

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH

Unit A642: Imaginative Writing
Specimen Controlled Assessment Material

A642

OCR Supplied Materials

- None

Other Materials Required:

- None

INSTRUCTIONS TO TEACHER

- Please refer to Section 4 of the English Specification for instructions on completing the Controlled Assessment Tasks.
- Each task can be contextualised appropriately to suit those resources available in the area local to the centre.

Imaginative Writing

Complete **one** task from Section A or B. Each task contains **two** parts.

You must respond to Question 1 **and** either Question 2a or 2b, or 2c.

SECTION A: Media

- 1 Write the text for a broadcast to raise awareness of a social problem.

AND

Either

- 2 (a) Write a monologue in prose **or** poetry describing the thoughts and feelings of a person who has been affected by your broadcast.

Or

- (b) Write a letter from a person who is responding to your broadcast.

Or

- (c) Write an entry for an online encyclopaedia to explain the issue raised in your broadcast.

SECTION B: Text Development

- 1 Write a story that includes at least one of the characters from a text that you have studied. This should be your own story and should describe events that do not happen in the original text.

AND

Either

- 2 (a) Write a feature article for a magazine for young people. It should profile at least one of the characters who appears in your story or in the original text.

Or

- (b) Write a series of entries for a blog by a character from your story or from the original text. The blog should express the character's thoughts and feelings.

Or

- (c) Write two poems to describe the thoughts and feelings of one or two of the characters at a key moment in your story or in the original text.

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Unit A642: IMAGINATIVE WRITING

Specimen Controlled Assessment Mark Scheme

The maximum mark for this unit is **40**.

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Imaginative Writing Marking Criteria

Candidates submit **one** task containing **two** parts for assessment. Each part is marked out of **40** (out of 26 marks for AO3i & AO3ii **and** out of 14 marks for AO3iii), using the marking criteria below, giving a total of **80** marks. Divide the total by 2 to provide the overall mark out of **40** for this section.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
1	26 25 24	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> shows sophisticated control of the material and makes effective use of linguistic devices. demonstrates a sophisticated understanding of the task, addressing it with complete relevance and adapting form and style with flair to suit audience and purpose. uses precise vocabulary which is fully suited to the purpose of the writing, conveying subtlety of thought and shades of meaning and, where appropriate to task, is imaginative and ambitious in scope. uses structure to produce deliberate effects, developing the writing coherently and skilfully from a confident opening which engages the reader to a very convincing and deliberate ending. is organised into coherent paragraphs which are clearly varied for effect and used confidently to enhance the ideas and meaning. 	14	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> uses a wide range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. uses ambitious vocabulary with very few spelling errors. uses punctuation consciously and securely to shape meaning, with very few errors.
2	23 22 21	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> shows full control of the material and makes some effective use of linguistic devices. demonstrates a confident understanding of the task, addressing it with consistent relevance and adapting form and style with assurance to suit audience and purpose. uses imaginative vocabulary which is appropriate to the purpose of the writing, conveying some subtlety of thought and shades of meaning and, where appropriate to task, may show some ambition in scope uses structure consciously for effect, developing the writing coherently from an opening which engages the reader to a convincing and deliberate ending. is organised into paragraphs which have unity, are varied for effect and are used to control the content and achieve overall coherence. 	13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> uses a range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. uses more complex and irregular vocabulary, almost always securely spelled uses punctuation to shape meaning, mainly securely, with errors only in more complex, irregular structures.

3	20 19 18	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures. • 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. • uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly. • uses structure deliberately and with direction - a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending. • uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence. 	11 10	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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. • shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary. • uses punctuation to enhance or clarify meaning - is accurate both within and between sentences, but may make some errors in complex sentence structures.
4	17 16 15	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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. • 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. • 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. • uses structure with a sense of direction - a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending. • 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. 	9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors. • usually spells complex regular words securely; may make errors with irregular or more complex vocabulary. • 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.

5	14 13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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. • 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. • 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. • uses structure with some sense of direction - a generally clear and focussed opening, some development of ideas, a limited attempt to achieve an appropriate ending. • 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. 	7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses sentence structures which show a little variety; may tend to repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors. • usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary. • uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences
6	11 10 9	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. 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. 	5 4	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control. • usually spells simple regular vocabulary accurately but may make a number of typical errors. • sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning.

7	8 7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity. 	3 2	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults. • spells some simple regular vocabulary accurately but makes random errors. • uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it.
8	5 4 3	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • 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. • 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. • 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. • shows occasional signs of organisation and a very limited - if any - sense of direction. • 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. 	1	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses recognisable sentence structures, with some accuracy in the use of more simple ones. • uses erratic spelling which may be recognisable for most words but is accurate for only a limited number. • uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate.

Below band 8	2 1 0	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity. • shows almost no awareness of task, audience or purpose. • uses vocabulary which is seriously limited. • shows almost no signs of organisation or sense of direction. • uses paragraphs -if at all - in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges. 	0	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses spelling and punctuation so imprecisely that very little meaning is communicated.
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