

English (Opening Minds)

General Certificate of Secondary Education

Unit **2431/01**: Non-Fiction, Media and Information

Mark Scheme for January 2011

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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 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 also read carefully **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.



Your mark scheme consists of the following:

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(A) ASSESSMENT OBJECTIVES

The relevant Assessment Objectives for ENGLISH are as follows:

Reading

Candidates must demonstrate their ability to:

- (i) read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
- (ii) distinguish between fact and opinion and evaluate how information is presented
- (iii) follow an argument, identifying implications and recognising inconsistencies
- (iv) select material appropriate to their purpose, collate material from different sources, and make cross references
- (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.

Writing

Candidates must demonstrate their ability to:

- (i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively with accurate spelling and punctuation.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
AO1 S&L	(i)					✓
	(ii)					✓
	(iii)					✓
AO2 Reading	(i)	✓	✓	✓	✓	
	(ii)	✓				
	(iii)	✓				
	(iv)	✓	✓	✓	✓	
	(v)	✓	✓	✓	✓	
AO3 Writing	(i)	✓	✓	✓	✓	
	(ii)	✓	✓	✓	✓	
	(iii)	✓	✓	✓	✓	

(B)**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. It gives acceptable answers to each question in sufficient detail to allow marking in a standardised manner, and these answers can be supplemented by others after scrutiny of a range of 'live' 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** answers which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of grades for the paper which you are marking – for example, above Band 4 on a Foundation Tier paper or below Band 5 on a Higher Tier paper. 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.

2431/01 FOUNDATION TIER MARKING

There is an issue relating to Foundation Tier marking in that the mark scheme indicates that it is possible to give a mark above the maximum mark.

- In respect of individual questions, this is fine. Please give the full reward for each question.
- The problem arises on the Paper as a whole. If the total mark you award for the script exceeds the maximum mark for the paper, please follow these instructions:

On the front of the script show the marks you have awarded for each question in the normal way. If the total mark exceeds 63, put the mark in brackets eg (65 - above Band 4) and next to it put 63.

*In this case, a mark of **63** must be recorded on the MS2.*

- NB you must not record a mark higher than the maximum mark on the MS2.
- Keep a record of any script where the total mark is more than the maximum mark and send the details to the Principal Examiner.

(C)

TASK-SPECIFIC MARKING NOTES

SECTION A

NON-FICTION TEXT: Balance of Nature

QUESTION 1 (a), (b), (c) [5 marks]	<p>(a) From lines 1-3, (beginning, 'Here are two ways...'), what two actions will have bad results? [1]</p> <p>(b) From lines 7-10, (beginning 'Now for something...'), write down two things in Nature which foxes depend on for survival. [2]</p> <p>(c) From lines 22-29, (beginning 'The North Sea has ...'), which two species of bird have no food because the sand-eels have died? [2]</p>
CRITERIA	Candidates should demonstrate that they can: <ul style="list-style-type: none"> • Follow an argument, identifying implications (AO2 iii) • Select material appropriate to their purpose (AO2 iv).
CONTENT	<p>(a) Award 1 mark for both the following:</p> <ul style="list-style-type: none"> • Throwing a beaker of water into your computer • Inserting a hair into your watch. <p>(b) Award 1 mark each for the following points up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> 1 Balance of Nature 2 Rabbits 3 Grass or meadows 4 Rabbits eating grass 5 Rabbits breeding. <p>(c) Award 1 mark each for:</p> <ul style="list-style-type: none"> • Kittiwakes (or small seagulls) • Puffins.

INSTRUCTIONS TO EXAMINERS

- 1 We are **not** marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 Tick in the body of the text each point made clearly.
- 3 **Award 1 MARK for 1(a); 2 MARKS for 1(b); 2 MARKS for 1(c).**
Stop marking after maximum awarded.
- 4 **Award NO MARK for:**
 - a point repeated (ie already correctly given)
 - a point given under the wrong heading
 - a point which is ENTIRELY unclear.

NOTES ON THE TASK

- 1 This task offers candidates a relatively gentle way into the paper. Candidates may well score full marks here.
- 2 Candidates do not have to use their 'own words' in this task. Selective copying is, therefore, acceptable for 1(a) 1(b) and 1(c) but not verbatim copying of paragraphs.

QUESTION 1(d) [16 marks]	From lines 14-32 , what problems does the writer say have followed the one degree rise in the temperature of the North Sea? Use your own words as far as possible.
CRITERIA	Candidates should demonstrate that they can: <ul style="list-style-type: none"> • read with insight and engagement (AO2 i) • distinguish between fact and opinion (AO2 ii) • follow an argument and identify implications (AO2 iii) • select material appropriate to their purpose (AO2 iv).
CONTENT	Candidates may refer to some of the following points: <ol style="list-style-type: none"> 1 Plankton have moved northwards. 2 Sand-eels have nothing to eat or no plankton to eat. 3 Sand-eels starve or die. 4 Sand-eels never become parents or ancestors. 5 North Sea has become empty of sand-eels. 6 Kittiwakes (small seagulls) and/or puffins have no food. 7 Kittiwakes and/or puffins are breeding late or not at all. 8 Kittiwake and/or puffin chicks are starving. 9 Statistics: 16,700 kittiwake pairs; 900,000 puffin pairs: few chicks. 10 It happened in Orkney and/or Shetland and/or Bempton cliffs. 11 No sand-eel food for cod or larger fish. 12 No sand-eel for food for sea mammals (or examples of whales, seals, porpoises, dolphins). 13 Economic harm to Orkney and Shetland tourist trade. 14 A disaster has happened. 15 It is a taste of what's to follow.

INSTRUCTIONS TO EXAMINERS

- 1 We are **not** marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 Indicate by a tick in the body of the text the problems mentioned.
- 3 Write **R** for a point repeated.
- 4 Use the Band Descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark-for-point in this question.
- 5 You **may** (but are not obliged to) write a brief comment to explain your mark. Any comment **must** draw on the wording in the band descriptors.
- 6 Write the unringed mark for 1(d) in the margin. Add marks for 1(a), 1(b) and 1(c) and put the ringed total in the margin. Transfer the ringed total for Question 1 to the front page of the script.

NOTES ON THE TASK

- 1 It is not possible to predict every response from every candidate to this type of question. Look carefully for, and credit, valid alternative points.
- 2 Effective organisation is likely to be a feature of the better answers.
- 3 The candidates should attempt to use their own words in this answer. This is reflected in the Band descriptors.

QUESTION 1(d) BAND DESCRIPTORS ***Be prepared to use the FULL range!***		
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	MARKS	DESCRIPTOR
Above 4	17	A thorough understanding of the reading material with a good appreciation of a series of effects. The answer will be effectively organised, with consistent use of own words.
4	16 15 14	A clear understanding of the reading material and an ability to express answers in their own words. There will be a good range of effects mentioned, with the rise in temperature identified as the source. There will be a good and clear organisation of the answer.
5	13 12 11	A secure understanding of the reading material, although answers may lack focus. There will still be some attempt to identify events as effects. Organisation will lose its form. Candidate's own words will generally be used but there is likely to be some selective lifting.
6	10 9 8	A straightforward understanding of the reading material without achieving a clear focus. Identification of effects now very vague. The organisation will increasingly become formless. There will be lifting, sometimes indiscriminate.
7	7 6 5	There will be some grasp of the reading material, but the organisation may now be haphazard. There will be indiscriminate lifting.
8	4 3 2	The passage and/or task will have been misunderstood. At the top of the band, there will be a rudimentary understanding of the passage. Answers will be unstructured and will contain much indiscriminate lifting.
Below 8	1 0	Answers will be brief and hesitant. Material selected from the text has little bearing on the task and will lack substance and coherence.

MEDIA TEXT: Meet Your Neighbours

QUESTION 2 [21 marks]	How does the article set out to convince you that seagulls in towns and cities are a serious problem? In your answer, you should write about: <ul style="list-style-type: none"> • the presentation of the article • the information the writer selects • the words and phrases chosen by the writer.
CRITERIA	Candidates should demonstrate that they can: <ul style="list-style-type: none"> • read with insight and engagement, referring relevantly to texts (AO i) • distinguish between fact and opinion (AO ii) • follow an argument and identify implications (AO2 iii) • select material appropriate to their purpose (AO2 iv) • understand and evaluate how writers use linguistic and presentational devices (AO2 v).

INSTRUCTIONS TO EXAMINERS

- 1 We are **not** marking writing in this question unless the expression is so bad that it impedes communication.
- 2 **Indicate by letter (A/B/C)** in the text each point clearly made. Use:
 - letter **A** for points relating to PRESENTATION
 - letter **B** for the CONTENT
 - letter **C** for LANGUAGE: IDENTIFIED WORDS AND PHRASES.
- 3 Where candidates have attempted an **explanation** of **Words and Phrases**, rather than simply identifying or copying them, **put the letter E to indicate this**. This is a most important discriminator.
- 4 Put a **bracket** round the letter if a point has not been made clearly.
- 5 If a point has been repeated, use a capital **R**.
- 6 Put **OP** (own point) for a valid point not included in the mark scheme.
- 7 Use the Band Descriptor in conjunction with the standardisation scripts to arrive at your mark but do not reward mark-per-point in this question.
- 8 You **may** (but are not obliged to) write a brief comment to explain your mark. Any comment **must** draw on the wording in the band descriptors.
- 9 Put the ringed total for Question 2 in the margin and transfer the mark to the front page of the script.

NOTES ON THE TASK

- 1 It is impossible to predict every response from every candidate to this type of question. Look for, and credit, valid alternative points and reactions.
- 2 Response to the use of language will provide an important discriminator, and it is vital to indicate **E** wherever possible.
 - Band 4 answers will **begin to analyse** language and presentational features
 - Band 5 answers will tend to **describe** language and presentational features.
- 3 Reward comments on an increasing nuisance rather than just fact.

QUESTION 2 BAND DESCRIPTORS ***Be prepared to use the FULL range!***		
The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.		
BAND	MARKS	DESCRIPTOR
Above 4	22	A good range of relevant points is made, supported by analytical comment which shows a secure understanding of the ways in which language and layout are used and content is organised in relation to the writer's purpose. Appropriate supporting references are given. The answer shows effective organisation and a sound awareness of the task.
4	21 20 19	A good understanding of the reading material and a range of points is shown, supported by appropriate textual reference. There is some evidence of a sound analytical approach and an understanding of the ways in which content, language and layout are used in relation to the writer's purpose. The task has for the most part been addressed and the organisation is very good. Presentation points are applied to this specific article and are not just generic.
5	18 17 16	A sound understanding is shown, but probably the easier content or layout points are made. Comments may be descriptive of the seagulls rather than analytical of their nuisance value, and may be unsupported by textual reference. Language and layout points may be superficial, with an incomplete awareness of the task.
6	15 14 13	There is limited understanding of the simpler content points made which are likely to be assertions, with little or no textual evidence in support. Lists of words (or lifting) will be used rather than objective comments, and there will be some narration of events so that organisation follows the narrative.
7	12 11 10	Some simple descriptive content points will be made. The answer is likely to reveal considerable misunderstanding of both the passage and the task and will be predominantly narrative and formless with a great deal of lifting.
8	9 8 7	There may be glancing references to the task and there will be an indiscriminate re-telling of facts with no explanation or comment. The style will be overwhelmingly narrative, with much transcription from the passage, and there may be an almost complete misunderstanding of the passage and task.
Below 8	0 - 6	The answer will be brief and almost totally lacking in relevance although some contact with the demands of the task may be discernible.

CONTENT	Candidates may refer to some of the following points.
A	Presentation
1	Large font headline in central position attracts the eye
2	Smaller headline beneath the picture attracts the eye
3	Both headlines are intriguing in their content
4	The unusual angle of the bird in the photograph gives a feeling of threat or danger
5	The general darkness or greyness adds to the uncomfortable feeling and/or attracts attention
6	Sub-headings show thoughts about the seagulls' presence.
B	Information
1	the seagulls' unpleasant behaviour in general
2	for some time, seagulls have been leaving coast and sea
3	for some time, seagulls have been occupying towns
4	formidable characteristics: size, weight, speed, talons
5	their mess in general
6	seagulls began breeding on rooftops in 1920s
7	by 1970, 60 pairs nesting on rooftops in Britain
8	three years ago, 150,000 pairs nesting on rooftops
9	by 2015, could have over a million pairs
10	seagulls adapt experience of coastal living to urban living
11	physical attacks on people
12	noise eg early morning squawking (or cause sleeplessness)
13	mess from droppings corrosive: cuts through paintwork
14	damage: contents of plastic bin-bags
15	smashing air conditioning
16	pulling away roofing materials
17	activity (however expressed) at rubbish dumps
18	gulls are staying in Britain longer each year (12, not 5 months)
19	gulls never leave once established
20	gulls live a long time (20 years).
C	Language: Identified Words and Phrases
1	noisy, filthy, greedy, violent
2	invading...by their thousands
3	no trifling matter
4	savagely-destructive talons
5	impressive threat
6	hurtles through the sky
7	ear-splitting noise...shrieking
8	fearsome prospect
9	soaring cliffs and islands
10	slippery, smelly and unpleasant side-effect
11	rip...scatter...scavenge ...smash
12	unsightly to us...banquet for seagulls
13	our neighbourhoods will never be the same again
14	dive bombing.

SECTION B

QUESTION 3 21 marks (14 + 7)	<p style="text-align: center;">Writing to INFORM, EXPLAIN, DESCRIBE</p> <p>Write the words of a talk to your class entitled 'What annoys me most.' Describe what annoys you and explain why.</p>
GENERAL CRITERIA	<p>Candidates should demonstrate that they can:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes (AO3 i) • organise ideas into sentences, paragraphs and whole texts, using a variety of linguistic and structural features (AO3 ii) • use a range of sentence structures effectively, with accurate spelling and punctuation (AO3 iii).

INSTRUCTIONS TO EXAMINERS

- 1 Ring errors and ✓ for good ideas and ✓✓ for merits of expression sufficiently to show how you have formed your judgement. Put a wavy line for awkward syntax/unclear expression. Use a caret to indicate omission.
- 2 You **may** write a brief summative comment **drawn from the wording of the descriptors** to show how you have arrived at your final marks.
- 3 For writing tasks, LENGTH is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (eg control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (fewer than 50 words) should not normally be marked higher than Band 7.
- 4 Award TWO marks, one for AO 3 (i) + (ii), one for AO 3 (iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- 5 Use the photocopied examples as guides to your assessment.
- 6 At the end of the answer write the two separate marks (eg 11 + 3) to the left of the margin and place the ringed total in the margin. Then transfer a ringed total to the front page of the script.

NOTES ON THE TASK

- 1 **TASK-SPECIFIC CRITERIA**
 - clarity of description and explanation
 - accuracy of expression at word, sentence and text level as defined in the assessment criteria.

INFORM, EXPLAIN, DESCRIBE

WRITING MARKING SCHEME – Foundation Tier

<i>Use 'best-fit' within and across columns: if most elements are fully achieved, award the higher mark in the band.</i>				
		AO3		AO3
		i) Communicate clearly and imaginatively, using and adapting forms for different readers and purposes. ii) Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features.		iii) Use a range of sentence structures effectively with accurate spelling and punctuation.
Band	Marks	Descriptors	Marks	Descriptors
Above 4	15	<ul style="list-style-type: none"> • A secure attempt to write in the specified writing triplet. • The specified genre is used confidently, consistently and with a positive purpose. • Content is adapted to reveal a clear understanding of the task and is conveyed in a fully appropriate tone and register. • Vocabulary is varied and sufficiently precise to convey some subtlety of thought and shades of meaning. • A focused opening clearly establishes direction followed by a coherent and well-sustained development leading logically to a convincing ending. • Confident use of paragraphing structures and controls content. • Within and between paragraphs a range of devices links ideas clearly and consciously. • The writer is in control of the material and consistently aware of the audience. 	7	<ul style="list-style-type: none"> • A good range of sentence structures appropriate to the task are well-controlled and suitably varied for effect although there may be the occasional syntactical error. • Spelling is secure across a range of vocabulary. • Punctuation is used accurately and precisely both between and within sentences with evidence of a conscious attempt to create effects.

Band	Marks	Descriptors	Marks	Descriptors
4	14 13	<ul style="list-style-type: none"> • A clear attempt to write in the specified writing triplet. • The specified genre will be used in a straightforwardly consistent way. • Content is relevant to the task and is conveyed in an appropriate tone and register. • Vocabulary used may show some restriction in range but is adequate to convey the writer's ideas clearly. • A focused opening leads to clear development with some detail and a suitable ending. • Paragraphs are used to organise content and there may be some variation in length and structure in order to emphasise important points. • Within and between paragraphs ideas are clearly linked. • The writer is mainly in control of the material and has a sound awareness of the audience. 	7	<ul style="list-style-type: none"> • Sentence structures have some variety and are appropriate to the task although there may be a predominance of simple/compound structures and the occasional syntactical error. • Spelling of complex regular words is usually secure but less so with irregular/more complex vocabulary. • Punctuation between sentences is usually secure but that within sentences is only partially so.
5	12 11	<ul style="list-style-type: none"> • A recognisable attempt to write in the specified writing triplet. • A generally consistent attempt to write in the specified genre. • Content is relevant to the task and there is usually an appropriate use of tone and register. • Vocabulary conveys ideas generally but will be lacking in shades of meaning. • A focused opening is followed by some straightforward development with an attempt to achieve an appropriate ending. • Paragraphing is logically ordered but not always carefully linked, resulting in some loss of coherence. • Within sentences, references are clearly established. • The writer is aware of the audience but is not always successful in controlling the material and its effect on the audience. 	6	<ul style="list-style-type: none"> • Sentence structures show a limited range, largely simple and compound, or rambling and uncontrolled, and tend to be repetitive with some syntactical errors. • Spelling is usually correct in straightforward vocabulary but not always consistent and there may be a number of error-types. • Punctuation between sentences is often insecure and only sometimes successful within sentences.

Band	Marks	Descriptors	Marks	Descriptors
6	10 9	<ul style="list-style-type: none"> • There is some awareness of the need to write in the specified writing triplet. • Some evidence that the task has been understood. • Content is generally relevant to the task with an awareness of the need to write in the specified genre and the use of an appropriate tone and register may be present, but only inconsistently. • Vocabulary is likely to be limited and imprecise. • The opening may be focused and offer some direction, but this focus may be lost as the writing progresses with a limited attempt to achieve an ending. • Paragraphing, if present, is likely to be random. • Within sentences, references are not always clear. • The writer has some awareness of the audience but lacks control of the material to communicate effectively with the reader. 	5	<ul style="list-style-type: none"> • Sentence structures are repetitive, mainly simple and compound or lengthy and uncontrolled with simple syntax not always used correctly. • Spelling is mainly correct in simple vocabulary but not always consistent; otherwise errors are frequent, including a number of error-types. • Punctuation between sentences is not secure and is only occasionally attempted within sentences, with limited success.
7	8 7	<ul style="list-style-type: none"> • There may be some awareness of the need to write in the specified writing triplet • Some attempt to respond to the task showing an occasional awareness of audience. • Responses at this level may be marked by a tendency to adopt an inappropriate tone and to write subjectively. • Vocabulary is limited and lacking in any attempt at precision. • There may be some evidence of an attempt to create a sense of direction but development is limited and the writing is likely to stop rather than achieve an ending. • Paragraphing may be used to show obvious divisions of content but is unlikely to give any positive structure to the writing. • Within sentences, there may be limited use of referencing. 	4	<ul style="list-style-type: none"> • Sentence structures are simple and repetitive; syntactical faults are frequent. • Spelling errors are frequent even in simple vocabulary, and are random/difficult to categorise. • Punctuation between sentences is insecure and within sentences, punctuation is largely omitted or misused.

Band	Marks	Descriptors	Marks	Descriptors
8	6 5	<ul style="list-style-type: none"> • There is little, if any awareness of the requirement to write in the specified writing triplet. • Content is likely to be unfocused on the task with no identifiable register or awareness of audience. • Vocabulary will be very limited and frequently inappropriate to the task. • There will be very limited evidence of any attempt either to organise ideas into a coherent whole or to show an overall understanding of the task. • Paragraphing, if present, will be haphazard and unhelpful to the reader. • Scripts at this level may be either very short or rambling and uncontrolled. 	3	<ul style="list-style-type: none"> • Sentence structures are recognisable; simple structures are sometimes correct. • The spelling of most words is recognisable, but only the simplest are correctly spelt and not always consistently so. • Punctuation is largely haphazard, inconsistent or absent.
Below 8	4 3 2 1 0	<ul style="list-style-type: none"> • There will be very little, if any, convincing evidence of an attempt to write in the specified writing triplet. • Serious limitations of vocabulary and an inability to structure and organise ideas will result in very little that is coherent or relevant to the topic being conveyed to the reader. • Scripts at this level are likely to be either very short or show very limited linguistic ability. • Marks in this band should be reserved for scripts from which only very limited sense emerges. 	2 1 0	<ul style="list-style-type: none"> • Few, if any, recognisable sentence structures are apparent. • Spelling and punctuation are mostly so imprecise that very little meaning is communicated.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553