

# **English (Opening Minds)**

General Certificate of Secondary Education

Unit **2432/01**: Different Cultures, Analysis and Argument

## **Mark Scheme for January 2012**

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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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**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 read and studied (texts and unseen)
- 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.

**Your mark scheme consists of the following:**

	<b>Page</b>
<b>(A)</b> Assessment Objectives	3
<b>(B)</b> Using the Mark Scheme	4
<b>(C)</b> Task-Specific Marking Notes	10
and	
<b>(D)</b> Co-ordination Scripts (issued separately)	

**(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 states acceptable responses to each question in sufficient detail to allow marking in a standardised manner, and these 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 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 bands 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.

**ANNOTATION OF SCRIPTS**

The purpose of annotation is to enable:

- More effective and targeted communication during training/standardisation between examiners and Team Leaders/Principals;
- Examiners to indicate clearly where a mark is earned or why it has not been awarded.
- Examiners, checkers, and those remarking scripts to understand how the script has been marked.

1 **On each script, THE FOLLOWING MUST APPEAR:**

- **on every page -**  
evidence that the page has been read;  
ticks or comments on the page;  
if there are no ticks or comments, a tick at the bottom of the page to indicate that it has been read;  
every blank page should be crossed through to indicate that it has been seen.
- **at the end of each answer -**  
a numerical MARK, in the margin, locating the answer in the appropriate mark BAND
- **on the front page of the script -**  
a summary record IN THE GRID of all marks awarded and the total of these.

2 **Written annotation and comment MUST ACCORD WITH THE FOLLOWING GUIDELINES:**

- The primary audience for comment/annotation is the TEAM LEADER and/or PRINCIPAL EXAMINER – but remember that it may be read by others, too.
- Any annotation should be made in a professional manner. There is no room for demonstrations of exasperation or for derogatory comments.
- **Marginal annotation** should be used to identify significant features of the answer, and must be clearly related to the MARKING CRITERIA.
- **Final comment**, if used, should give an overview of the qualities – positive and, if necessary negative – which locate the answer in its mark band.

EG “Good use of (xyz), but not enough (abc) to move into band 0”

**NB Never refer to grades, only to bands.**

3 Ticks and other symbols may be used ONLY as directed in the mark scheme and/or at the standardisation meeting.

**(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
<b>AO1 S&amp;L</b>	(i)					√
	(ii)					√
	(iii)					√
<b>AO2 Reading</b>	(i)	√	√	√	√	
	(ii)	√				
	(iii)	√				
	(iv)	√	√	√	√	
	(v)	√	√	√	√	
<b>AO3 Writing</b>	(i)	√	√	√	√	
	(ii)	√	√	√	√	
	(iii)	√	√	√	√	

(C)

## TASK-SPECIFIC MARKING NOTES

– see following pages

## SECTION A

## DIFFERENT CULTURES – Generic Mark Scheme

BAND	MARKS	DESCRIPTOR
		***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.
		In response to the demands of the text and of the task, answers will:
<b>Above 4</b>	<b>22</b>	<ul style="list-style-type: none"> <li>respond to the task with some insight and clear relevance</li> <li>show a clear understanding of the text supported by well-selected references</li> <li>respond with some thoroughness to the writer's language and/or techniques, where appropriate.</li> </ul>
<b>4</b>	<b>21 20 19</b>	<ul style="list-style-type: none"> <li>develop a response relevant to the task</li> <li>show understanding of the text supported by appropriate reference</li> <li>make some response to the writer's language and/or techniques, where appropriate.</li> </ul>
<b>5</b>	<b>18 17 16</b>	<ul style="list-style-type: none"> <li>begin to develop a response which is generally related to the task</li> <li>show some understanding of the text supported by some references</li> <li>make some reference to the writer's language and/or techniques, where appropriate.</li> </ul>
<b>6</b>	<b>15 14 13</b>	<ul style="list-style-type: none"> <li>make some comments whose relevance to the task is clearly implied</li> <li>show a little understanding of the text support by some references</li> <li>possibly make limited reference to the writer's language and/or techniques, where appropriate</li> </ul>
<b>7</b>	<b>12 11 10</b>	<ul style="list-style-type: none"> <li>make a few straightforward comments sometimes implying relevance to the task.</li> </ul>
<b>8</b>	<b>9 8 7</b>	<ul style="list-style-type: none"> <li>make some comment about the text without relevance to the task.</li> </ul>
<b>Below 8</b>	<b>0-6</b>	<ul style="list-style-type: none"> <li>not meet any of the criteria above.</li> </ul>

**Instructions to Examiners – Section A**

Annotation: is to assist you to form your judgement and to enable other examiners to see how you arrived at your assessment.

In the body of the answer use ticks and double ticks to identify implicit and explicit relevant points.

In the margin use ticks and double ticks to identify acceptable and very apt illustration. Use R for repetition.

Use N for narrative (where the answer is doing no more than reproducing the story).

Use L for language where the precision of the quotation or the quality of the comment shows a real engagement with the language of the text.

Notes on the Task: present likely responses but are neither prescriptive nor comprehensive. Be prepared to reward answers – at every level – which produce different responses to the extent that they satisfy the requirements of the question.

Questions 1, 3 and 5: Seriously unbalanced answers which concentrate mainly on the passage or the rest of the text may be penalised up to a maximum of 4 marks in the Higher Tier and 2 marks in the Foundation Tier.

Band descriptors: Use these in conjunction with the photostat examples as guides to your assessment.

Support: should consist of quotations and references to events and speech.

- References: the best merely name or 'refer' briefly to the text (not feeling the necessity to display factual knowledge); succinct summaries are a satisfactory way of illustrating a point, but when they become excessive they drift into mere narrative reproduction – sometimes partially redeemed by a brief justifying comment – 'This shows that...'
- Quotations: the best are brief, quoting just sufficient to illustrate the point, and perhaps embedded in the sentence; longer quotations may be satisfactory where they contain some words which usefully illustrate a point; factual quotations which merely repeat the information provided in the point are valueless.

Language: questions partly based on extracts may offer opportunities for close textual analysis, but for the most part the questions do not require specific analysis of language or technique. Candidates will mainly show their responses to the writers' language in their choice of quotations and comments on them.



## SECTION A

Text: OCR: Opening Worlds

*The Pieces of Silver; The Red Ball; The Young Couple; Leela's Friend; Games at Twilight; The Winter Oak.*

<b>Question 1</b> <b>MARKS</b> <b>AVAILABLE</b> <b>21</b>	How do the writers in this passage and in <b>one other story from the list above</b> use the opening scene to introduce important characters and ideas?
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## NOTES ON THE TASK

Chase is unarguably one of the most, if not the most important character in the story. Here we see not only the opening scene of his reign of terror over his students: "stout, pompous acting Headmaster": but also the effect his dreaded presence has on his students. Thus the idea of his acting out a pre-conceived role as opposed to possessing (for example) integrity and purpose is established. Candidates may well make successful links with events later in the story and will gain credit for these when relevant, although a well developed exploration of the passage will get them into Band 4 or above.

All the opening scenes do much the same. The picture of Bolan and the statuary in "The Red Ball" clearly establishes him and his mood as he joins the cricketers as well as giving clear signposts to what is to follow. The opening of "The Young Couple" establishes both Cathy and Narayan and their initially idyllic, optimistic existence, whilst Mr. Sivasankar muses over "the servant problem" in emblematic fashion at the start of "Leela's Friend". The opaque childishness of all the characters (mother apart) and the boiling weather at the start of "Games at Twilight" presage later events and the schoolroom scene gives multiple insights into Anna Vasilevna and her attitudes to education.

Higher Band answers will give a clearly developed account of the beginning of both stories, exploring both character and theme (however conceived). They may say something about the writers' choice of language.

Middle Band answers will say something relevant about the way the stories begin: this will have some support from the text.

Lower Band answers will say something about the openings of two stories.

<b>Question 2 MARKS AVAILABLE 21</b>	How do the writers of any <b>two</b> of the stories in the list above show characters being made unhappy?
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**NOTES ON THE TASK**

There is an extensive range of unhappy characters to choose from throughout the six stories. In "The Pieces of Silver" Clement is made very unhappy by Chase and his fellow pupils; in "The Red Ball" Bolan is unhappy at the outset and even less so when he hears his father abominate him: and his father is, arguably the saddest figure in the anthology. Cathy is made increasingly and unbearably unhappy by Naraian's deceitful behaviour in "The Young Couple" whilst the complete dramatis personae of "Leela's Friend" are an utterly miserable crew. Ravi is quintessentially unhappy in "Games at Twilight" and Anna Vasilevna is made unhappy both by her own shortcomings and the way in which she allows Savushkin to exacerbate them in the schoolroom.

Answers in Band 4 and above Band 4 will give clear and well supported and selected accounts of unhappy characters. They will have a sense of the stories as a whole and use some detail, possibly including reference to the writers' choice language to support their response.

Answers in Band 5 & 6 will make relevant reference to unhappy characters with some detail in support.

Answers in Bands 7 & 8 will refer to some of the characters perhaps in a more general sense.

**Text: HEMINGWAY: The Old Man and the Sea**

<b>Question 3 MARKS AVAILABLE 21</b>	How does the writer show the importance to Santiago of not failing here and at <b>one</b> other moment in the novel?
--	--

**NOTES ON THE TASK**

Success in defeating the marlin, the sharks, his reputation as “salao”, in maintaining his own sense of dignity, integrity and honour are all central planks in Hemingway’s depiction of Santiago. His reactions here are ones of being caught off-guard in his initial battle with the “great fish”. There are many relevant “other moments” candidates may choose to develop and sustain their response to the task.

Higher Band answers should talk about the effect of this early passage and select one or more passages from which his commitment to success and victory in his mission can be illustrated. They will make some reference to the writer’s choice of language.

Middle Band answers will talk about his will to succeed here and elsewhere. They may say something about the writer’s use of language.

Lower Band answers should be able to identify a further example or two of the Old Man’s striving.

<b>Question 4 MARKS AVAILABLE 21</b>	How does the writer make you feel sorry for Santiago at <b>one</b> or <b>two</b> moments in the novel?
--	--

**NOTES ON THE TASK**

He is very old, poor, unlucky, tired and lonely. On a simple and literal level he fails in everything he set out to achieve. He is close to death at the end after a mortal struggle with his self–confessed alleged friends, equals and companions. Candidates have a multiplicity of “moments” to choose from.

Higher Band answers will identify and develop a response to moments of pathos clearly and place them in context. What is said will be supported by reference to the text: there should be some account of the writer’s use of language.

Middle Band answers begin to develop a relevant response to two moments although they may not be given equal attention.

Lower Band answers will manage to pick one or two relevant moments from the story and say something about them.

**Text: ACHEBE: Things Fall Apart**

<b>Question 5 MARKS AVAILABLE 21</b>	How does the writer show Okonkwo's fears here and at <b>one</b> other moment in the novel?
--	--

**NOTES ON THE TASK**

"His whole life was dominated by fear: fear of failure and weakness." So Achebe records in Chapter Two of the novel. "Other moments" are therefore many and obvious. His treatment of his family, especially Nwoye and Ikemefuna; his cavalier approach to the rules of the clan; and, above all, perhaps, his attitude to the coming of the white men all reflect action and judgements made out of fear.

Higher Band answers will show Okonkwo's fears and explore their development. Good answers may link the passages although there is no premium or penalty attached for so doing. They will be supported by relevant, detailed reference to the text. The language used should feature in this.

Middle Band answers will recognise Okonkwo's fears and say something relevant about them.

Lower Band answers will say something about Okonkwo's feelings.

<b>Question 6 MARKS AVAILABLE 21</b>	How does the writer show what happens when Okonkwo fails to obey the rules of the clan at <b>two</b> or <b>three</b> moments in the novel?
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**NOTES ON THE TASK**

Okonkwo takes a piecemeal view of rules of life in Umuofia. He beats his wife in the week of peace; his gun explodes at Ezeudu's funeral, killing the latter's son. He insists on joining in with the murder of Ikemefuna and stalks Ekwefi's expedition to the High Priestess of the Oracle of the Caves and the Hills. He is quite unable to bend to the compromises that are made by others when the white men arrive and this results in his demise and death.

Higher Band answers will focus on two or three well-differentiated episodes and delineate Okonkwo's failures to comply with the laws of Umuofia and the outcomes of these with clear support from the text and perhaps, some consideration of the language (attention to the Ibo phraseology would be the sign of a strong response).

Middle Band answers will show some awareness of the results of Okonkwo's maverick approach with some support.

Lower Band answers will say something about Okonkwo which may be relevant to the task.

## Section B:

**WRITING TO ANALYSE, REVIEW, COMMENT**

<b>QUESTION 7</b> <b>(21 marks)</b> <b>14 + 7</b>	Do you think it is important to help others in your community? Give your views.
<b>GENERAL CRITERIA</b>	Candidates should demonstrate that they can: 1 write appropriately for the task; 2 organise and paragraph clearly and effectively; 3 spell, punctuate and use grammar/syntax accurately; 4 use appropriate register and vocabulary.

**INSTRUCTIONS TO EXAMINERS**

- 1 Ring errors and ✓ or ✓✓ felicities of expression and content, sufficiently to show how you have formed your judgement.
- 2 A brief summative comment may be helpful to indicate any significant strengths and/or weaknesses in the response which have informed your judgement.
- 3 For writing tasks, LENGTH is not in itself a criterion.
- 4 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 (less than 50 words) should not normally be marked higher than Band 7.
- 5 Award TWO marks, one for AOs 3(i) + (ii), one for AO3 (iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- 6 Use the photostat examples as guides to your assessment.
- 7 At the end of the response write and total the two separate marks (eg 11 + 3 = 14). Ring this total and transfer it to the front page of the script.

**NOTES ON THE TASK**

- 1 Answers will offer a response to the task, which will be whatever that means to the candidate. Some may refer back to the stimulus material; there is no premium or penalty for such reference.
- 2 No specific written format is required; the imagined audience may be seen as the self (a 'mulling-over' or exploration of ideas). However, the writing should reflect a sense of purpose in organising, systematising, clarifying.
- 3 **TASK-SPECIFIC CRITERIA:**
  - clarity of presentation of the idea of helping others in the community (overview)
  - clarity of explanation of a response to this (analysis)
  - effectiveness/relevance of personal comment on what helping people in the community means.

**WRITING TO ARGUE, PERSUADE AND ADVISE**

<b>QUESTION 8</b> <b>(21 marks)</b> <b>14 + 7</b>	Your local newspaper has run a series of articles claiming that young people have no community spirit.  Write a letter to the Editor arguing your point of view.
<b>GENERAL CRITERIA</b>	Candidates should demonstrate that they can: 1 write appropriately for the task; 2 organise and paragraph clearly and effectively; 3 spell, punctuate and use grammar/syntax accurately; 4 use appropriate register and vocabulary.

**INSTRUCTIONS TO EXAMINERS**

- 1 Ring errors and ✓ or ✓✓ felicities of expression and content, sufficiently to show how you have formed your judgement.
- 2 A brief summative comment may be helpful to indicate any significant strengths and/or weaknesses in the response which have informed your judgement.
- 3 For writing tasks, LENGTH is not in itself a criterion.
- 4 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 (less than 50 words) should not normally be marked higher than Band 7.
- 5 Award TWO marks, one for AOs 3(i) + (ii), one for AO3 (iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- 6 Use the photostat examples as guides to your assessment.
- 7 At the end of the response write and total the two separate marks (eg 11 + 3 = 14). Ring this total and transfer it to the front page of the script.

**NOTES ON THE TASK**

- 1 Answers will offer a response to the task, which will be whatever that means to the candidate. Some may refer back to the stimulus material; there is no premium or penalty for such reference.
- 2 No specific written format is required; the imagined audience may be seen as the self (a 'mulling-over' or exploration of ideas). However, the writing should reflect a sense of purpose in organising, systematising, clarifying.
- 3 **TASK-SPECIFIC CRITERIA:**
  - clarity of presentation of the idea of community service (overview)
  - clarity of explanation of a response to this (analysis)
  - effectiveness/relevance of personal comment on what community service means.

## WRITING MARK SCHEME – Foundation Tier

Use 'best-fit' within and across columns: if most elements are fully achieved, award the higher mark in the band.				
		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
<b>Above 4</b>	<b>16 15</b>	<ul style="list-style-type: none"> <li>• A secure attempt to write in the specified writing triplet.</li> <li>• The specified genre is used confidently, consistently and with a positive purpose.</li> <li>• Content is adapted to reveal a clear understanding of the task and is conveyed in a fully appropriate tone and register.</li> <li>• Vocabulary is varied and sufficiently precise to convey some subtlety of thought and shades of meaning.</li> <li>• A focused opening clearly establishes direction followed by a coherent and well sustained development leading logically to a convincing ending.</li> <li>• Confident use of paragraphing structures and controls content.</li> <li>• Within and between paragraphs a range of devices links ideas clearly and consciously.</li> <li>• The writer is in control of the material and consistently aware of the audience.</li> </ul>	<b>8</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Spelling is secure across a range of vocabulary.</li> <li>• Punctuation is used accurately and precisely both between and within sentences with evidence of a conscious attempt to create effects.</li> </ul>

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



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

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

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