



Oxford Cambridge and RSA

**GCE**

**English Language and Literature**

**H074/01: Non-fiction written and spoken texts**

AS Level

**Mark Scheme for June 2022**

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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****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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>
3. Log-in to Scoris and mark the [insert number] practice responses (“scripts”) and the [insert number] standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.












**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 Scoris 50% and 100% 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, by email or via the Scoris messaging system.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

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 a tick to confirm that the work has been seen.
7. There is a NR (No Response) option.
8. 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 anyway 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 isn't an attempt at the question
- Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
9. The scoris **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 phone, the scoris messaging system, or e-mail.
10. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support. Your 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.
11. 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:

<b>Descriptor</b>	<b>Award mark</b>
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

## 12. Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Expression
	Answering the question
	Relevant but broad, general or implicit

## 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 texts which candidates have studied

- 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**.

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

### **Subject-specific marking instructions**

Candidates answer **one** question from Section A and **one** question from Section B. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in Section A. Assessment objectives AO3 and AO5 are assessed in Section B. For each section the level descriptors are organised with the dominant assessment objective first. The question-specific guidance on the tasks provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3, 4 and 5. The guidance and indicative content are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

**Awarding Marks**

- (i) Section A has one question worth 30 marks. In Section B candidates choose one question worth 20 marks.
- (ii) For each answer, award a single overall mark out of 30 (Section A) and 20 (Section B), following this procedure:
- refer to the question-specific Guidance for descriptions of Higher and Lower response and indicative content
  - using 'best fit', make a holistic judgment to locate the answer in the appropriate level descriptor
  - place the answer precisely within the level and determine the appropriate mark out of 30 (Section A) and 20 (Section B) considering the relevant AOs
  - bear in mind the weighting of the AOs, and place the answer within the level and award the appropriate mark out of 30 (Section A) and 20 (Section B)
  - if a candidate does not address one of the assessment objectives tested in the question, they cannot achieve all of the marks in the given level.

Mark positively. Use the lowest mark in the level only if the answer is borderline / doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements;
- add together the marks for the two answers, to arrive at the total mark for the script.

**Rubric Infringement**

Candidates may infringe the rubric in one of the following ways:

- only answering one question;
- answering two or three questions from Section B;

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the paper.

**USING THE MARK SCHEME**

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. 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 levels 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.



These are the **Assessment Objectives** for the English Language and Literature specification as a whole.

<b>AO1</b>	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
<b>AO2</b>	Analyse ways in which meanings are shaped in texts.
<b>AO3</b>	Demonstrate understanding of the significance and influence of contexts in which texts are produced and received.
<b>AO4</b>	Explore connections across texts informed by linguistic and literary concepts and methods.
<b>AO5</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways.

### WEIGHTING OF ASSESSMENT OBJECTIVES

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

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Non-fiction written and spoken texts (01)	8%	7%	13%	7%	15%	50%
The language of literary texts (02)	14%	20%	8%	8%	0%	50%
Total	22%	27%	21%	15%	15%	100%

**Component 1 Section A (Non-fiction anthology texts) 30 marks**

The weightings for the assessment objectives are:

AO1 8.0%

AO4 8.0%

AO2 7.0%

AO3 7.0%

Total 30%

In Section A the dominant assessment objectives are AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression and AO4 Explore connections across texts, informed by linguistic and literary concepts and methods.

Answers will also be assessed for AO2 and AO3.

Candidates should apply concepts and methods as appropriate, using relevant linguistic terminology and fluent expression (AO1). They should explore connections across the two anthology texts, comparing and contrasting details, informed by linguistic and literary concepts and methods (AO4). They should analyse ways in which meanings are shaped in the texts (AO2) and develop their answer with reference to the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the four assessment objectives targeted cannot achieve all of the marks in the given level.

<b>Level 6: 30–26 marks</b>	
<b>AO1</b>	Excellent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently coherent and fluent written expression and apt and consistent use of terminology relevant to the task and texts.
<b>AO4</b>	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received

<b>Level 5: 25–21 marks</b>	
<b>AO1</b>	Secure application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently clear written expression and appropriate use of terminology relevant to the task and texts.
<b>AO4</b>	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Clear and well developed critical analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

<b>Level 4: 20–16 marks</b>	
<b>AO1</b>	Competent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Generally clear written expression and mainly appropriate use of terminology relevant to the task and texts.
<b>AO4</b>	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Competent analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Some understanding of the significance and influence of the contexts in which texts are produced and received.

<b>Level 3: 15–11 marks</b>	
<b>AO1</b>	Some application of relevant concepts and methods selected appropriately from integrated linguistic and literary study. Generally clear written expression with occasional inconsistencies and some appropriate use of terminology relevant to the task and texts.
<b>AO4</b>	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Some analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Some awareness of the significance and influence of the contexts in which texts are produced and received.

<b>Level 2: 10–6 marks</b>	
<b>AO1</b>	Limited attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Some inconsistent written expression and limited use of terminology relevant to the task and texts.
<b>AO4</b>	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Limited analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Limited awareness of the significance and influence of the context in which texts are produced and received.

<b>Level 1: 5-1 marks</b>	
<b>AO1</b>	Very little attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Inconsistent written expression and little use of terminology relevant to the task and texts.
<b>AO4</b>	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
<b>AO2</b>	Very little analysis of ways in which meanings are shaped in texts.
<b>AO3</b>	Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit.

Question	Response	Mark	Guidance
1	<p>Read the two text extracts from your anthology and answer the question.</p> <p>You are advised to spend approximately 50 minutes on this section.</p> <p>Text A is an ‘About page’ from Sophie Arthur’s 2018 blog entitled <i>Soph Talks Science</i>.</p> <p>Text B is a letter from Isabella Lucy Bird to her sister written in 1879.</p> <p><b>1 Compare the ways in which the writers use language to convey meaning.</b></p> <p><b>In your answer you should consider:</b></p> <ul style="list-style-type: none"> <li>• context</li> <li>• mode and genre</li> <li>• purpose and audience.</li> </ul> <p><b>A higher level response (levels 4–6) will:</b></p> <p><b>AO1</b> Use vocabulary and terminology appropriately integrating both linguistic and literary study as appropriate, referring to a range of language levels including grammar and discourse e.g. exclamative, prepositional phrases, semantic patterns, textual structure, figurative language etc. Express ideas fluently and coherently with a wide vocabulary and a consistent use of terminology.</p>	30	<p>The indicative content shows an integrated approach to the four assessment objectives. AO1, AO4, AO2 and AO3.</p> <p><b>Context e.g.</b></p> <ul style="list-style-type: none"> <li>• Audience: The British female author of Text A does not really know who precisely will be reading her blog but she indicates that her audience could be other PhD students, or those thinking about embarking upon a PhD because she shares ‘<i>tips for surviving all stages of a PhD,</i>’ and/or readers interested in science-particularly females (<i>I also love to showcase different scientists and their stories, particularly women in STEM</i>). She acknowledges her audience are global because of the nature of publishing on the internet (<i>to show the world</i>). With the nature of the blog, the writer of Text A wants to create an informal and even affectionate relationship (she closes her blog entry with a ‘x’ to denote a kiss) with her reader and even invites them to ‘<i>collaborate</i>’ and get in touch with her. She tells her reader where she is based (<i>Southampton</i>) and shares personal details about her life.</li> <li>• Text B is written by a British explorer Isabella Lucy Bird, it originally had a specific and much smaller readership, it is a letter written to one person, her sister Henrietta; however, the letter was then later published as a book and reached a wider readership. It has a specific date (7 September) and it states the place where it was written whilst she was travelling around America (CHEYENNE,</li> </ul>

Question	Response	Mark	Guidance
	<p><b>AO4</b> Make comparisons between texts, e.g. analysing similarities (both are written by women, both want to share their likes or passions and to change people's viewpoints whether it be about a subject or about a region, or about the roles/activities women can do) and differences (one was originally written to one person whereas the other has a wider audience and invites collaboration).</p> <p><b>AO2</b> Explore the ways the speakers use language to achieve their purposes for their respective audiences, e.g., Text A's attempts to establish a rapport or informality with her reader in order to promote her subject, and Text B's use of language to help convey her experiences in a vivid or descriptive manner for her reader.</p> <p><b>AO3</b> Understand the significance of a range of contextual factors, e.g. contextual views either towards science, or people in the Wild West, attitudes towards women at the time etc.</p> <p><b>A lower level response (levels 1–5) will:</b></p> <p><b>AO1</b> Use some appropriate terminology, mainly at level of word choice, e.g. adjective use, or syntax, such as complex sentences. Expression is clear but may lack precision.</p> <p><b>AO4</b> Make general connections between how ideas are conveyed e.g. establishing an informal rapport with the reader and encouraging participation in the blog/inspiring more people to enjoy science vs. someone outlining or describing her own personal experiences in a letter.</p>		<p>WYOMING). Like Text A, the writer of B does acknowledge her reader but she does not want collaboration or indeed she does not ask for a reply (<i>I mention these little incidents to indicate the habit of respectful courtesy to women.</i>)</p> <ul style="list-style-type: none"> <li>• Purpose and Genre: Text A's purpose for the blog has, she admits, changed over time (<i>started out as a small creative outlet for me to experiment with my love of writing</i>). She now wants to use this blog to communicate about science to non-specialists (<i>I am incredibly passionate about taking science out of the lab and to the people that matter – YOU!</i>) and so inspire people to get involved with science.</li> <li>• For the writer of Text B, the purpose is to inform her sister all about her travels but, having had work published prior to this, she may well have known that it might have been published at a later date - at a time when English readers liked reading about Americans. There are points when we see the travel writer coming through (<i>In a few years Tahoe will be inundated in summer with similar vulgarity, owing to its easiness of access.</i>)</li> <li>• Contextual attitudes: The writer of Text A aims to change people's views about science being associated with just '<i>an old man in a white coat</i>' and she instead wants to present the possibilities that science offers to women interested in the subject.</li> <li>• The author of Text B is writing at a time when most women did not travel unescorted and yet she likes</li> </ul>

Question	Response	Mark	Guidance
	<p><b>AO2</b> Examine some ways the writers use language in each text and the ways in which meanings are shaped in the texts to convey attitudes and ideas e.g. the use of scientific terms to convey information and inspire reader interest for the subject of science and the importance of women in science.</p> <p><b>AO3</b> Recognise and convey some understanding of context and the differences between the ways ideas and opinions are conveyed and received.</p>		<p>travelling alone. Both women are free to follow their own passions and interests - Text A follows science and <i>'travelling and snapping cities'</i>, likewise Text B follows her passion for travel and discovering different places and cultures.</p> <p><b>Mode e.g.</b></p> <ul style="list-style-type: none"> <li>Text A is an online blog and, as is standard with this genre, the producer has used both text and images for the receiver. It could be argued that the mode is blended because it sometimes seems to follow the conventions of a letter and even emulates conventions of speech (<i>Hi! I'm Soph!</i>). As is often the case with blog writing, it is personal, informal and chatty and admits to being produced for the writer's own benefit (<i>My blog started out as a small creative outlet for me to experiment with my love of writing.</i>) It hopes to attract an audience with interests beyond science (<i>or just want to discuss science, sporty or travel related things</i>). A typical convention for a blog is to use the form to interact and respond to the readers (<i>please just get in contact with me on social media</i>). It is clear that she wants to engage her reader and is actively encouraging them to participate in a conversation in her aim to spread her love and passion for science. Paragraphs are short, headings are used to capture attention and interest a reader (<i>just me talking about science!</i>).</li> <li>Text B is a written letter which has, in 1879, been published as series of letters to inform readers about</li> </ul>



Question	Response	Mark	Guidance
			<p>Lady Bird's adventures and travels. It reads like a diary entry and does not possess the conventional structure of a letter – for example, it lacks the opening address. However, she does sign off the letter with initials to suggests a lack of formality between herself and her sister.</p> <p><b>Lexis: e.g.</b></p> <ul style="list-style-type: none"> <li>Text A uses a mixture of specialised language (<i>pluripotent stem cells</i>) mixed with informal more colloquial terms (<i>upping my scicomm game</i>) to engage a wide audience of experts and non-experts. Despite using such specialised language, she still wants her language to be more informal to engage her reader and so she will often use abbreviations (<i>Dr Soph</i>). She uses alliteration to make her content sound fun (<i>wonderful world</i>) and uses adjectives to emphasise her passion for her subject (<i>I'm incredibly passionate</i>). She uses adjectives to diminutive effect, such as '<i>little</i>' when referring to her '<i>little corner of the internet</i>' or her blog that started as '<i>small creative outlet</i>'; this could be an attempt to seem normal and relatable to those without a PhD in science. She capitalises words to emphasise her passion (LOVE).</li> <li>Text B uses adverbs to help her reader understand her experiences (<i>I dreamt of birds so vividly</i>), metaphors (<i>elixir of life</i>). Similar to Text A, the writer wants to convey her passion for the environment and her travels and so the choice of adjectives conveys</li> </ul>

Question	Response	Mark	Guidance
			<p>her passion (<i>glorious</i>). She also refers to her own small stature in relation to the horse she rides and uses a simile to show this (<i>I felt like a fly on him.</i>) She capitalises the word GREEN to emphasise the unique sight that she encountered.</p> <p><b>Semantics</b></p> <ul style="list-style-type: none"> <li>Text A conveys messages about science and the fact that she feels women in science need showcasing particularly to change people's views about science being '<i>an old man in a white coat spending forever hunched over a lab bench.</i>' She also implies that scientists sometimes fail to communicate '<i>their research clearly</i>' and so she wants the public to be better informed about scientific research. Through her blog, she implies that a career in science is, for women, achievable and something that will still allow women to have other interests and plans (<i>planning my wedding...full time science career...upping my scicomm game</i>). However, she implies that she doesn't want to be just known as a female scientist-this is just one aspect to her intentions, she feels that she has many roles to showcase (<i>watch me navigate this wonderful world as a scientist, STEMInist &amp; science communicator</i>). Her repeated references to informing people, spreading the word about science, (<i>scicomm on social media</i>) shows that she feels science is an aspect in society that needs communicating to non-experts and she wants to</li> </ul>

Question	Response	Mark	Guidance
			<p>engage with others for this to happen (<i>please just get in contact with me</i>).</p> <ul style="list-style-type: none"> <li>• Likewise, the author of Text B wants to communicate her experiences and opinions perhaps in an attempt to communicate something positive to the reader who is not used to travelling or who knows little about the American Wild West. In this text, she seems to want to change her British reader’s perceptions of Americans in the Wild West, especially the men and their treatment towards women, (<i>I mention these little incidents to indicate the habit of respectful courtesy to women which prevails in that region.....Womanly dignity and manly respect for women are the salt of society in this wild West</i>). Whilst she admits that the tales of criminality in the Wild West are still to be believed and quotes a local’s view (<i>There’s a bad breed of ruffians</i>) she still wants to convey a positive message about how women are treated in society (<i>There’s nothing Western folk admire so much as pluck in a woman.</i>) This could be to allay any fears that her sister might have about her being a lone female traveller or it could be to enlighten British people who have not visited this part of the world.</li> <li>• Unlike the author of Text A who is looking for collaboration with her readers, we can infer that the writer of Text B does not really seek the company of others, especially women, when she writes negatively about one female she encountered as seen in her choice of verbs and adverbs (<i>rattled continuously for the amusement of the company</i>).</li> </ul>

Question	Response	Mark	Guidance
			<p>She enjoys her own company (<i>Its loneliness pleased me well</i>).</p> <p><b>Grammatical features may include:</b></p> <p><b>Nouns and pronouns</b></p> <ul style="list-style-type: none"> <li>The writer of Text A directly addresses her reader with the use of <i>pronouns</i> (<i>I hope you will enjoy sharing this journey</i>) and she even italicises these pronouns to show how much she is trying to help and engage with the reader (so <i>you</i> the public can make informed opinions of your own.) She capitalises the pronoun (<i>YOU!</i>) to show how much she values the reader.</li> <li>Text B is written in first person. She doesn't often know the names of people that she encounters but instead knows where they are from (<i>A San Francisco lady</i>) or refers to them by their job (<i>driver, landlady</i>).</li> </ul> <p><b>Sentences</b></p> <ul style="list-style-type: none"> <li>She uses a triadic structure (<i>navigate this wonderful world as a scientist, STEMinist &amp; science communicator</i>). She often uses exclamatories (stem cell research and much, much more!). She often uses list structures to show how varied her life is (<i>2018 for me is all about finishing my PhD &amp;</i></li> </ul>

Question	Response	Mark	Guidance
			<p><i>becoming Dr Soph, planning my wedding to my best friend, making that transition from PhD student to full time science career, and upping my scicomm game on social media and my blog</i>). She uses relative clauses to sound more informal and add in fun details for the non-specialist (<i>which is not white but blue or yellow!</i>). Her sentences are often long and flowing with several uses of dashes - perhaps to mirror an informal speech pattern rather than written text.</p> <ul style="list-style-type: none"> <li>Text B also uses lists to help create a vivid picture of the people she encountered (<i>much "got up" in paint, emerald green velvet, Brussels lace, and diamonds</i>). She uses simple sentences to convey her pleasure (<i>I had a glorious ride back to Truckee</i>) and she uses prepositional phrases to help the reader picture her tales (<i>in a deep part of the forest</i>). Several of her sentences start with the connective 'then' to suggest the chronological order of her recount.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>As is the nature of a blog, the writer uses a lot of present tense verbs to reflect her current life situation (<i>planning my wedding to my best friend, making that transition</i>) yet when she addresses the reader she switches to future continuous with the modal verb will (<i>I hope you will enjoy sharing this journey with me</i>) in an attempt to describe a continuing relationship between her and her reader.</li> </ul>

Question			Response	Mark	Guidance
					<p>She also contracts some of her verbs (<i>if you're interested</i>) to sound more informal for her reader.</p> <ul style="list-style-type: none"> <li>Text B uses past tense to convey that she is recollecting past experiences, yet there are also references to future when she makes reference to how the place will change with the arrival of more tourists (<i>In a few years Tahoe will be inundated</i>).</li> </ul>

**Component 1 Section B (Non-fiction writing) 20 marks**

The weightings for the assessment objectives are:

AO5 15.0%

AO3 5.0%

Total 20%

In Section B the dominant assessment objective is AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways.

Answers will also be assessed for AO3.

Candidates should demonstrate expertise and creativity in their own original non-fiction writing (AO5) showing understanding of the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the two assessment objectives targeted cannot achieve all of the marks in the given level.

<b>Level 6: 20–17 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>Flair, originality and a high degree of control demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.</li> </ul>

<b>Level 5: 16–14 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>Control and creativity demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.</li> </ul>

<b>Level 4: 13–11 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>Competence and engaging effects demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>Some understanding of the significance and influence of the contexts in which texts are produced and received.</li> </ul>
<b>Level 3: 10–8 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>Some accuracy and an attempt to create effects demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>Some awareness of the significance and influence of the contexts in which texts are produced and received.</li> </ul>
<b>Level 2: 7–5 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>Limited accuracy and some attempt to create effects demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>Limited awareness of the significance and influence of the context in which texts are produced and received.</li> </ul>
<b>Level 1: 1-4 marks</b>	
<b>AO5</b>	<ul style="list-style-type: none"> <li>Little accuracy and little attempt to create effects demonstrated in the use of English to communicate in different ways.</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>Very little awareness of the significance and influence of the contexts in which texts are produced and received.</li> </ul>

0 marks: no response or response not worthy of credit.



Question	Response	Mark	Guidance
2	Write a letter to a family member describing a journey.	20	Candidates will show awareness of the ways language varies according to contextual factors by demonstrating understanding of generic conventions in their own text.
3	Write the 'About' page for a blog. Your aim is to share your passion for a subject or hobby.	20	For example:
4	<p>A radio station is looking for contributions for a series of podcasts entitled, 'First Impressions Away From Home.' Write the opening of a script for this collection describing your first impressions of a country or place that you have visited.</p> <p><b>A higher level response (levels 4–6) will:</b></p> <p><b>AO5</b> Demonstrate expertise in the use of English to create an effective letter / script / 'About' page to a blog, with a high degree of control over the techniques that have been chosen.</p> <p><b>AO3</b> Demonstrate understanding of the influence of context on how texts are produced and received.</p> <p><b>A lower level response (levels 1–3) will</b></p> <p><b>AO5</b> Show some ability to shape an effective letter/ script/ 'About' page for a blog, drawing on a range of different techniques.</p> <p><b>AO3</b> Show some awareness of the influence of context on how texts are produced and received.</p>	20	<ul style="list-style-type: none"> <li>• Use techniques effective for providing information and commenting in an engaging way</li> <li>• show awareness of the style and approach of a letter/ script/ 'About' page for a blog</li> <li>• adapt language as appropriate for a speech, formal or informal piece of writing.</li> </ul> <p>Candidates will establish some interaction with their audience as appropriate, e.g. through personal anecdote or use of humour.</p>

**Appendix 1**

Assessment Objective weightings are given as percentages.

**Assessment Objectives Grid****Anthology**

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
1	8	7	8	7	0	30%
<b>Totals</b>	<b>8%</b>	<b>7%</b>	<b>8%</b>	<b>7%</b>	<b>0%</b>	<b>30%</b>

**Original non-fiction writing**

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
2	0	0	5	0	15	20%
3	0	0	5	0	15	20%
4	0	0	5	0	15	20%
<b>Totals</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>15%</b>	<b>20%</b>

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