

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH / ENGLISH LANGUAGE

A680

Unit A680: Information and Ideas (Foundation Tier)
Specimen Reading Booklet Insert

...day Month 2010
Morning/Afternoon

Duration: 2 hours

INSTRUCTIONS TO CANDIDATES

- The materials in this READING BOOKLET INSERT are for use with the questions in Section A of the Question Paper.

INFORMATION FOR CANDIDATES

- This document consists of **8** pages. Any blank pages are indicated.



ABANDONED VEHICLES: RUST IN PEACE



The Problem

The cost to the country of removing abandoned vehicles is a staggering £24 million a year. In 2003 over half a million people complained to their council about the problem of abandoned vehicles – with some councils spending as much as £80,000 a year.

Abandoned vehicles not only look unsightly but also pose a real danger from fires and injury. Often the result of or leading to crime, abandoned vehicles can add to the decline of an area, making residents feel unsafe and vulnerable.

How We Responded

A high-profile media campaign was launched, aimed at reducing the problem of abandoned vehicles. Specifically, the campaign set out to highlight to the general public the detrimental effect abandoned vehicles can have on the local environment and their direct link to anti-social behaviour. The campaign aimed to reduce the number of vehicles being abandoned by encouraging English local authorities to offer a free unwanted vehicle collection service for a period of two weeks during January 2005.

How We Campaigned

All English local authorities were invited to take part in a two-week amnesty when no action would be taken against those who had abandoned vehicles. During this period, participating councils offered a free collection and disposal service to all members of the public in their district who had a vehicle that they no longer had need for. 196 councils took part in the campaign and an average of 53 vehicles were collected as part of the initiative. An A3 poster was offered free of charge to all councils taking part, to help promote the scheme. The poster entitled 'Rust in Peace' was aimed at 17-35 year old males who research showed were most likely to abandon a vehicle. The poster was designed specifically for display in MOT centres and garages.

Media Coverage

The campaign was a huge success, resulting in widespread media coverage at both national and regional levels. The story was featured on over 30 radio stations including Radio 1, Radio 4, Five Live, Virgin and Classic FM, in addition to a whole range of regional BBC and independent commercial stations. TV coverage included BBC News and ITV regional news coverage. Regional newspaper coverage was also very high, featuring major newspapers in all areas of the country.

Results

The results of the campaign far exceeded expectations, with 196 councils offering a free collection service and with media coverage equivalent to £1.6 million being generated. An estimated 10,123 cars were surrendered during the amnesty. Of councils who already had a surrender service, 80% thought the numbers had increased as a result of the campaign. 88% of participating councils hailed the amnesty a success.

Litter Britain: Author Bill Bryson hits out at tide of trash

Today the American-born President of the Campaign to Protect Rural England tells the *News of the World* how councils must act to stop our country being trashed.

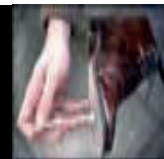
SOMETIMES it takes an outsider to tell people what they've got. Nowhere in the world is there a landscape more artfully worked or more lovely to behold than the countryside of Britain.

But when I look around the country today I see litter and rubbish piling up and ruining the landscape.

When I first came to Britain in 1972, I was instantly smitten with the place, and for all kinds of reasons.

But a big part of **Britain's** appeal was how tidy it was, how orderly, how civilised and well put together. Now we should be ashamed of the mess that we allow to greet visitors. Litter has increased relentlessly ever since I've been here – a whopping **500 PER CENT**.

Cleaning chewing gum off streets costs £150m a year



Britain has some of the toughest litter laws in Europe. But it's left to individual councils to decide on how to enforce them. And there's no consistent national approach.

In Southwark, south London, they track down the droppers and hit them with fixed penalties of up to £75. There were nearly 3,000 issued in the last year.

Other councils, such as Camden across the river, don't bother catching litter louts. Camden issued **ZERO** fines last year.



URBAN TIP: London's litter-strewn Thameside

Half the population throw rubbish out of their cars

So that sends out a mixed message – in some places it's OK to drop your trash on the streets and in other places it's not.

In fact if you live in one of the **74** authorities that gave out no fixed penalty litter notices at all last year – you won't be caught at all. **EVER**.

Liverpool has spent £73 million on smartening up its streets for its year as Capital of Culture. But now they are being pock-marked with blackened gum, and this disgusting habit costs us nationally £150 million a year. At least in the cities most of the litter gets picked up at some point. But out in the countryside it becomes a more or less **PERMANENT** feature of the landscape.

70% of councils have never prosecuted a fly-tipper



The rubbish in rural areas is coming straight out of car windows. Half of people admit to throwing litter out as they go.

How anybody could trash a country as lovely as Britain is really beyond me. But things have got so bad that the Highways Agency now spends **£500 MILLION** every year just clearing up main roads.

You can dismiss a lot of littering as thoughtless laziness. But there is one form of littering that is both criminal and deliberate – **FLY-TIPPING**.

You'd think the authorities would be all over this, catching perpetrators and fining them. But **70 PER CENT** of councils have **NOT** prosecuted a single fly-tipper in the last **FIVE** years.



BRYSON: Britain is such a mess



COUNTY PILE: Rural fly-tipping blackspot

If we caught just **TWO PER CENT** of the people who do the fly-tipping – and that doesn't seem too ambitious a target for such a visible and oafish crime – and fined them just one twentieth of what the law allows, that would raise more than **£130 MILLION**.

Alternatively we can do as we are doing at present, and stand meekly by and just watch as another **50,000** heaps of squalor are dumped every week. And yet it only takes **TWO** things to crack the litter problem. You've got to **STOP** people dropping it in the first place – and when it's dropped you've got to get it **PICKED UP**.

For no one wants to live in a country that's only beautiful from the ankles up.

Do you agree with Bryson? We'll publish your views at notw.co.uk

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BLANK PAGE**Copyright Information:**

pp2-3, www.keepbritaintidy.org, *Keep Britain Tidy*

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH LANGUAGE

A680

Unit A680: Information and Ideas (Foundation Tier)

Specimen Paper

Candidates answer on the Question Paper

OCR Supplied Materials

- Reading Booklet Insert

Other Materials Required:

- None

...day Month 2010
 Morning/Afternoon

Duration: 2 hours

Candidate Forename		Candidate Surname	
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Centre Number						Candidate Number				
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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink.
- Find the Reading Booklet Insert for Section A.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do **not** write in the margins.
- Do **not** write outside the box bordering each page.
- Write your answer to each question in the space provided, however additional paper may be used if necessary.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- **Section A** is worth **40** marks. You are advised to spend **about 1 hour** on it.
- **Section B** is worth **40** marks. You are advised to spend **about 1 hour** on it.
- The total number of marks for this paper is **80**.
- This document consists of 12 pages. Any blank pages are indicated.

Examiner's Use Only:			
Section A		40	
Section B		40	
Total			

Section A Reading

You are advised to spend about one hour on Section A.

Question 1

Read carefully the passage *Abandoned Vehicles from the Keep Britain Tidy website on page 2 - 3 of the Reading Booklet Insert.*
Then answer Question 1a, 1b and 1c.

1

- (a) From **paragraph one** (beginning, 'The cost to the country...'), write down **two** facts about the problem of abandoned vehicles.

Fact 1

..... [1]

Fact 2

..... [1]

- (b) In **paragraph two** (beginning, 'A high profile campaign...') the website describes the negative consequences of vehicles being abandoned.

Identify **two** words which show negative consequences, and briefly explain the effect on the reader of each word you choose.

Word showing negative consequences of cars being abandoned	The effect of each word on the reader
1. [1] [1]
2. [1] [1]

Question 2

Read carefully the passage *Litter Britain* from the newspaper *News of the World* on pages 4 – 5 of the Reading Booklet Insert.
Then answer Question 2a and 2b.

2

- (a)** How do the presentational features of this newspaper article add to its effect on the reader?

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[6]

[See next page for Question 2b]

Section B – Writing

You are advised to spend about one hour on Section B.

Question 3

Answer one question.

This answer will be marked for writing. Plan your answer and write it carefully. Think about why and who you are writing for. Leave enough time to check through what you have written.

Either

3

- (a)** A local politician has invited young people to suggest ways to make your local area a better place in which to live.

Write a letter to the politician in which you put forward your proposals.

You could write about:

- what needs to be improved about your area and why
- the improvements that you think should be made
- how different people would benefit from your proposals

Begin your letter 'Dear Sir/Madam...'

[40]

Or

- (b)** A local newspaper is featuring a series of light-hearted articles called 'When Things Went Wrong'.

Write your account for the newspaper about a time when something went wrong for you or for someone you know.

The editor has suggested that you could use one of the following opening sentences or you may start with something completely different.

- 'If only I'd read the second page of the recipe...'
- 'I should have known better than to take part in a sponsored walk when...'
- 'There was no way he could have known that the police car was parked round the corner...'

You could write about:

- what went wrong
- why it went wrong
- How it could have been different

[40]

A series of 30 horizontal dotted lines for writing.

A series of horizontal dotted lines for writing, consisting of 28 lines spaced evenly down the page.

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

ENGLISH LANGUAGE

Unit A680: Information and Ideas (Foundation Tier)

Specimen Mark Scheme

The maximum mark for this paper is **80**.

F

A680

SECTION A READING

Question 1 *Abandoned Vehicles*

CRITERIA

Candidates should demonstrate that they can:

- read and understand texts, selecting material appropriate to purpose, collating from different sources (AO2i).

QUESTION 1a (2 marks)	Award one mark for each of the following, up to a maximum of two marks: <ul style="list-style-type: none"> • removing abandoned vehicles costs £24 million (a year) • over half a million complained to their council (in 2003) • some councils spend up to £80,000/huge amounts (a year). There is no premium on own words in this answer. Selective copying is acceptable; verbatim copying is not.
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QUESTION 1b (2 marks)	Award one mark for each correct word chosen, up to a maximum of two marks. Award one mark for a valid explanation of the effect of the word chosen, up to a maximum of two marks. The examples here give some idea of possible responses: <table data-bbox="443 1093 1401 1476"> <tr> <td>abandoned</td> <td>suggests cars have been deserted</td> </tr> <tr> <td>unsightly</td> <td>suggests not pleasant to look at</td> </tr> <tr> <td>danger</td> <td>suggests the cars represent a threat to personal safety</td> </tr> <tr> <td>fires</td> <td>has associations of danger</td> </tr> <tr> <td>injury</td> <td>suggests the danger posed by the cars</td> </tr> <tr> <td>crime</td> <td>reinforces link between cars and illegal activity</td> </tr> <tr> <td>decline</td> <td>suggests a deterioration</td> </tr> <tr> <td>unsafe</td> <td>indicates the lack of security (felt by the residents)</td> </tr> <tr> <td>vulnerable</td> <td>suggests openness to attack</td> </tr> </table>	abandoned	suggests cars have been deserted	unsightly	suggests not pleasant to look at	danger	suggests the cars represent a threat to personal safety	fires	has associations of danger	injury	suggests the danger posed by the cars	crime	reinforces link between cars and illegal activity	decline	suggests a deterioration	unsafe	indicates the lack of security (felt by the residents)	vulnerable	suggests openness to attack
abandoned	suggests cars have been deserted																		
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unsafe	indicates the lack of security (felt by the residents)																		
vulnerable	suggests openness to attack																		

QUESTION 1c (14 marks)	<p>Re-read the passage from the paragraph beginning 'A high-profile media campaign launched...' to the end of the text.</p> <p>Using your own words as far as possible, outline the main features and results of the media campaign aimed at reducing the problem of abandoned vehicles.</p> <p>Do not use quotations in your answer.</p> <p>Candidates may refer to some of the following points:</p> <ol style="list-style-type: none"> 1 Aim of campaign to reduce number of abandoned vehicles 2 The audience of the campaign was the general public 3 Campaign drew attention to negative effect on local environment 4 /and on the connection with annoying/anti-social behaviour 5 Role of local authorities offering free collection service 6 /and a free service getting rid of the abandoned cars 7 /for a two-week period 8 196/a high number of councils took part 9 An average of 53 vehicles was collected per council 10 /or an estimated 10,123 cars in total 11 A poster was used for advertisement purposes 12 /aimed at the target audience of males between 17 and 35 13 /displayed in MOT centres/garages 14 Campaign was very successful 15 Significant coverage across media outlets/radio/TV/regional newspapers 16 Media coverage worth £1.6 million in advertising 17 88%/a large majority of councils regarded the amnesty as successful
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INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication and is effectively self-penalising.
- 2 Tick valid points, but do not number them.
- 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 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 1c in the margin. Add marks for 1a, 1b and 1c 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 Disregard any points used in 1a or 1b

2 Features of higher band answers are likely to be an effective organisation of points and an ability to express points in own words (as far as possible). This is reflected in the band descriptors below.

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

Question 2 Litter Britain**CRITERIA**

Candidates should demonstrate that they can:

- explain and evaluate how writers use presentational features to achieve effects and engage and influence the reader (AO2iii).

QUESTION 2a (6 marks)	How do the presentational features of this newspaper article add to its effect on the reader?
NOTES ON THE TASK	<p>Higher Band responses [Bands 4 and above] are likely both to identify clearly relevant presentation features (such as heading, strapline, sub-heads, photographs, captions, emboldening of text for statistics and key points) and to make reasonably sustained comments on the effects on the reader. At the top end there will be clear evidence that specific effects of features are analysed rather than described or listed.</p> <p>Middle Band responses [Bands 5 and 6] are likely to be characterised by a general awareness of the effects of presentational features, 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>Lower Band responses [Bands 7 and below] are likely to show only a rudimentary understanding of the effects of presentational features. 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 writing in columns.</p>

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication and is effectively self-penalising.
- 2 **Indicate by letter P** in the text each presentation point clearly made.
- 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 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.

QUESTION 2a GENERIC 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	6	<ul style="list-style-type: none"> • Clear and reasonably sustained analytical response • Use of well-selected detail for support
4	5	<ul style="list-style-type: none"> • Some evidence of analytical comment • Use of some appropriate detail for support
5	4	<ul style="list-style-type: none"> • Begins to develop a response; mainly descriptive • Reference to some relevant detail
6	3	<ul style="list-style-type: none"> • Some relevant comment • Reference to a little detail
7	2	<ul style="list-style-type: none"> • Straightforward points • Features merely identified
8	1	<ul style="list-style-type: none"> • Simple points • Little, if any, specific detail
Below 8	0	<ul style="list-style-type: none"> • Answer brief and hesitating or rambling and lacking relevance

<p>QUESTION 2b (10 marks)</p>	<p>Bill Bryson feels strongly about the problem of litter in Britain. Explain how he expresses his opinions so strongly. In your answer you should write about:</p> <ul style="list-style-type: none"> • Bryson's opinions and the examples he gives • some of the words and phrases he uses.
<p>NOTES ON THE TASK</p>	<p>Higher Band responses [Bands 4 and above] are likely to identify clearly the writer's views and the passionate tone of voice in which he expresses them. Candidates are likely to identify and make some comment on emotive phrases such as 'ashamed', 'criminal and deliberate' and 'perpetrators'. At the top end there will be some evidence that language is being analysed and comments will be supported by appropriate reference.</p> <p>Middle Band responses [Bands 5 and 6] are likely to be characterised by a general awareness of the writer's views 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 (e.g. 'the writer uses adjectives').</p> <p>Lower Band responses [Bands 7 and below] are likely to show only a rudimentary understanding of the writer's views. Comments on language are likely to be basic, generalised and in some cases erroneous. Responses may be characterised by much lifting of points and/or listing of quotations without comment or explanation. At the bottom end, there is considerable misunderstanding of both task and text.</p>

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A 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 OPINIONS and EXAMPLE 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 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 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.

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

SECTION B WRITING**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 overall coherence (AO3ii)
- use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (AO3 iii).

<p>QUESTION 3 (40 marks)</p>	<p>Either</p> <p>(a) A local politician has invited young people to suggest ways to make your local area a better place in which to live.</p> <p>Write a letter to the politician in which you put forward your proposals.</p> <p>You could write about:</p> <ul style="list-style-type: none"> • what needs to be improved about your area and why • the improvements that you think should be made • how different people would benefit from your proposals <p>Begin your letter 'Dear Sir/Madam...'</p> <p>Or</p> <p>(b) A local newspaper is featuring a series of light-hearted articles called 'When Things Went Wrong'.</p> <p>Write your account for the newspaper about a time when something went wrong for you or for someone you know.</p> <p>The editor has suggested that you could use one of the following opening sentences or you may start with something completely different.</p> <ul style="list-style-type: none"> • 'If only I'd read the second page of the recipe...' • 'I should have known better than to take part in a sponsored walk when...' • 'There was no way he could have known that the police car was parked round the corner...'
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NOTES ON THE TASKS

Task (a)

Candidates have been given a clear purpose and audience for this task, together with support in the form of bullets about what they should include in their response. Stronger responses will show a clear awareness of the purpose and intended audience of the letter and will adopt an appropriate tone and register.

Task (b)

Candidates have been given a clear purpose and audience for this task and the suggested openings printed on the question paper should provide them with some indication of an appropriate tone to be used. High reward should go to those responses which show a clear appreciation of the need to write in an entertaining way and which carry it off successfully.

INSTRUCTIONS TO EXAMINERS

- 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 (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 separate marks, one for AOs 4(i) + (ii), one for AO4(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- 5 Use the standardisation scripts as guides to your assessment.
- 6 At the end of the response write the two separate marks (e.g. 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.

Writing Marking Criteria

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
1	26 25 24	<ul style="list-style-type: none"> The writer shows sophistication in controlling the material and its effect on the audience. There is a sense of creative purpose and direction and effective experimentation with linguistic devices as part of the writing process. The question is addressed in a wholly relevant way to demonstrate a lively and sophisticated understanding of task and purpose. The writing demonstrates flair in adapting form and style to suit different audiences/purposes. Vocabulary chosen is imaginative and ambitious in scope, being precise and able to convey subtlety of thought and shades of meaning. Writing is consciously structured to produce deliberate effects: it develops coherently and skilfully from a confident opening which engages the reader and leads to a very convincing and deliberate ending. Paragraphs have unity and are clearly varied for effect, being used confidently to enhance the ideas/meaning. 	14	<ul style="list-style-type: none"> A wide range of sentence structures is used to ensure clarity and to achieve specific effects relevant to the task. Punctuation and spelling are ambitious and imaginative, and there are very few errors.
2	23 22 21	<ul style="list-style-type: none"> The writer is confident in controlling the material and its effect on the audience. There is a sense of purpose and direction and some successful experimentation with linguistic devices as part of the writing process. The question is addressed in a consistently relevant way to demonstrate a confident understanding of task and purpose. The writing demonstrates assurance in adapting form and style to suit different audiences/purposes. Vocabulary chosen is imaginative and sometimes ambitious in scope, being sufficiently precise to convey some subtlety of thought and some shades of meaning. Writing is consciously structured for effect: it develops coherently from an opening which engages the reader to a convincing and deliberate ending. Paragraphs have unity and are sometimes varied for effect, being used competently to control content and achieve overall coherence. 	13 12	<ul style="list-style-type: none"> A range of sentence structures is used to ensure clarity and to achieve specific effects relevant to the task. Spelling of irregular and more complex vocabulary is almost always secure. Punctuation is ambitious and imaginative, and errors are generally in the more complex, irregular structures.

3	20 19 18	<ul style="list-style-type: none"> • The writer is generally competent in controlling the material and its effect on the audience. There is a sense of purpose and direction. Occasional blurring of meaning may occur when more ambitious linguistic devices and structures are used. • The question is addressed in a relevant way to demonstrate a secure understanding of task and purpose. The writing demonstrates evidence of adapting form and style to suit different audiences/purposes. Vocabulary has variety and demonstrates evidence of having been selected to create different effects. • Writing is deliberately structured and has direction: a focussed and interesting opening, a clear development with some detail and an appropriate ending. Paragraphs are used effectively to organise and link ideas and have some variety in length and structure; there is some overall sense of coherence. 	11 10	<ul style="list-style-type: none"> • Sentence structures are varied in length and type. They are sometimes used deliberately to create specific effects appropriate to the task and are generally well-controlled. • Spelling of complex regular words is secure, and generally secure with irregular or more complex vocabulary. • Punctuation is used accurately both within and between sentences with evidence of a conscious attempt to create specific effects but with some errors in complex sentence structures.
4	17 16 15	<ul style="list-style-type: none"> • The writer engages the audience and is generally in control of the material. Responses may be straightforward and relatively unambitious, yet controlled, or attempt something ambitious with some loss of control. • The question is addressed in a mainly relevant way to demonstrate an understanding of task and purpose. The writing shows some evidence of adapting form and style to suit different audiences/purposes. Vocabulary has some variety and there is evidence of selection to create different effects, but it may be imprecise or lacking in shades of meaning. • Writing is structured with a sense of direction: a clear and focussed opening, straightforward development of ideas and an attempt to achieve an appropriate ending. Paragraphs are used to make the sequence of events or development of ideas clear to the reader and may be varied for effect and carefully linked together. 	9 8	<ul style="list-style-type: none"> • Sentence structures show some variety but there may be a tendency to repeat sentence types or lose control of more ambitious structures. There may be some syntactical errors. • Spelling of complex regular words is usually secure but may be less so with irregular or more complex vocabulary. • Punctuation is usually used accurately for sentence separation and sometimes within sentences, although use of speech marks, colons and semi colons will be less secure.

5	14 13 12	<ul style="list-style-type: none"> The writer generally engages the reader but is not always able to control the material. Responses may be simple and unambitious, yet controlled, or attempt something ambitious but tends to lose control. The question is addressed in a sometimes relevant way to demonstrate some understanding of task and purpose. The writing shows some attempt to adapt form and style to suit different audiences/purposes, but is inconsistent. Vocabulary is likely to be limited in scope; there will be some evidence of selection to create different effects, but it is either too simple to convey shades of meaning or too ambitious and not fully understood/appropriate. There are likely to be some idiomatic errors. Writing is structured with some sense of direction: there is a generally clear and focussed opening, some development of ideas and a limited attempt to achieve an appropriate ending. Paragraphs are used with some success to make the sequence of events or development of ideas clear to the reader and may occasionally be varied for effect and linked together. 	7 6	<ul style="list-style-type: none"> Sentence structures show a little variety but there will be a tendency to lose control of more ambitious structures or to repeat sentence types creating a monotonous effect. There are likely to be some syntactical errors. Spelling of simple, regular vocabulary is usually secure but less so with irregular or more complex vocabulary. Punctuation is generally used accurately for sentence separation and may be successful within sentences; it may only sometimes enhance or clarify meaning.
6	11 10 9	<ul style="list-style-type: none"> The writer demonstrates some awareness of audience and some ability to control the material to communicate with the reader, but the incidence of linguistic error may distract from the merits of the content. There is a focus on the question, showing a limited understanding of the task and purpose. The writing shows a limited attempt to adapt form and style to suit the different audiences/purposes and short sections of the responses may demonstrate some limited success. Vocabulary is sometimes chosen for variety and interest, but is likely to be limited in range and/or sometimes inappropriate. Writing has some sense of direction although this may not be sustained: there is likely to be a fairly clear opening, some limited (or lengthy but uncontrolled) development of ideas and a sense of an ending. Paragraphing may be used to create some sequence to the events or the development of ideas, but is likely to be random and lack unity with little or no evidence of links between paragraphs. 	5 4	<ul style="list-style-type: none"> Sentence structures are repetitive, mainly simple and compound, or lengthy with some sense of control. Spelling of simple, regular vocabulary can be accurate, but not consistent and there will be a number of error types. Punctuation to separate sentences is sometimes accurate and there is an attempt to use it within sentences but with limited success. It may not generally clarify meaning.

7	8 7 6	<ul style="list-style-type: none"> • The writing may require the reader to re-read some sentences before the sense is made clear. There will be limited awareness of audience, but some relevance, and the incidence of error will cause some blurring of meaning. • There is some focus on the topic/question to show a very limited understanding of the task and purpose. The writing shows occasional attempts to adapt form and style to suit the different audiences/purposes. Vocabulary is occasionally chosen for variety and interest, but is likely to be very limited in range and/or often inappropriate. Errors in idiomatic usage will be apparent. • Writing shows some signs of organisation with some attempt to create a sense of direction: a limited attempt to create an opening will lead to either very simple or rambling development and may come to a stop rather than actively achieve an ending. Paragraphing, if present, will be used to signal obvious development of events or ideas, but may be haphazard and lack effective links or overall unity. 	3 2	<ul style="list-style-type: none"> • Sentence structures are simple and repetitive with little control of more complex ones. Syntactical faults may be frequent at this level. • Spelling of some simple regular vocabulary may be accurate but errors will be more random and difficult to categorise. • Basic punctuation is present and may be used to separate sentences with some success. Within sentences, punctuation is largely misused or omitted.
8	5 4 3	<ul style="list-style-type: none"> • The writing is likely to require the reader to re-read and reorganise before the sense is made clear. The content is likely to be comprehensible and have some relevance, but be partly hidden by the density of linguistic error. • There may be some focus on the question and occasional evidence of an awareness of the task and purpose. There may be some identifiable use of form and style which may be suitable for the audience/purpose, but this is unlikely to be deliberate. Vocabulary is very occasionally chosen for variety and interest but will be very limited in range and often inappropriate for the purpose. • Writing may show some signs of organisation and a very limited attempt, if any, to create direction. Paragraphing, if present, is likely to be erratic and only signal very obvious changes in the direction of events or ideas. The reader is likely to have to re-read and re-organise before the sense is made clear. 	1	<ul style="list-style-type: none"> • Sentence structures are recognisable and there may be accuracy in the use of more simple ones. • Spelling of most words will be recognisable but is likely to be erratic with only a limited number being accurate. • Punctuation may be used with some success, but is likely to be inconsistent or inaccurate.

Below band 8	2 1 0	<ul style="list-style-type: none"> • The writing is likely to be either very short or show very limited linguistic ability, with whole sections making no sense at all. Some marks should be given where there is occasional clarity. • There is unlikely to be any focus on the topic/question or awareness of the task and purpose. There will be serious limitations of vocabulary. • Writing is unlikely to show any signs of organisation or attempt to create direction. Paragraphing is unlikely to be present and, if it is, will be totally haphazard. The reader is likely to find that, in spite of re-reading and re-organising, very little sense emerges. 	0	<ul style="list-style-type: none"> • Spelling and punctuation are mostly so imprecise that very little meaning is communicated.
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