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More Than Knowledge

OCR · GCSE ENGLISH LANGUAGE J351

Paper 2 — Exploring Effects and Impact

June 2025 exam series

MARK SCHEME

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GCSE

English Language

J351/02: Exploring effects and impact

General Certificate of Secondary Education

Mark Scheme for June 2025

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 available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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 Assessor 50% and 100% (traditional 40% 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 Assessor messaging system.

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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.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

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).

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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 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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
   - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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.**

9. A*ssistant 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.*

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10. For answers marked by levels of response:
To determine the level – start at the highest level and work down until you reach the level that matches the answer

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	Where
	Q1. Correct answer Qs 2 & 3. Correct subject terminology / appropriate quotation Q4. Developing argument leading towards an evaluative judgement Qs 5 / 6. Strengths	Body of the response
	Qs 2,3 & 4. For explanations that are not fully clear	Body of the response
	Qs 2 & 3. Comments on language	LH margin
	Qs 2 & 3. Comments on structure	LH margin
	Q4. Comparisons	LH margin
	Q4. Evaluative comments	LH margin
	Q4. Relevance to question	LH margin
	Q1. Incorrect answer Qs 2, 3 & 4. Needs example / Needs quotation Qs 5 / 6. Omission	Body of the response
	Blank Page	
	Q2. Response outside the specified lines Qs 5 / 6. Extended errors in grammar / punctuation / spelling	LH / RH margin
	Qs 5 / 6. Specific errors of punctuation / spelling / grammar	Body of the response
SEEN	Pages used by the candidate for rough work/ a response that does not attract any of the annotation above	
Red highlight	Q1. Excess Qs 2 & 3. Wrong subject terminology	Body of the response

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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.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

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

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

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

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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**.

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Question 1 is about **Text 1**, *The Calcutta Chromosome* by Amita Ghosh.

1 Look again at lines 1-4.

a) Give **three phrases from these lines** that show Phulboni's actions when he is on the rail track. (**3 marks**)
b) Explain **why** the rail is shaking. (**1 mark**)

Question			Answer	Marks	Guidance
1	(a)		Award **one** mark for any of the following up to a maximum of **three** marks: • (He) **paused** (in relief) **to catch his breath** • **holding himself up** (with stiffened arms) • (his hands) **clutching the rails** • (He) **placed both hands on the rail**	3	**Accept**: • minor slips in copying. • Two actions offered as one answer for **1 mark,** i.e. 1) He paused, in relief, to catch his breath, holding himself up with stiffened arms 2) holding himself up with stiffened arms, his hands clutching the rails **Do not accept:** • Three actions offered as one answer
1	(b)		Award **one** mark for a relevant explanation of why the rail was shaking: - **an (**approaching**) train**	1	

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Question 2

Question 2 is about **Text 1**, *The Calcutta Chromosome* by Amitav Ghosh.

Look again at lines 5-13.

How does Amitav Ghosh use language and structure to show Phulboni working out what is happening?

You should use relevant subject terminology to support your answer. **(6 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.*	
Level 6 (6 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 (5 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 (4 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 (3 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 (2 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 mark)	• 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 2 Guidance

Overview
At the beginning of this extract, Phulboni has already physically experienced the undeniable evidence (the 'vibrating' of the rails) that a train is approaching the siding where he is now positioned on the line. He moves through stages of disbelief and denial (he is 'stunned'; all his knowledge of the train timetables and the whereabouts of the station master that he thought were certainties) to the realisation that his own **senses** (feeling and then hearing) are truer witnesses to what is actually occurring than his own logic.

- Higher-level responses **analyse** language / structure
- Mid-level responses **provide explanations** of language / structure
- Lower-level responses provide **paraphrase**/ are **descriptive**

Indicative content

Language
stunned: adjective describes Phulboni's utter amazement; so shocked he is unable to react; (**boxing image**) like he's taken a knock-out blow
close to nil: preposition/ prepositional phrase/ noun near impossibility of such an occurrence
shaking: verb/ participle violent movement
(vibrations were getting) steadily stronger: phrase/ adverb/ adjective movements becoming increasingly powerful; inevitability about what is to come
listened carefully: phrase/ verb/ adverb focusing very closely on the sounds; needs absolute proof
unmistakable rumble: phrase/ adjective/ noun can't be disputed, certain, continuous low, deep sound; (**metaphor)** the sound of distant thunder
thundering: verb/participle loud deep noise; pounding heavily; (**metaphor**) velocity and power of a storm; (**extended metaphor)** louder than 'rumble' emphasising closeness / direction in which train is coming

Structure
Phulboni was stunned: simple clause blunt impact/ immediacy of his reaction
stunned: colon introduces explanation that logic doesn't apply here
why would they … who would?: rhetorical questions bewilderment; there are no answers / rational explanations
He laid … He heard: parallel /repeated structures mechanical actions/ going through necessary motions to work things out
No denying the evidence of his senses: colon introducing what his sense of touch/ what he feels is telling him / he needs to tell himself that it's real
Stunned … why … who…no denying…unmistakable: progression of his thoughts and considerations
And yet there: New paragraph marks the moment that Phulboni's denial turns into a realisation of the inevitable truth

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Question 3

Question 3 is about **Text 2**, *The Whirlpool Rapids* by Margaret Atwood.

Look again at lines 14-30.
Explore how Margaret Atwood uses language and structure to describe what happened to Emma.
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.*	
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 detailed and integrated. • 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 both language and structure but may not give a full explanation of the effects. • 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

Overview
This part of the text opens with the incident itself, the raft splitting and sending some of its occupants (including Emma) in a clean movement straight off the ride and into the water, while the rest are submerged inside the folded raft. Emma is at first presented as very much a helpless victim of all the rapids can throw at her. But then what we might call a 'fight or flight' instinct kicks in and her own will to live ('anger') enables her to become a more active participant in the battle for her life. Two different perspectives are present - Emma's later reflections and what she has learnt since the incident and what she felt and experienced at the time.

- Higher-level responses **analyse** language / structure
- Mid-level responses **provide explanations** of language / structure
- Lower-level responses provide **paraphrase**/ are **descriptive**

Indicative content

Language
Foaming wall of water: participle/ adjective/ noun/ metaphor huge size**/** imposing/ entrapment/ impenetrable
snapping: participle/ verb/ onomatopoeia: a clean break/ action; suddenness
like the beak of a bird closing: **simile** sharp quick movement; passengers as prey
shot (backwards): verb/ metaphor moved very quickly; as if released by a gun
jumbling in a heap: **participle/verb/noun** forming a messy pile; chaotic loss of control; reduced to insignificance in the face of nature
struck: verb hit very hard
tumbled and boiled: verb/ metaphor tossing and turning; churning; very angry; relentless strong movements
filled almost to bursting immense / overflowing anger/ energy; can't keep it in
bruised and scraped: receiving knocks, blows and cuts; injuries

Structure
foaming wall…rose above … struck… sucked …tumbled and boiled …bruised and scraped …: lexical/ semantic field power of water; malevolent force; huge range of tactics; one thing after another; rapid succession
curved sinuously …buckled…snapping: contrast/ juxtaposition What should have been a very smooth, fluid and elegant movement was quite the opposite
Her head rose up, she gasped for air and was sucked under. Triadic structure/ tricolon emphasising how one thing quickly succeeded another; no time/ opportunity to take control
***I refuse to die in such a stupid way* italics, emphatic statement** Overwhelming nature of her emotion; determined to live; over-rides everything else
All she saw … Something struck her .. The water tumbled …': New paragraphs marking movements/ changes. First paragraph - focused on action (little time/ ability to think/ react). Second paragraph - Emma is very much the victim of the water's assaults; attempts to survive are weak/futile. Third paragraph - anger and resolve to fight back effectively
Emma didn't see this at the time … Later she learned …how she formulated this afterwards: Dual perspective of then and now Dramatic impact of being in the moment and the contrasts between how Emma reacted then and now; clarity of the later realisation/ understanding

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Question 4

Question 4 is about **Text 1**, *The Calcutta Chromosome* **and Text 2**, *The Whirlpool Rapids.*

‘Both texts powerfully present characters in danger.’

How far do you agree with this statement?

In your answer you should:

- discuss what makes the incidents dangerous
- explain how the characters respond to the danger
- compare how the writers present dangerous incidents.

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.

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

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.***	
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 paraphrasing.
0 marks	• No response or no response worthy of credit.	**0 marks**	• No response or no response worthy of credit.

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Question 4 Guidance

This question assesses AO3 and AO4. AO3 is worth 6 marks and AO4 is worth 12 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 respond 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 AO3 and AO4.

Give credit for critical evaluation of 'how far' the candidate agrees with the statement that both texts powerfully present characters in danger. Accept all valid evaluations which are supported by appropriate, integrated references to both texts.

Indicative Content AO3
Comparing/ Contrasting

- **the possibility of death as an outcome** -> contrast in the struggle they have to survive -> techniques used to describe their efforts
- **injuries sustained** -> how lucky they were to survive -> techniques used to convey the power of the rapids and the fall down the embankment
- **the control they have in escaping danger** -> Phulboni's attempts to escape danger and Emma's -> techniques used to narrate both
- **their reactions to danger** -> Phulboni's initial reactions and how these change; Emma's initial reactions and how these change -> how these are conveyed
- **their escape from danger in the end** -> the differences in narrative techniques that convey this -> dual perspective in second text
- **how able they were to predict the dangerous situation** -> writer's techniques, particularly at the beginning of each text

Simple points of comparison include:

- That both characters are in a dangerous situation (repeating the words of the statement)
- That one is male and the other is female
- That both stories are written in 3rd person
- Where both texts are written about side by side and comparisons have to be inferred

There are 0 marks for AO3 where only one text is considered

Indicative Content AO4
The candidates may respond to the statement in some of the following ways and consider the following to be 'powerful'

- The dramatic way in which the reader is left in no doubt that a train is approaching Phulboni and his last-minute reaction to it
- The complete mystery of why there should have been any danger on the rail and the way the narrative conveys that there might have been foul play
- The description of the train at the end of Text 1 which leaves a reader in no doubt of how real it is and how big a physical presence it is
- The 'clues' woven into the early paragraphs of Text 2 that deliberately position the reader to anticipate a dangerous incident
- The very vivid descriptions of the way the raft splits and how the imagery leads the reader to believe that those 'at the bottom of the v' almost certainly perished
- The extended description of Emma's struggle with the rapids – her powerlessness then her resolve to fight

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Section B:

EITHER

5 *A Near Miss.*

Use this as the title for a story about when something almost went badly wrong.

In your writing you should:

- choose a clear viewpoint
- describe the setting
- explore how your character feels about the experience.

[40]*

OR

6 Write about a time when you had an unexpected adventure.

In your writing you should:

- what the adventure was
- what made it unexpected
- how you responded to the situation.

[40]*

SKILLS:

Mark the response out of 24 marks (AO5) **and** out of 16 marks (AO4) using the two sets of level descriptors below; add the two marks together to award a total mark out of 40.

<table>
<tr><td colspan="4">Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</td></tr>
<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.
• 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.</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.
• 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.</td></tr>
<tr><td>Level 4 (13–16 marks)</td><td>• 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.</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.
• Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses.</td></tr>
<tr><td>Level 3 (9–12 marks)</td><td>• The form is sustained and shows clear awareness of purpose and audience.
• Tone, style and register are 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.</td><td>Level 3 (9–12 marks)</td><td>• 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.</td></tr>
<tr><td>Level 2 (5–8 marks)</td><td>• The form, which is mostly appropriate for purpose and audience, is generally maintained.</td><td>Level 2 (5–8 marks)</td><td>• A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors.</td></tr>
</table>

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	• 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.		• 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)	• 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.	**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.	**0 marks**	No response or no response worthy of credit.

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Mark Scheme Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	AO4	AO5	AO6	Total
1a	3	0	0	0	0	0	3
1b	1	0	0	0	0	0	1
2	0	6	0	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	**4**	**18**	**6**	**12**	**24**	**16**	**80**

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