Smart Edge!
More Than Knowledge

OCR · GCSE ENGLISH LANGUAGE J351

Paper 1 — Communicating Information and Ideas

June 2024 exam series

MARK SCHEME

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GCSE

English Language

J351/01: Communicating information and ideas

General Certificate of Secondary Education

Mark Scheme for June 2024

Oxford Cambridge and RSA Examinations

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM messaging system.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions
Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

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Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

   - there is nothing written in the answer space.

   Award Zero '0' if:

   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

   Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts

8. The RM **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your Team Leader, use the telephone, email or the RM messaging system.

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9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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11. **Annotations**:

Annotation	Meaning
BP	Indicates a blank page on which the candidate has made no mark of any kind
SEEN	Indicates a page on which there is some writing or drawing which is not credited, e.g. a plan for Q5-6
	Indicates correct answers (Q1) relevant evidence (Q2) explanations and development (Q3-4) effective language or structure (Q5-6)
	Indicates explanations that may have some validity but are not clearly or fully explained (Q2-4)
	Indicates incorrect answers (Q1) irrelevant evidence (Q2) incomplete quotations (Q3-4) missing elements of a clause (Q5-6)
LNK	Indicates valid similarities between the texts (Q2) words or phrases that connect the two texts (Q4)
L	Indicates subject terminology used to describe features of language or the quotation of individual key words (Q3)
S	Indicates subject terminology used to describe features of structure or a general reference to structure (Q3)
EVAL	Indicates a word or phrase which is evaluative (Q4)
	Indicates evidence taken from part of the text not specified in the question (Q3) sections of a response which are incoherent (Q5-6)
	Indicates misinterpretations of the text (Q2-4) errors in spelling, punctuation, grammar

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12. **Subject-specific Marking Instructions**

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the unseen texts
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Rubric Infringement

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

If a candidate has written two answers for Section B, mark both answers and award the highest mark achieved.

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ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described:

AO1	Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	Evaluate texts critically and support this with appropriate textual references.
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid:

			% of GCSE (9–1)				
	AO1	**AO2**	**AO3**	**AO4**	**AO5**	**AO6**	**Total**
J351/01 *Communicating Information and Ideas*	6.25	7.5	3.75	7.5	15	10	50%
J351/02 *Exploring Effects and Impact*	2.5	11.25	3.75	7.5	15	10	50%
Total	8.75	18.75	7.5	15	30	20	100%

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Level of Response Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Standardisation Meeting.

2 The specific task-related notes on each question will help you to understand how the band descriptors may be applied. However, these comments do not constitute the mark scheme. They are some thoughts on what was in the setter's mind when the question was formulated. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

4 Candidates' answers should demonstrate knowledge and understanding of the texts. This knowledge will be shown in the range and detail of their references to the text. Re-telling sections of the text without commentary is of little or no value.

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INSTRUCTIONS TO EXAMINERS:

A INDIVIDUAL ANSWERS

1 The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

2 Using 'best-fit', decide first which set of Level of Response Band Descriptors best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

- **Highest mark**: If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
- **Lowest mark**: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
- **Middle mark**: This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

B TOTAL MARKS

1 Transfer the mark awarded to the front of the script.

2 The maximum mark for the paper is **80**.

SECTION A: Reading Information and ideas

Question			Answer	Marks	Guidance
1	a		***SKILLS:*** ***AO1i:*** *Identify and interpret explicit and implicit information and ideas.* Award **one** mark for the following phrase: • *I went to school … (until I was about 11 or 12 years of age)*	**1**	**Give one phrase that shows that Joseph Carey Merrick was like other children when he was younger.** Accept a direct quotation of the relevant phrase only.
1	b		***SKILLS:*** ***AO1i:*** *Identify and interpret explicit and implicit information and ideas.* Award **one** mark for the following phrase: • *(the greatest misfortune of my life …namely) the death of my mother*	**1**	**Give one phrase that explains what Joseph Carey Merrick's greatest misfortune was.** Accept direct quotation of the relevant phrase only.
1	**c**		*SKILLS:* *AO1i: Identify and interpret explicit and implicit information and ideas.* Award one mark each for any **two** of the following: • *She had children of her own* • *Merrick was not as 'handsome' as her own children.* • *Merrick had a 'deformity'*	**2**	**Explain two reasons why Joseph Carey Merrick's stepmother made his life a misery.** The response must use evidence from lines 1-10 only. Accept either a quotation or an explanation in the candidate's own words.

Question 2

Both writers describe their early life. What are the similarities between the writers and their lives? Draw on evidence from both texts to support your answer. (6 marks)

AO1ii: *Select and synthesise evidence from different texts.* Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.	
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 the similarities between **the writers and their lives**, 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 the similarities between **the writers and their lives**. 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 the similarities between **the writers and their lives**. 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.

Question 2 Guidance

Give credit for answers that synthesise evidence from both texts. Higher level responses will draw together and synthesise perceptive ideas, using appropriate evidence from both texts. Lower-level responses will make straightforward connections between points and use some relevant evidence. Give credit for the quality of the response and the skill shown in the ability to synthesise appropriate ideas and evidence. Higher level responses will draw on conceptual ideas whereas lower-level responses will select and comment on more obvious features.

Candidates may refer to some of the following points:

- *Both are deformed / disabled – Text 1 - lame and deformed as I was – Text 2 – I couldn't speak with my lips*
- *Both have a supportive parent – Text 1 - my father had some spark of parental feeling – Text 2 - I'll show you what to do with it, Christy*
- *Both faced challenges – Text 1 - being lame and deformed, no one would employ me – Text 2 - I wanted to do what my sister was doing*
- *Both overcome the challenges they face – Text 1 - I'll get my living by being exhibited – Text 2 - I had done it*

NB Candidates who make two perceptive points may achieve full marks even if they do not identify three separate similarities.

Question 3

Look at lines 17-33. Explore how Christy Brown uses language and structure to describe the moment he began to write. Support your ideas by using relevant subject terminology. (12 marks)

***AO2**: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.* Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.	
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.

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Question 3 Guidance

Give credit for answers that link aspects of language and structure with **how Christy Brown describes the moment he began to write**, supported by close and relevant reference to the text. Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors.

Candidates **may** refer to **some** of the following points:

- *looking steadily - adverb suggests calm confidence*
- *I couldn't – simple sentence – contrast with mother's confidence*
- *frozen, immobile, eager – tricolon*
- *the water-tap dripping in the pantry, the clock ticking on the mantelpiece – appeal to the senses – present progressive suggests vivid recall*
- *a wild, jerking stab with the chalk – adjectives suggest lack of control – metaphor suggests desperation*
- *my mother whispered – verb – gentle encouragement*
- *I did – simple sentence – suggests determination*
- *So tightly clenched – adverb and verb suggest difficulty*
- *my fingernails bit into my flesh – metaphor to show determinaton*
- *And I drew it – connective and starts sentence to create pause before climax*
- *Shaky, with awkward, wobbly sides and a very uneven centre line – adjectives emphasise how primitive his first attempt was*
- *But it was the letter 'A' – starting sentence with connective emphasizes triumph*
- *something more lasting than spoken words – written words – dash emphasizes the contrast*
- *the tense, taut thing that panted for expression behind a twisted mouth – neatly summarises Christy's challenge*

Question 4

'Both texts show how the writers successfully overcame the challenges they faced.' How far do you agree with this statement? In your answer you should: discuss what we learn about the challenges each writer faced; explain how far you agree that the writers overcame their challenges successfully; compare the ways the texts present the writers overcoming challenges.

Support your response with quotations from Text 1 and Text 2. (18 marks) *SKILLS:* Mark the response out of 12 marks (AO4) and out of 6 marks (AO3) using the two sets of level descriptors below; add the two marks together to award a total mark out of 18. Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

AO3 (6 marks) *Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.*		***AO4 (12 marks)*** *Evaluate texts critically and support this with appropriate textual references.*	
Level 6 (6 marks)	A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed.	**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 (5 marks)	A sustained comparison of writers' ideas and perspectives and how they are conveyed.	**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 (4 marks)	A developed comparison of writers' ideas and perspectives and how they are conveyed.	**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 (3 marks)	A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed.	**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 (2 marks)	A response which identifies main points of comparison between writers' ideas and perspectives.	**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 mark)	A response which makes simple points of comparison between writers' ideas and perspectives.	**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.	**0 marks**	No response or no response worthy of credit.

<table>
<tr><th colspan="2">Question 4 Guidance</th></tr>
<tr><td colspan="2">This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3). Candidates may construct their answer in response to the bullet points in combination and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3. Give credit for critical evaluation of 'how far' the candidate agrees with the statement that the writers successfully overcame the challenges they faced. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one writer to be more impressed than the other.</td></tr>
<tr><td>Candidates may compare these points in response to AO3:

In Text 1 Merrick seems to face more challenges than Brown does in Text 2. The stepmother who replaces Merrick's real mother is less supportive than Christy Brown's mother. The fathers in both texts, however, do seem supportive but the father in Text 1 is more supportive as he tries to find work for Merrick whereas the father in Text 2 simply watches expectantly to see if Brown can succeed in writing.

Brown in Text 2 is more successful than Merrick in Text 1. Although his aim is more limited than Merrick's, Brown does succeed in writing something that resembles a letter A. On the other hand, Merrick tries to get some work but he finds, first of all, that no one will employ him. He overcomes that challenge by working for himself as a door-to-door salesman but finds that no one will come to the door because of his 'deformity'.

In Text 2 Brown's way of overcoming his challenge may seem more successful than Merrick's in Text 1. Brown learns to speak through something more lasting than spoken words – written words'. Merrick overcomes the difficulty of finding work by taking advantage of his 'deformity' and decides to 'get my living by being exhibited about the country'.

NB If candidates refer to both texts without making an explicit connection, they may still be awarded one mark for AO3.</td><td>Candidates may evaluate these ideas in response to AO4:

Text 1
The writer of Text 1 faces dramatic challenges: He experienced 'the death of my mother' - not overcome because his stepmother 'making my life a perfect misery'- partly overcome when he 'walked away, from home two or three times' and 'used to stay in the streets with a hungry belly rather than return'. But his father 'induced me to return home again' and then sent him 'about the town to see if I could procure work' but 'no one would employ me' so he did not overcome the challenge. Then his father 'got me a licence to hawk around the town' but 'people would not come to the door to buy my wares' and 'I could not move about the town without a crowd of people' so he did not overcome the challenge. Then he decided 'I'll get my living by being exhibited' and feels that he is 'as comfortable now as I was uncomfortable before' so overcame the challenge but only by taking part in an exhibition that might be seen as humiliating.

Text 2
The writer of Text 2 faces dramatic challenges: he could not write because he was only able to move his left foot but he overcame when he 'took the stick of chalk out of my sister's hand' and 'made a wild sort of scribble with it'. He could not control his foot so he could not copy the letter A but 'made a wild, jerking stab' which 'produced a very crooked line, nothing more'. He overcame to a degree because he 'drew it – the letter 'A'' but it was 'shaky, with awkward, wobbly sides, and a very uneven centre line'. He had not yet fully overcome the challenge but it was 'the road to a new world for me'.</td></tr>
</table>

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SECTION B: Writing for audience, impact and purpose

EITHER

5* **Write the words of a speech to advise young people how to achieve success.**

You should:

- describe what makes it hard for young people to achieve success
- advise young people how they can achieve success
- explain how young people will realise they have succeeded.

OR

6. **Write a letter to the editor of a newspaper to argue that people should not be judged on their appearance.**

You should:

- describe how people are judged on their appearance
- explain why people are judged on their appearance
- argue why people should not be judged on their appearance.

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.

<table>
<tr><td colspan="2">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.</td><td colspan="2">AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</td></tr>
<tr><td>Level 6 (21–24 marks)</td><td>• 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)</td><td colspan="2" rowspan="2"></td></tr>
<tr><td>Level 5 (17–20 marks)</td><td>• 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)</td></tr>
<tr><td>Level 4 (13–16 marks)</td><td>• 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)</td><td>Level 4 (13–16 marks)</td><td>• 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)</td></tr>
</table>

Level 3 (9–12 marks)	• The form is sustained and shows clear awareness of purpose and audience. (AO5) • Tone, style and register are 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 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)	• 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 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)	• 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)	**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. • Mostly accurate spelling of simple words. (AO6)
0 marks	• No response or no response worthy of credit.	**0 marks**	• No response or no response worthy of credit.

Mark Scheme Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	AO4	AO5	AO6	Total
1a	1	0	0	0	0	0	1
1b	1	0	0	0	0	0	1
1c	2	0	0	0	0	0	2
2	6	0	6	0	0	0	6
3	0	12	0	0	0	0	12
4	0	0	6	12	0	0	18
5/6	0	0	0	0	24	16	40
Totals	**10**	**12**	**6**	**12**	**24**	**16**	**80**

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