GCSE

English

General Certificate of Secondary Education

Unit **A680/02**: Information and Ideas (Higher Tier)

Mark Scheme for January 2013

Annotations

Annotation	Meaning
✔	Tick
✔₊	In Reading = Strong point/Apt Ref In Writing = Good vocab/Apt phrasing Indicates flair
✔?	Point not clearly/fully expressed
?	Unclear or confused
^	Omission
REP	Repetition
MR	Misreading
NAQ	Not answering question
AE	Attempts evaluation (i.e. attempts analytical comment)
EVAL	Evaluation (i.e. evidence of analytical comment)
NE	No example/reference
EG	Example supports the point made (i.e. not 'inert' reference/lifting)
}	Extensive Error (use in margin for stretches of unclear/confused or multiple error response)
~~	Error (use as underling for technical error in writing)

Subject-specific Marking Instructions for A680/02

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.

Annotation of scripts

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
- 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 (e.g. to show there is an omission)
- standard abbreviations, e.g. for *use of reference, misunderstanding of question*, 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.

Recording of marks

Give a clear indication of how marks have been awarded, as instructed in the mark scheme.

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

Standardisation 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 telephone your Team Leader.

SECTION A READING Question 1 *Why is Recycling Important?*

CRITERIA
Candidates should demonstrate that they can:

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

Question	Notes on the Task	Marks	Guidance
1	Candidates may refer to **some** of the following points: 1. recycling is the collecting, sorting and separating of waste material 2. in order to convert to new materials 3. a wide variety of materials can be recycled 4. but different materials require different procedures 5. products sold to consumers after recycling 6. recycling helps protect the environment (saves trees) 7. recycling reduces energy use in production process 8. and in transporting raw materials from source 9. recycling decreases pollution 10. recycling reduces greenhouse gases 11. recycling cuts down waste in landfill sites 12. recycling biodegradable waste in the home saves money (e.g.fertiliser) 13. individuals can save money when companies adopt green policies 14. recycled goods are cheaper 15. recycling will make the planet a better/healthier place for future generations 16. recycling becomes increasing important in line with population growth/technological advance	12	1. We are not marking writing in Section A unless the expression is so bad that it impedes communication. 2. Identify each point made clearly. 3. Use ✅ over the word or phrase that specifically relates to one of the given points. Use **REP** if the same point is made twice Use ✅? if the point is blurred/not fully expressed. Use **NAQ** for loss of focus on the task 4. Use the Band Descriptors in conjunction with the standardisation scripts to arrive at your mark. 5. You should write a brief summative comment drawn from the wording of the descriptors to show how you have arrived at your final mark.

Question 1
GENERIC band descriptors
Be prepared to use the FULL range

The band descriptors which are shaded reward performance below that expected on this paper.

BAND	MARKS	DESCRIPTOR
1	12 11	• Complete understanding of text and task • Complete overview • Very clear focus, tightly organised and synthesised • Almost entirely in own words • Comprehensive range of points clearly identified
2	10 9	• Very secure understanding of text and task • Clear overview • Clear focus; very little excess material; effective organisation • Mostly in own words • Very good range of points clearly identified
3	8 7	• Secure understanding of text and task • Overview of material • Mostly clear focus; good organisation; perhaps not always concise • Consistent attempt to use own words/some selective lifting • Good range of points clearly identified
4	6 5	• Text and task have been understood • Partial overview • Generally clear focus/perhaps some blurring • Evidence of ability to express in own words but likely to be close to original wording/selective lifting • A range of points clearly identified
5	4 3	• Partial understanding of text and task • May lack focus/organisation • Own words are used, but areas of lifting • General understanding of a limited range of points
Below 5	2 1 0	• Some misunderstanding of text and task • Lacks clear focus • Points listed mechanically, with significant lifting • Straightforward understanding of some of the simpler points

Question 2 *Why is Recycling Important?*

CRITERIA
Candidates should demonstrate that they can:

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

INSTRUCTIONS TO EXAMINERS - 2
1) In Section A writing is not to be assessed unless the expression is so bad that it impedes communication.
2) Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
3) Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.
4) The generic grid for question 2 appears after the question-specific mark scheme.

Question			Notes on the Task	Marks	Guidance
2			**Higher Band** responses are likely to show a secure understanding of how the passage sets out to inform and focus their comments on the clear structure of the passage, the use of sub-headings, the direct informative language and neutral tone. They will take a consistently analytical approach with fully developed comments on the language used, supported by fully appropriate references to the text. Responses at this level will make convincing and well-supported judgements as to the article's effectiveness. **Middle Band** responses are likely to show some appreciation of the structure and focus of the passage However, responses at this level are likely to be a mixture of narrative/summary. There may be attempts to comment on the language, but such comments are unlikely to be sustained and although apposite examples of the use of language maybe identified, they may not be (clearly) explained and there may be an over-zealous attempt to spot literary devices and figures of speech. Overall, there will be some attempt to evaluate the effectiveness of the article, but the response will consist mainly of description of the content.	14	Use ✔ in the body of the answer to reward clear relevant points. ✔? Use for points not fully expressed. **AE** in the margin should note where the candidate attempts to comment on features of presentation or language. (Band 4 descriptor) **EVAL** in the margin should note where the attempt is successful and analytical comment is clearly present. (Band 3 descriptor) ✔+ may be used to indicate more thoughtful comment or well developed comment (Band 2/1) Other icons may be used as appropriate. **NE** and **EG** may be used to indicate quality of supporting reference. **MR** .may be used to indicate misunderstanding .

Question			Notes on the Task	Marks	Guidance
			Lower Band responses are likely to show only a rudimentary understanding of the task and will make general, mainly unsupported comments about the writer's use of language (e.g.'He uses much powerful language.') There is likely to be some misunderstanding of the text and responses at this level will consist almost entirely of a paraphrase/summary of the events described in the article, with, at least, some unsupported attempt to comment on the effectiveness of the article.		

Question 2
GENERIC band descriptors
Be prepared to use the FULL range

The band descriptors which are shaded reward performance below that expected on this paper.

BAND	MARKS	DESCRIPTOR
1	14 13	• Excellent range of points showing perceptive appreciation of the ways in which information, language and structure convey the text's purpose • Very effective use of apposite supporting references in a full, relevant and consistently analytical response • Complete understanding of text and task
2	12 11	• Wide range of points showing clear and thoughtful appreciation of the ways in which information, language and structure convey the text's purpose • Judgements are supported convincingly by appropriate textual references • Clear understanding of text and task
3	10 9 8	• A good range of points showing a secure understanding of the ways in which information, language and structure contribute to the text's purpose • Careful supporting references and some analytical comment • Sound awareness of text and task
4	7 6 5	• A range of points showing a sound understanding of the ways in which information, language and structure 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	4 3 2	• 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
Below 5	1 0	• 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

Question 3 *Not In My Front Yard!*

INSTRUCTIONS TO EXAMINERS – 3

1) In Section A writing is not to be assessed unless the expression is so bad that it impedes communication.

2) Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.

3) Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.
4) The generic grid for question 3 appears after the question-specific mark scheme.

Question	Notes on the Task	Marks	Guidance
3	Candidates should give a clear definition of what they consider to be the approach of the article; examiners should be prepared to acknowledge the candidate's opinion, even if they consider it to be mistaken, and to credit positive attempts by the candidates to justify their point of view. **Higher Band** responses are likely to show understanding and some appreciation of the way language is used and to support comments with apposite references to the article. Responses at this level are also likely to identify the bias in the article and to comment on how it is communicated to the reader. There will also be perceptive comments about the tone of the article and the language used to create it. **Middle Band** responses are likely to show some understanding of the article's purpose and approach. Responses at this level, however, will tend to be a mixture of narrative/summary and some attempt (although not	14	Use ✓ in the body of the answer to reward clear relevant points. ✓? Use for points not fully expressed. AE in the margin should note where the candidate attempts to comment on features of presentation or language. (Band 4 descriptor) EVAL in the margin should note where the attempt is successful and analytical comment is clearly present. (Band 3 descriptor) ✓+ may be used to indicate more thoughtful comment or well developed comment (Band 2/1)

Question			Notes on the Task	Marks	Guidance
			sustained) to explain how the article's message is conveyed. Apposite examples of the use of language and bias are likely to be identified, but not (clearly) explained and/or be little more than formulaic comments with only limited attempts to explain their effect. **Lower Band** responses are likely to show only a rudimentary understanding of the article's purpose and/or will make general, mainly unsupported comments about the content of the article and/or the writer's use of language/bias. There is likely to be some misunderstanding of the text and responses at this level will consist almost entirely of a paraphrase/summary of the points made in the article, with, at best, some attempt to spot literary devices.		Other icons may be used as appropriate. NE and EG may be used to indicate quality of supporting reference. MR .may be used to indicate misunderstanding

Question 3
GENERIC band descriptors
Be prepared to use the FULL range

The band descriptors which are shaded reward performance below that expected on this paper.

BAND	MARKS	DESCRIPTOR
1	14 13	• Excellent range of points showing perceptive appreciation of the ways in which information, language and structure convey the text's purpose • Very effective use of apposite supporting references in a full, relevant and consistently analytical response • Complete understanding of text and task
2	12 11	• Wide range of points showing clear and thoughtful appreciation of the ways in which information, language and structure convey the text's purpose • Judgments are supported convincingly by appropriate textual references • Clear understanding of text and task
3	10 9 8	• A good range of points showing a secure understanding of the ways in which information, language and structure contribute to the text's purpose • Careful supporting references and some analytical comment • Sound awareness of text and task
4	7 6 5	• A range of points showing a sound understanding of the ways in which information, language and structure 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	4 3 2	• 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
Below 5	1 0	• 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

SECTION B: WRITING (Candidates answer EITHER 4 OR 5)

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 (AO3 ii)

- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (AO3 iii).

INSTRUCTIONS TO EXAMINERS – 4&5

1   ✔ 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 should 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; 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 sub-set.

5   Use the standardisation scripts as guides to your assessment.
6   The generic marking criteria for Writing appear after the Notes on the Task.

Question			Notes on the Task	Marks	Guidance
4			Candidates have been given a clear scenario about which to write. Expect a wide range of interpretations. Look for responses which show a clear awareness of the purpose of the letter and which adopt a tone and register appropriate to the given context. We are looking to credit writing that is clear, organised and using language to achieve effects.	40	
5			Candidates have been given an open choice as to how to approach this task and they are at liberty to produce either a fictional or autobiographical treatment of the topic. Look for responses which show clear appreciation of the need to write in an engaging way and offer some structure and sense of direction. Expect and credit a wide range of interpretations of the term 'protest'. Responses may be light-hearted or serious.		

Generic Marking Criteria for Section B: Writing

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
1	26 25 24	*In this band a candidate's writing:* • 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 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	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • 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 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	*In this band a candidate's writing:* • 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.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
3	20 19 18	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • 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.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
5	14 13 12	*In this band a candidate's writing:* • 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 focused 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	*In this band a candidate's writing:* • 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

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
6	11 10 9	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • 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.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
7	8 7 6	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • 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.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
8	5 4 3	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • 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	*In this band a candidate's writing:* • uses spelling and punctuation so imprecisely that very little meaning is communicated.

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