made excessive use of bullet points and other features that prevented them writing a coherent, cohesive piece of work.



## Exemplar 11

~~also~~ experience and the experience for them. It is essential that you ~~also~~ to listen carefully to customers and ~~also~~ to record every part of their order that is listed. If ~~long~~ ~~you~~ ~~also~~ this understand what they ~~have~~ hear it is ~~marked~~ that you don't guess what they said but instead to ask them to repeat their order. As part of the second-half of your shift you must use clean gloves for sufficient hygiene and to ~~also~~ keep a close eye on the fries to avoid burnt, rock-solid fries.

Customers may complain to you for a variety of reasons but as long as you can deal with them ~~apropriately~~ ~~there~~ shouldn't be ~~any~~ ~~any~~ severe problem. Customers often complain about the ~~content~~ of their food: To tackle this simply offer them a refund, a new meal or if it is ~~first~~ they are complaining about then simply fill the fries to the top. If it is ~~as~~ better to use more of our products to satisfy customers than it is to ~~obtain~~ a negative review that may ~~have~~ have disastrous consequences ~~for~~ the reputation of our restaurant.

It is essential that if a customer starts to get aggressive and begin shouting at you, you keep your calm and maintain ~~smiling~~ ~~if possible~~. If you set the example to them of how calm to maintain they will be more likely to calm down (as found in the research conducted by Peterson and Hill 2003). If you begin to shout back at the customer they will have a greater reason to complain and may be more likely to leave a reputation-damening ~~negative~~ review ~~if at any~~.


Point the customer is rude to you or engages with physical abuse, ~~they~~ report them to a figure of authority (your team leader Michael Hammond or your boss Kelly Hughes). They will remove you from the scene and deal with ~~the~~ the customer by sending them out.

If you decide to take the cleaning shift at any point during the week it is essential that you scout out for mischief and trouble making. You must warn them that any disruptive ~~inappropriate~~ ~~behaviour~~ behaviour is not tolerated ~~and that~~ but do it in a method ~~that~~ doesn't involve shouting or bullying abuse. If they continue with their selfish disruptive ~~behaviour~~ you have permission ~~to~~ to report them for




them to be evicted  from the restaurant.

It is essential that you ~~keep~~ maintain your concentration throughout the week as it is essential to identify cheating customers.

If at any point ~~if~~ a customer approaches you to return a product that you know they have deliberately sabotaged  don't attempt to replace

the item and instead approach your team leader who will provide

CCTV evidence to the customer because they are trying to scam the system and will inevitably  be sent out. ~~the product is~~ (otherwise

if not sabotaged offer a refund or top up).

29/40 marks Level 5, AO5 18 marks, AO6 11 marks. This is a good example of a candidate who adopts a confident and secure style and generally sustains it throughout the response. In this extract from the response, there is a clear sense of audience with direct address to 'you' the employee throughout the response. Although 'if' clauses are a characteristic feature of advice writing, the candidate is over-reliant on them and could be advised to find different ways to express their ideas. The candidate would also benefit from more work on how to use commas to punctuate complex sentences. The last two paragraphs include some occasional lapses in the formal vocabulary, which is generally used, when, for example, the candidate advises the employee to 'scout out' for mischief and warns them about customers trying to 'scam' them. Overall, the candidate succeeds in adopting a suitable style for the task but there are occasional lapses in word choice and accuracy.

## Exemplar 12

Alright, welcome, new workers. In this guide I am going to be explaining what jobs are available and you will be doing. how to deal with difficult customers can be difficult and if you do get a difficult customer, how to deal/serve them with/serve them.

First of all ✓ some of you will be working at the drive through at this here Burger King. we worked at this Burger Burger King window and let me tell you we get a number of difficult customers. okay! so for this job the customers will try to tell you they ordered something different, the food is cold or the occasional 'your doing your job wrong' or 'learn to do your job'; I'm telling you those comments may get under your skin but it's the jobs rules that, you know, 'the customer is always right'.

\*so dealing with those customers is literally impossible to win however you get a laugh out of it. Just remember try to resolve the problem whether that is getting them new food and giving them a refund just remember remember your not losing anything."

14/40 marks, Level 2, AO5 8 marks, AO6 6 marks. This candidate has a lively and engaging style and gives clear, relevant advice. Adopting a colloquial style may be appropriate for this task but a more successful approach would be to mix formal and informal styles of writing to demonstrate the candidate's range. Most sentences make sense but there are some clumsy expressions, for example, 'I am going to be explaining and what jobs you will be doing.' The constant reference to 'you' (the audience) ensures the writing has a clear sense of audience and purpose. The large number of errors in both spelling and punctuation does become distracting, however, and makes it hard to appreciate the many merits of the response. This candidate can write but would benefit from some work on using a formal style and should learn how to check and correct their work effectively.

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