

# **English/English Language**

General Certificate of Secondary Education

Unit **A680/01**: Information and Ideas (Foundation Tier)

## **Mark Scheme for June 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.

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

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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](mailto:publications@ocr.org.uk)

## Annotations

Examiners should use annotation to show clearly where a mark is earned or why it has not been awarded. This will help examiners, checkers and those who review the marking of scripts.

### Annotation consists of:

- ticks to show where marks have been earned or not earned
- specific words or phrases as agreed at Standardisation and as contained and included in the final mark scheme to show why a mark has been earned or indicate why a mark has not been earned (eg to show there is an omission)
- standard abbreviations, eg for *follow through*, *special case*, etc.

As scripts may be returned to centres, you should use the minimum of comments and make sure that these are related to the award of a mark or marks and are matched to statements in the mark scheme.

Do **not** include general comments on a candidate's work.

Record any annotation in the body of the answer, or in the margin next to the point where the decision is made to award, or not award, the mark.

## Subject-specific Marking Instructions

### Marking and Annotation of Scripts After the Standardisation Meeting

Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation meeting.

All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation meeting.

### Recording of marks

Record numerical marks for responses to part-questions **unringed** in the right-hand margin. Show the total for each question (or, in specific cases, for each page) as a single **ringed** mark in the right-hand margin at the end of each question.

Transfer ringed totals to the front page of the script, where they should be totalled.

Note that all marks should be written in the margin. The relevant band (eg B4) should be written to the left of the margin for Questions 1d, 2a and 2b.

Show evidence that you have seen the work on every page of a script on which the candidate has made a response.

Tick every blank page to show that you have seen it.

Follow the current guidance on crossed-out work on page 2.

**Handling of unexpected answers**

The Standardisation meeting will include discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them
- comparable marking standards for optional questions
- the handling of unexpected, yet acceptable, answers.

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

**MARK SCHEME:** *Please note that GCSE English AOs are highlighted in this document. The equivalent AOs for GCSE English Language are: AO2 = AO3, AO3 = AO4.*

## SECTION A READING

### Question 1 *How UK's otters have reclaimed the urban waterways as their home*

#### CRITERIA

Candidates should demonstrate that they can:

- Read and understand texts, selecting material appropriate to purpose, collating from different sources (AO2 i).

Question			Answer	Marks	Guidance
1	(a)	(i)	Award <b>one</b> mark for: <ul style="list-style-type: none"> <li>• cleaner water/waterways/rivers/canals (however expressed)</li> <li>• to live and breed</li> </ul>	1	There is no premium on own words in these answers.
		(ii)	Award <b>one</b> mark for: <ul style="list-style-type: none"> <li>• (a) recluse.</li> </ul>	1	
	(b)	Award <b>one</b> mark for each of the following: <ul style="list-style-type: none"> <li>• they are least friendly/not friendly to wildlife</li> <li>• they are most / industrialised.</li> </ul>	2		
	(c)	Award <b>one</b> mark for each of the following, up to a maximum of two marks: <ul style="list-style-type: none"> <li>• (recovery of otter) exciting wildlife success story</li> <li>• otters set to become part of urban wildlife</li> <li>• otters are attractive/charismatic creatures</li> <li>• people are likely to enjoy a glimpse of them.</li> </ul>	2		

**INSTRUCTIONS TO EXAMINERS – 1d**

- 1 In Section A writing is not assessed unless the expression is so bad that it impedes communication and is effectively self-penalising.
- 2 Tick relevant points. Put a tick in brackets for points not made securely.
- 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 per point in this question.
- 5 You **may** (but are not obliged to) write a brief comment relating to the band descriptors at the end of the answer to justify your mark. Do not make comments in the margin or body of the answer.
- 6 Write the unringed mark for 1d in the margin. Add the ringed total for Question 1 in the margin and transfer this total to the front page of the script.
- 7 The generic grid for question 1d appears after the question-specific mark scheme.

Question		Answer	Marks	Guidance
1	(d)	<p>Candidates may refer to <b>some</b> of the following points:</p> <ol style="list-style-type: none"> <li>1 Significant decline in otter population (in late 1950s)</li> <li>2 Mainly the result of pesticides</li> <li>3 ...which entered the otters' bodies</li> <li>4 otters disappeared from most of lowland England (in 1970s)</li> <li>5 Otter numbers increased</li> <li>6 after banning of pesticides</li> <li>7 They returned into rivers</li> <li>8 They moved into towns / new territories</li> <li>9 ...in increasing numbers</li> <li>10 Otters benefited from a national programme of cleaning waterways/improved sewage treatment</li> <li>11 ...and from regeneration of cities/respect for water features</li> <li>12 Otters still face dangers / threats of the environment</li> <li>13 ...relating to lack of safe places/road deaths</li> <li>14 planners consider needs of otters</li> </ol>	14	<p>Disregard any points used in 1a, 1b or 1c.</p> <p>Features of higher band answers are likely to be an <b>effective organisation</b> of points and an <b>ability to express points in own words</b> (where possible). This is reflected in the following band descriptors.</p>

Question 1d		
GENERIC band descriptors		
<b>**Be prepared to use the FULL range**</b>		
<i>The band descriptors which are shaded reward performance above or below that expected on this paper.</i>		
BAND	MARKS	DESCRIPTOR
Above 4	14 13 12	<ul style="list-style-type: none"> <li>• Clear understanding of text and task</li> <li>• Mostly clear focus; good organisation</li> <li>• Consistent attempt to use own words</li> <li>• Good range of points clearly identified</li> </ul>
4	11 10	<ul style="list-style-type: none"> <li>• Text and task have been understood, though there may be some unnecessary material</li> <li>• Generally clear focus – perhaps some blurring</li> <li>• Evidence of ability to express in own words (where appropriate)</li> <li>• A range of points clearly identified</li> </ul>
5	9 8	<ul style="list-style-type: none"> <li>• Task generally addressed, though there may be some irrelevant material</li> <li>• Some lack of focus</li> <li>• Own words generally used, but there may be some selective lifting</li> <li>• General understanding of a number of points</li> </ul>
6	7 6	<ul style="list-style-type: none"> <li>• Some evidence that the task has been understood</li> <li>• Lacks clear focus</li> <li>• Points listed mechanically, with some lifting</li> <li>• Straightforward understanding of some of the simpler points</li> </ul>
7	5 4	<ul style="list-style-type: none"> <li>• Only a little evidence that the task has been understood</li> <li>• May contain indiscriminate lifting</li> <li>• Some grasp of a limited number of points</li> </ul>
8	3 2	<ul style="list-style-type: none"> <li>• Considerable misunderstanding of text and task</li> <li>• May contain much indiscriminate lifting</li> <li>• At the top of the band, a rudimentary understanding of only a limited number of simple points</li> </ul>
Below 8	1 0	<ul style="list-style-type: none"> <li>• Material selected has little or no bearing on the task</li> <li>• Answers likely to be brief and hesitant or rambling unstructured</li> </ul>

**Question 2 *Magpies on Trial*****CRITERIA**

Candidates should demonstrate that they can:

- Explain and evaluate how writers use presentational features and language to achieve effects and engage and influence the reader (AO2 iii).

**INSTRUCTIONS TO EXAMINERS – 2a**

- 1 In Section A writing is not assessed unless the expression is so bad that it impedes communication and is effectively self-penalising.
- 2 **Indicate by the letter P** in the text each presentation point clearly made.
- 3 Put a **bracket** round the letter P if a point has not been made clearly.
- 4 If a point has been repeated, use a capital **R**.
- 5 **Tick** explanatory/analytical comments. This will help to determine the extent of any analytical comment when making judgements about the relevant band in which to place an answer.
- 6 Use the band descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark per point in this question.
- 7 You **may** (but are not obliged to) write a brief comment at the end of the answer to explain your mark.
- 8 Put the unringed total for Question 2a in the margin.
- 9 The generic grid for question 2a appears after the question-specific mark scheme.

Question	Notes on the Task	Marks	Guidance
2 (a)	<p><b>Higher Band</b> responses [Bands 4 and above] are likely both to identify specific headings, photographs and captions, and to make reasonably sustained comments about the effects on the reader. At the top end there will be clear evidence that specific effects of these presentational features are being analysed rather than described or merely listed.</p> <p><b>Middle Band</b> responses [Bands 5 and 6] are likely to be characterised by a general awareness of the effects of the headings, photographs and captions, and by a descriptive rather than analytical approach. Examples at this level may be simply listed and amount to little more than feature-spotting, with some basic and generalised comment.</p> <p><b>Lower Band</b> responses [Bands 7 and below] are likely to show only a rudimentary understanding of the effects of the headings, photograph and captions. Comments on presentation are likely to be basic and generalised, at the level of spotting more obvious features such as use of large fonts and colourful pictures.</p>	6	



**QUESTION 2a GENERIC BAND DESCRIPTORS****\*\*\* Be prepared to use the FULL range \*\*\****The band descriptors which are shaded reward performance above or below that expected on this paper.*

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
<b>Above 4</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Clear and reasonably sustained analytical response</li> <li>• Use of well-selected detail for support</li> </ul>
<b>4</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Some evidence of analytical comment</li> <li>• Use of some appropriate details for support</li> </ul>
<b>5</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Begins to develop a response; mainly descriptive</li> <li>• Reference to some relevant detail</li> </ul>
<b>6</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Some relevant comment</li> <li>• Reference to a little detail</li> </ul>
<b>7</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Straightforward points</li> <li>• Features merely identified</li> </ul>
<b>8</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Simple points</li> <li>• Little, if any, specific detail</li> </ul>
<b>Below 8</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• Response not worthy of credit: answer brief and hesitating or rambling and lacking relevance</li> </ul>

**INSTRUCTIONS TO EXAMINERS – 2b**

- 1 In Section A writing is not assessed unless the expression is so bad that it impedes communication and is effectively self-penalising.
- 2 **Indicate by letter** in the text each point clearly made. Use:
  - letter **A** for INFORMATION points
  - letter **B** for points relating to LANGUAGE.
- 3 Put a **bracket** round the letter if a point has not been made clearly.
- 4 If a point has been repeated, use a capital **R**.
- 5 **Tick** explanatory/analytical comment on specific words and phrases. This will help to determine the extent of any analytical comment when making judgements about the relevant band in which to place an answer.
- 6 Use the band descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark per point in question.
- 7 You **may** (but are not obliged to) write a brief comment at the end of the answer to explain your mark.
- 8 Write the ringed total for Question 2b in the margin. Add the marks for 2a and 2b and put the ringed total in the margin. Transfer the ringed total mark for Question 2 to the front page of the script.
- 9 The generic grid for question 2b appears after the question-specific mark scheme.

Question		Notes on the Task	Marks	Guidance
2	(b)	<p><b>Higher Band</b> responses [Bands 4 and above] are likely to identify clearly the style of the magazine article and the light-hearted tone of much of the language.</p> <p>Candidates are likely to make some comment on the effects of words such as the following: ‘stands accused’, ‘bully bird of the suburbs’, ‘heartless killer’. At this level, candidates are likely to grasp the article’s attempt to provide a more balanced picture of the bird, with some reference to the vulnerability of young magpies: ‘other predators ready to exploit the young magpie’s inexperience and unsteady flight’.</p> <p>At the top end there will be some evidence that language is being analysed and comments supported by appropriate reference.</p> <p><b>Middle Band</b> responses [Bands 5 and 6] are likely to be characterised by a general awareness of the overall purpose of the article and its dramatic impact, and by a descriptive rather than analytical approach. Quotations at this level may be simply listed and/or excessive in length. Where comments on language exist, they are likely to be generalised and/or repetitive. Language features may be logged, sometimes incorrectly or vaguely (eg ‘the article uses strong verbs’).</p>	14	

Question	Notes on the Task	Marks	Guidance
	<b>Lower Band</b> [Bands 7 and below] responses are likely to show only a rudimentary understanding of the purpose of the article. Comments on language are likely to be basic, generalised and in some cases erroneous. Responses may be characterised by much lifting/copying of points and/or listing of quotations without comment or explanation. At the bottom end, there will be considerable misunderstanding of both task and text.		

**QUESTION 2b GENERIC BAND DESCRIPTORS****\*\*Be prepared to use the FULL range\*\****The band descriptors which are shaded reward performance above or below that expected on this paper.*

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
Above 4	14 13 12	<ul style="list-style-type: none"> <li>• A good range of points showing a secure understanding of the ways in which information and language contribute to the text's purpose</li> <li>• Careful supporting references and some analytical comment</li> <li>• Sound awareness of text and task</li> </ul>
4	11 10	<ul style="list-style-type: none"> <li>• A range of points showing a sound understanding of the ways in which information and language contribute to the text's purpose</li> <li>• Appropriate supporting references and an attempt at an analytical approach</li> <li>• Task has been addressed for the main part</li> </ul>
5	9 8	<ul style="list-style-type: none"> <li>• Easier information points together show some understanding of the text's purpose</li> <li>• Comments tend to be descriptive rather than analytical, and references may be inert</li> <li>• Some focus on the task</li> </ul>
6	7 6	<ul style="list-style-type: none"> <li>• Points likely to concentrate on simpler information and basic language features</li> <li>• Assertions predominate, with minimal or no textual evidence in support</li> <li>• A little evidence that the task has been understood</li> </ul>
7	5 4	<ul style="list-style-type: none"> <li>• Some simple descriptive points</li> <li>• Much indiscriminate re-telling of the content, or paraphrase</li> <li>• Considerable misunderstanding of the passage and/or task</li> </ul>
8	3 2	<ul style="list-style-type: none"> <li>• Only glancing references to the task</li> <li>• May consist entirely of indiscriminate re-telling, without explanation or comment</li> <li>• Almost complete misunderstanding of passage and task</li> </ul>
Below 8	1 0	<ul style="list-style-type: none"> <li>• Answers will be brief and hesitant or rambling and unstructured</li> <li>• Material selected will have little or no bearing on the task</li> </ul>

**SECTION B: WRITING** (Candidates answer EITHER 3 OR 4)**CRITERIA**

Candidates should demonstrate that they can:

- Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader (AO3 i)
- Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and over coherence (AO3 ii)
- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (AO3 iii).

**INSTRUCTIONS TO EXAMINERS – 3 or 4**

- 1 Ring errors and ✓ for good ideas and ✓✓ for merits of expression to show how you have formed your judgement. Use a wavy line underneath the candidate's writing, or in the margin for more than one line, to show awkward or incorrect syntax/unclear expression. Use a caret to show omission.
- 2 You may (but are not obliged to) 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; variety of sentence structures 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 separate 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 subset.
- 5 Use the standardisation scripts as guides to your assessment.
- 6 At the end of the response write the two separate marks (eg 10 + 7) in the spaces provided and place the ringed total in the margin. Then transfer the ringed total to the front page of the script.
- 7 The generic marking criteria for Writing appear after the Notes on the Task.

Question			Notes on the Task	Marks	Guidance
3			<p>Candidates have a clearly specified form and purpose for this task. Stronger responses will show some appreciation of the need to shape material consciously in order to engage the interest of the general reader of a local newspaper.</p> <p>An equal balance of likes and dislikes is not required.</p>	40	
4			<p>Candidates are encouraged to explore the topic in their own way, offering a personal response to the prompt.</p> <p>Stronger responses will show some appreciation of the need to shape material consciously in order to engage the interest of readers.</p>	40	

## Generic Marking Criteria for Section B: Writing

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
<b>Above Band 4</b>	<b>27 26 25 24</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures.</li> <li>• demonstrates a secure understanding of the task, addressing it in a relevant way and adapting form and style with confidence to suit audience and purpose.</li> <li>• uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly.</li> <li>• uses structure deliberately and with direction – a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending.</li> <li>• uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence.</li> </ul>	<b>13 12</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses generally well controlled sentence structures which are varied in length and type and show evidence of being used deliberately to create specific effects appropriate to the task.</li> <li>• shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary.</li> <li>• uses punctuation to enhance or clarify meaning – is accurate both within and between sentences, but may make some errors in complex sentence structures.</li> </ul>
<b>4</b>	<b>23 22 21 20</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• shows general control of the material; the response may be straightforward and controlled but linguistically unambitious or may lose some control in attempting something ambitious.</li> <li>• demonstrates an understanding of the task, addressing it in a mainly relevant way with some evidence of adapting form and style to suit different audiences and purposes.</li> <li>• uses some variety of vocabulary to create different effects and to suit the purpose of the writing, but which may be imprecise or fail to convey shades of meaning.</li> <li>• uses structure with a sense of direction – a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending.</li> <li>• is organised into paragraphs which may be varied for effect and which are carefully linked together to make the sequence of events or development of ideas clear to the reader.</li> </ul>	<b>11 10</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors.</li> <li>• usually spells complex regular words securely; may make errors with irregular or more complex vocabulary.</li> <li>• uses punctuation in an attempt to create some specific effects; is usually accurate for sentence separation and sometimes within sentences, but may make less secure use of speech marks, colons and semi colons.</li> </ul>

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
5	19 18 17 16	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• may not always show control of the material; the response may be simple and controlled but linguistically unambitious, or may attempt something ambitious but tend to lose control.</li> <li>• demonstrates some understanding of the task, addressing it in a sometimes relevant way and with some attempt to adapt form and style to suit audience and purpose.</li> <li>• uses vocabulary to create some limited effects, which may however be too simple to convey shades of meaning, not fully understood or not appropriate and may contain some idiomatic errors.</li> <li>• uses structure with some sense of direction – a generally clear and focused opening, some development of ideas, a limited attempt to achieve an appropriate ending.</li> <li>• uses paragraphs which may occasionally be varied for effect and/or are linked together to make the sequence of events or development of ideas fairly clear to the reader.</li> </ul>	9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses sentence structures which show a little variety; may tend repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors.</li> <li>• usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary.</li> <li>• uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences.</li> </ul>
6	15 14 13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• does not always show control of the material; the response may have a level of linguistic error that distracts the reader from the merits of the content.</li> <li>• demonstrates a limited understanding of the task and addresses it with some relevance, making a limited attempt to adapt form and style to suit audience and purpose.</li> <li>• uses vocabulary which is sometimes chosen for variety and interest but likely to be limited in range, sometimes inappropriate and may contain some idiomatic errors.</li> <li>• structures writing with some sense of direction which may not be sustained; a fairly clear opening, some limited development of ideas, some sense of an ending.</li> <li>• uses paragraphs which create some sense of sequence for the events or the development of ideas but which may lack unity or have little or no evidence of links between them.</li> </ul>	7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control.</li> <li>• usually spells simple regular vocabulary accurately but may make a number of typical errors.</li> <li>• sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning.</li> </ul>



Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
7	11 10 9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>shows limited control of the material; the level of linguistic error may require the reader to re-read some sentences before the meaning is clear.</li> <li>demonstrates a very limited understanding of the task, addressing it with occasional focus and making limited attempts to adapt form and style to suit audience and purpose.</li> <li>uses vocabulary to create occasional variety and interest but which is likely to be very limited in range and often inappropriate with some idiomatic errors.</li> <li>shows some signs of organisation and some sense of direction – a limited attempt to create an opening, very simple or rambling development of ideas, may come to a stop rather than achieving a deliberate ending.</li> <li>uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity.</li> </ul>	5 4	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults.</li> <li>spells some simple regular vocabulary accurately but makes random errors.</li> <li>uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it.</li> </ul>

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
<b>8</b>	<b>7</b> <b>6</b> <b>5</b> <b>4</b> <b>3</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>offers occasional relevant and comprehensible content, but density of linguistic error may require the reader to re-read and re-organise the text before meaning is clear.</li> <li>demonstrates a little awareness of the task, addressing it with intermittent focus; form and style may occasionally be appropriate to audience and/or purpose, but this is unlikely to be deliberate.</li> <li>uses vocabulary which is very occasionally chosen for variety and/or interest but which is very limited in range and often inappropriate, with obvious idiomatic errors.</li> <li>shows occasional signs of organisation and a very limited – if any – sense of direction.</li> <li>uses paragraphs occasionally to signal very obvious changes in the direction of events or ideas, but which may need to be re-read or re-organised before the meaning is clear.</li> </ul>	<b>3</b> <b>2</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses recognisable sentence structures, with some accuracy in the use of more simple ones.</li> <li>uses erratic spelling which may be recognisable for most words but is accurate for only a limited number.</li> <li>uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate.</li> </ul>
<b>Below band 8</b>	<b>2</b> <b>1</b> <b>0</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity.</li> <li>shows almost no awareness of task, audience or purpose.</li> <li>uses vocabulary which is seriously limited.</li> <li>shows almost no signs of organisation or sense of direction.</li> <li>uses paragraphs – if at all – in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges.</li> </ul>	<b>1</b> <b>0</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses spelling and punctuation so imprecisely that very little meaning is communicated.</li> </ul>

**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](mailto:general.qualifications@ocr.org.uk)

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Head office  
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Facsimile: 01223 552553

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