

English (Opening Minds)

General Certificate of Secondary Education

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

Mark Scheme for January 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2012

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:

- (A) Assessment Objectives
 - (B) Using the Mark Scheme
 - (C) Task-specific Marking Notes
- and
- (D) Co-ordination Scripts (issued separately)

(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.

(C) GENERAL INSTRUCTIONS ON MARKING SCRIPTS

There will also be paper-specific instructions which supplement these general instructions. The paper-specific instructions follow these generic ones.

1 Before the standardisation meeting

Before the standardisation meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, the marked scripts must be brought to the meeting.

2 After the standardisation meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the standardisation meeting.
- b) All scripts must be marked in accordance with the version of the final mark scheme agreed at the standardisation meeting.

c) Annotation of scripts

The purpose of annotation is to enable 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 show that it has been read;
every blank page should be crossed through to show 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.

Any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

- 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. Never write comments in the body of the script or in the margins.
 - Final comment, if used, should give an overview of the qualities – positive and, if necessary, negative – which locate the answer in its mark band.
- 3 Ticks and other symbols** may be used ONLY as directed in the mark scheme and/or at the standardisation meeting.

RUBRIC INFRINGEMENT

If a candidate fails to answer all required questions on a given paper, this is self-penalising and full credit should be given for the questions answered.

If you meet with any other type of rubric infringement, please contact your Team Leader for advice.

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: Food during the 1939-45 War

QUESTION 1 (a), (b), (c) [5 marks]	<p>(a) In paragraph three, beginning 'Potatoes and bread', which cartoon character helped to reduce our food imports? [1]</p> <p>(b) From paragraph three, why did the Government introduce the cartoon character Dr Carrot? [1]</p> <p>(c) Give three effects of the introduction of Dr Carrot. [3]</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: Potato Pete.</p> <p>(b) Award 1 mark for either: Because of the carrot surplus (of 10,000 tons) or because the carrot surplus needed to be used up or to use up the carrot surplus or to make people eat more carrots</p> <p>(c) Award 1 mark for each of the following:</p> <p>Dr Carrot spread the myth that carrots improve eyesight Dr Carrot helped to hide the existence of airborne radar Dr Carrot helped increase the consumption of carrots or Dr Carrot helped to use up the carrot surplus or Dr Carrot encouraged people to eat many things containing carrots (or carrot things specified).</p>

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); 1 MARK for 1(b); 3 MARKS for 1(c).**
Stop marking after maximum awarded.
4. **Award NO MARK for:**
 - a point repeated (i.e. already correctly given)
 - a point given under the wrong heading
 - a point which is ENTIRELY unclear.

<p>QUESTION 1(d) [16 marks]</p>	<p>What information is given by the writer to show:</p> <ul style="list-style-type: none"> • what women did to feed their families during the war • and how hard life was for them? <p>Consider the whole passage as you select the relevant material. [16 marks]</p> <p>Use your own words as far as possible.</p>
<p>CRITERIA</p>	<p>Candidates should demonstrate that they can:</p> <ul style="list-style-type: none"> • read with insight and engagement (AO2i); • distinguish between fact and opinion and evaluate how information is presented (AO2ii); • select material appropriate to their purpose (AO2iv).
<p>CONTENT</p>	<p>Candidates may refer to some of the following points:</p> <p>What women did</p> <ol style="list-style-type: none"> 1. Gave families whale meat to eat 2. fed their families on small rations of food / had one egg and 3 pints of milk per week 3. kept pigs (for meat) 4. recycled kitchen waste (for pigs) 5. preserved eggs with 'water glass' 6. fed families on potatoes and bread 7. but mostly potatoes 8. used many carrots in a number of ways (or flan, jam, fudge, carrolade specified) – any one specified used cocoa powder instead of chocolate 9. made 'Chocolate truffles' from cocoa powder, marg or 'spread' & mash 10. made 'mock crab' without shellfish or with tomatoes and cheese 11. made butter from milk 12. and used the remaining buttermilk 13. used the small amount of fat from tins of corned beef and ham 14. improvising food from other foods / made substitute foods <p>the harshness of life</p> <ol style="list-style-type: none"> 15. cooked and washed without electricity 16. recycled everything possible 17. queued for hours for food (or fishmonger, butcher, baker, grocer, greengrocer specified) 18. carrying all food home on foot 19. bought perishable food in small quantities 20. became farm workers / joined Women's Land Army 21. so using more land/producing more food 22. they managed on a small budget 23. they managed with only basic equipment 24. they managed without fridges, freezers and supermarkets.

INSTRUCTIONS TO EXAMINERS

1. We are **not** marking writing in Section A unless the expression is so bad that it impedes communication.
2. Indicate each point by **a letter** in the body of the text. Bracket the tick if the point is not made clearly. Do not tick points if they are haphazard and random (See No. 2 NOTES ON THE TASK). Use:
 F for points relating to women feeding their families
 H for what made life hard for them.
3. Write **R** for a point repeated.
4. Use **OP** (own point) for valid points not in the mark scheme, i.e. inferences that can be legitimately drawn from the candidate's reasonable reading of the text.
5. 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.
6. 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.
7. Write the unringed mark for 1(d) in the margin. Add marks for 1(a), 1(b), 1(c) and 1(d) 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 the difficulties of feeding a family during the war, and the harshness of life for women. 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 number of points relating to the ingenuity of women feeding a family and the way they overcame difficulties. The answer will be well organised.
5	13 12 11	A secure understanding of the reading material and of the difficulty of providing food, although answers may lack good organisation or may not focus on the difficulties faced or the harshness of life, which may be only implicitly acknowledged. 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 is shown, without achieving a clear focus on the difficulties, which will have to be implicitly understood by the reader. Organisation will be poor. The style may be narrative and there will be lifting, sometimes indiscriminate.
7	7 6 5	There will be some understanding of the difficulties and an implicit understanding of the harshness of life, but the style will be predominantly narrative and organisation may 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 wartime hardships. Answers will be unstructured, overwhelmingly narrative and will contain much indiscriminate lifting.
Below 8	1 0	Answers will be brief and hesitant. Material selected from the text will have little bearing on the task and will lack substance and coherence.

MEDIA TEXT: 'The Wonderful World of Chocolate'.

QUESTION 2 [21 marks]	Show how the writers of this advertisement try to persuade readers to buy their book. In your answer, you should write about: <ul style="list-style-type: none"> • the effects of the photograph and the layout of the advertisement • the information which makes readers interested in chocolate and in buying the book • the persuasive words and phrases used by the writers.
CRITERIA	Candidates should demonstrate that they can: <ul style="list-style-type: none"> • read with insight and engagement, making appropriate references to texts (AO2i) • distinguish between fact and opinion (AO2 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 to achieve their effects (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 a letter (A/B/C)** in the text each point clearly made. Use:
 - letter **A** for points relating to the PHOTOGRAPH and ARRANGEMENT of the advert and the comments by buyers;
 - letter **B** for the CONTENT;
 - letter **C** for LANGUAGE: IDENTIFIED WORDS AND PHRASES.
3. Where candidates have attempted an **explanation of words and phrases**, especially of their persuasive nature, 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 Band and 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 Band achieved by the answer inside the margin and 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 Give credit to candidates who have responded to the buying of the book in the second bullet of the question.
- 4 Give credit for Presentation points only when the points about the photograph and layout and comments by buyers are related to the particular material in this question, and are not generic points unrelated to particular examples.

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 the headlines and photograph and the comments by buyers are used and content is organised in relation to the writer's purpose. Appropriate supporting references are given. The answer shows a sound awareness of the task, and gauges the persuasive force of the language.
4	21 20 19	A good understanding of 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, photograph and headings and buyers' comments are used in relation to the writer's purpose.
5	18 17 16	A sound understanding is shown, but probably the easier content points are made. Comments may be descriptive of the history of chocolate rather than analytical of language, and unsupported by textual reference. Language and layout points may be superficial, with an incomplete awareness of the task in that the persuasive nature of the language has not been appreciated.
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 a good amount of narrative with little organisation.
7	12 11 10	Some simple descriptive content points will be made, and there will be much indiscriminate re-telling of the history of chocolate. The answer is likely to reveal considerable misunderstanding of both the passage and the task.
8	9 8 7	There may be glancing references to the task and there will be an indiscriminate re-telling of the history of chocolate, with no explanation or comment. 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	<p>Candidates may refer to some of the following points.</p> <p>A. Presentation</p> <ol style="list-style-type: none"> 1. Photograph is eye-catching / grabs attention 2. Large font headline in a central position, attracts the eye. 3. The italicised line under the headline also attracts the eye as does the underlining. 4. The use of bold type in the opening paragraph / at the end of the advertisement. 5. The use of italics at the end of the opening paragraph to suggest a self-indulgent activity. 6. The layout in general suggests a news item and therefore something factual rather than exaggerated claims for a book and a food. 7. The photograph makes the food and chocolate ingredients look attractive. 8. The photograph is adjacent to the persuasive language, inviting the attention to be drawn to it / photograph linked to headline. 9. The comments from buyers attract attention by their arrangement down the side of the page. 10. The comments from buyers, the names giving authenticity, give some credibility to the writers' claims. <p>B. Content</p> <p>Candidates may refer to some of the following points:</p> <ol style="list-style-type: none"> 1. Eating and drinking chocolate. 2. Eating for different reasons/comfort, energy, passion. 3. Various social uses of chocolate/or meals, greetings, farewells, thanks, apologies, declarations, celebrations, may be specified 4. Original source the cacao tree 5. in Central America. 6. 'Chocolate' means the processed beans. 7. It was spread by explorers/slave-traders 8. to Europe/United States/Far East/Indonesia. 9. Used as a drink 10. Then cocoa powder invented 11. and made into a paste/moulded/cast. 12. 'Eating chocolate' commercially developed 13. by business families/Fry's, Cadburys, Terry's, Rowntrees. 14. Adverts depict women/gifts from men. 15. Chocolate plays a part in childhood/occasions for use specified. 16. Most countries include chocolate in their cooking culture 17. Specify one or all of: American brownie, Hungarian pancake, square of Swiss milk chocolate, Spanish drinking chocolate. 18. The Greek word for chocolate means 'food of the gods'. 19. The book will teach readers to melt, mix, pipe, decorate with chocolate (credit one or all once). 20. Readers will make it into cakes, sponges, rolls, mousses, cheesecakes, truffles, ice creams, fudges, biscuits, cookies. (credit one or all once) 21. Readers can make classics: 'Death by Chocolate', 'Mississippi Mud Pie', 'Black Forest Gateau'. (credit one or all once) 22. It provides 600 recipes
----------------	--

C. Language: Identified Words and Phrases

1. Wonderful world
2. luxuriously indulgent
3. comfort, energy and passion
4. one of the greatest treasures ever discovered
5. smooth in texture
6. intense in taste
7. elegant to look at
8. adored by almost everyone
9. rich source of pleasure
10. seductive gift
11. food of the gods
12. sensual, luxurious delight
13. rich and tasty treats
14. fabulous recipes
15. memories of my chocolate-filled childhood flooded back
16. we desire it
17. the word 'love'
18. most romantic

SECTION B

QUESTION 3 21 marks (14 + 7)	Writing to INFORM, EXPLAIN, DESCRIBE Describe an occasion which you celebrated with a meal of some kind. This might have been a birthday, a wedding or a religious festival. Explain the reason for the celebration and why you did, or did not, enjoy it.
GENERAL CRITERIA	Candidates should demonstrate that they can: <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes (AO3i); • organise ideas into sentences, paragraphs and whole texts, using a variety of linguistic and structural features (AO3ii); • use a range of sentence structures effectively, with accurate spelling and punctuation (AO3iii).

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 (e.g. 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 (e.g. 11 + 3) to the left of the margin and place the ringed total in the margin. Then transfer the 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>			
		A03 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.	A03 iii) Use a range of sentence structures effectively with accurate spelling and punctuation.
Band	Marks	Descriptors	Marks
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 for 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 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

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2012

