GCSE

English Language

J351/02: Exploring effects and impact

General Certificate of Secondary Education

Mark Scheme for June 2022

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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.

J351/02   **Mark Scheme**   **June 2022**

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM3 and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM messaging system.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

   Rubric Error Responses – Optional Questions
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

   Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
   Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

   Short Answer Questions (requiring a more developed response, worth **two or more marks**)
   If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

   Longer Answer Questions (requiring a developed response)
   Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.   Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

    • there is nothing written in the answer space.

    Award Zero '0' if:

    • anything is written in the answer space and is not worthy of credit (this includes text and symbols).

    Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

    Add relevant comments in in the comments box on each question (apart from 1 a-c) on each script you mark.

    If you have any questions or comments for your Team Leader, use the telephone, email or the RM messaging system.

8. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

9. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

10. **Annotations**:

Annotation	Meaning
✔	to indicate explanations and analytical comment
✔?	for explanations that are not fully clear
DEV	Development of observation/argument
L	AO2 Good analysis/use of language
LNK	AO1/AO3 link or comparison
EVAL	AO4 Evaluation
S	AO2 Structure
Q	Relevance to question
NAQ	Not relevant to question
^	Omission/needs development/needs example
BP	Blank Page
⦚	AO6 Expandable vertical wavy line: errors of punctuation/lack of fluency
〰	AO6 Expandable horizontal wavy line: specific errors of spelling/grammar

11. **Subject-specific Marking Instructions**

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the unseen texts
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Rubric Infringement

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

If a candidate has written two answers for Section B, mark both answers and award the highest mark achieved.

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described:

AO1	Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	Evaluate texts critically and support this with appropriate textual references.
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid:

			% of GCSE (9–1)					
	AO1	AO2	AO3	AO4	AO5	AO6	Total
J351/01 *Communicating Information and Ideas*	6.25	7.5	3.75	7.5	15	10	50%
J351/02 *Exploring Effects and Impact*	2.5	11.25	3.75	7.5	15	10	50%
Total	8.75	18.75	7.5	15	30	20	100%

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Level of Response Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1   The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the SSU Team and will be explained at the TL and Standardisation Meeting

2   The specific task-related notes on each question will help you to understand how the band descriptors may be applied. However, these comments do not constitute the mark scheme. They are some thoughts on what was in the setter's mind when the question was formulated. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3   Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

4   Candidates' answers should demonstrate knowledge and understanding of the texts. This knowledge will be shown in the range and detail of their references to the text. Re-telling sections of the text without commentary is of little or no value.

INSTRUCTIONS TO EXAMINERS:

A   **INDIVIDUAL ANSWERS**

1   The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

2   Using 'best-fit', decide first which set of Level of Response Band Descriptors best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

- **Highest mark**: If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.

- **Lowest mark**: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.

- **Middle mark**: This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

3   Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

B   **TOTAL MARKS**

1   Transfer the mark awarded to the front of the script.

2   The maximum mark for the paper is **80**.

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Question 1 is about **Text 1**, *The Birds* by Daphne du Maurier.

    1   Look again at lines 3-8.

        a) Identify **two** words or phrases which show the birds acting aggressively. **(2 marks)**

        b) Give **one** detail which suggests that Nat is frightened**. (1 mark)**

        c) Explain how **this** detail shows that Nat is frightened. **(1 mark)**

Question			Answer	Marks	Guidance
1	**a**		Award **one** mark for any of the following up to a maximum of **two** marks: • *"dived down"* • *"dive again"* • *"joined by others"* • *"kept coming at him"* • *"stab"* • *"swooping beak"* • *"tore his flesh"* • *Or any relevant acceptable component of the above*	**2**	**Accept**: • minor slips in copying. • Two answers (2 marks) in one phrase **Do not accept:** • overly long quotations, for example copying of whole sentences, unless the correct word/phrase is clearly indicated.
1	**b**		Award **one** mark for any of the following up to a maximum of **one** mark: • *he dropped his hoe* • *he covered his head (with his arms)* • *he ran* –	**1**	**Accept**: • Any appropriate "detail" – not *necessarily* a quotation. **Do not accept:** • overly long quotations or descriptions - for example copying of whole sentences, unless the correct detail is clearly indicated.
1	**c**		Award **one** mark for a reference AND an inference: the mark is denied if only one or none these is present: e.g. 'Nat dropped his hoe **because of** the increasing numbers of the birds'.	**1**	**Do not accept:** • a quotation without an explanation

Question 2

Question 2 is about **Text 1**, *The Birds* by Daphne du Maurier.

2   Look again at lines 15-24.

How does Daphne du Maurier use language and structure to present the drama of Nat's escape from the attacking birds?

You should use relevant subject terminology to support your answer. **(6 marks)**

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	
Level 6 **(6 marks)**	• A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is consistent and detailed. • Precisely–selected and integrated subject terminology deployed to enhance the response.
Level 5 **(5 marks)**	• An analysis which demonstrates a perceptive understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is reasonably detailed and balanced. • Well–chosen subject terminology integrated into explanations.
Level 4 **(4 marks)**	• A developed explanation which shows a secure understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced. • Relevant terminology should be used to develop ideas.
Level 3 **(3 marks)**	• A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to language and structure but may not give a full explanation of the effects of both. • Some use of relevant subject terminology to support ideas.
Level 2 **(2 marks)**	• A straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects. • Some use of subject terminology, though it may not always be relevant.

Level 1 (1 mark)	• A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader. • Little or no use of subject terminology.
0 marks	• No response or no response worthy of credit.

Question 2 Guidance

Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. An imbalanced response, which does not achieve a reasonable balance between references to language and to structure, cannot achieve the higher levels.

Candidates may refer to some of the following points:

- Sudden introduction of first- person speech adds to the focus of the drama 'he shouted: repetition emphasizes his desperation 'Let me in' x 2.
- 4 repetitions of the gannet in contrasting syntactical structures to incrementally increase the level of threat.
- The irony of dark/ obscurity when he gets home: normally a place of light and safety.
- The use of the oxymoron as intensifier of desperation: 'hammered/ bleeding hands'
- Repetition of 'he' and 'they' to emphasise the confrontational 'us and them' situation.
- Tautology: 'shouted loud'
- Use of onomatopoeia for effect: 'whir of the gulls' wings'
- Use if diminishing sentence lengths for effect: 'He found…. Hands….. Everything was dark'.
- Repetition to emphasise the gannet's threat: 'Only the gannet…… One single gannet in a lengthened sentence for effect.
- A concluding one sentence paragraph

Question 3

Question 3 is about **Text 2**, *I'm the King of the Castle* by Susan Hill.

3   Look again at lines 1-17.

Explore how the writer uses language and structure to present Kingshaw's developing response to the appearance of the crow.

Support your ideas by referring to the text, using relevant subject terminology. **(12 marks)**

	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.	
Level 6 (11–12 marks)	• A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is detailed and integrated. • Precisely–selected and integrated subject terminology deployed to enhance the response.	
Level 5 (9–10 marks)	• An analysis which demonstrates a perceptive understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is reasonably detailed and balanced. • Well–chosen subject terminology integrated into explanations.	
Level 4 (7–8 marks)	• A developed explanation which shows a secure understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced. • Relevant terminology should be used to develop ideas.	
Level 3 (5–6 marks)	• A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to both language and structure but may not give a full explanation of the effects. • Some use of relevant subject terminology to support ideas.	
Level 2 (3–4 marks)	• A straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects. • Some use of subject terminology, though it may not always be relevant.	

Level 1 (1–2 marks)	• A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader. • Little or no use of subject terminology.
0 marks	• No response or no response worthy of credit.

Question 3 Guidance

Give credit for answers that link aspects of language and structure with how they are used to present **Kingshaw's developing response to the appearance of the crow**, supported by close reference to the text.

Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text.

Candidates must refer to the use of language and structure in their response. An imbalanced response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels.

Candidates may refer to some of the following points:

Structure:

- The overall structure is one which both amplifies: makes louder, and magnifies, look ever larger, as KIngshaw's fear, his emotions, takes over from his attempts to reason his way out of the situation, hence the middle of the three paragraphs separates the rising effects of the first and third. The extract starts calmly 'took no notice' to its interim climax: 'beak… scarlet mouth' Reward candidates who take on 'high up in the cornfield' successfully with generosity. The attempts at reason fail and lead to the enhanced terror of the third.
- Juxtaposition of 'short' and 'long' sentences for dramatic effect: there must be viable examples of each quoted to make the point: assertions won't do. 'As it came down……… screech'/ The inside… scarlet/ It had…. eyes.'

Language:

- Language used to present the growing dominance of fear over calmness, which leads to panic: his attempts at self -deprecation: 'rotten bird'; unintended rhetorical questions: 'What could a bird do?'; more fronted conjunctions to display confusion: 'but',
- A range of onomatopoeia to impact the sense experiences: 'hoarse caaw' to emphasise the terrifying sounds; 'pieces being slapped together' etc.
- Use of intensifiers: 'extreme' isolation'
- Repetition of key words to add shock and fear: 'extreme isolation'.
- Contrasting colours to outline the crow and its effect more powerfully: 'scarlet' and 'black' take over from 'buttercup/ cornfield'.
- Appeal to the range of sense experiences: 'rush of air'; 'soft thudding' 'inside the scarlet mouth'
- Use of bellicose terms: here 'retreat'; picked up later in the passage by 'battalion'.
- etc.

Question 4
Question 4 is about **Text 1**, *The Birds,* **and Text 2**, *I'm the King of the Castle.*

4   'Both texts powerfully present people terrified by the power of nature'.

How far do you agree with this statement?

In your answer you should:

- discuss the characters' different experiences of nature
- explain how far both are experiences of being terrified
- compare the ways the writers present people terrified by nature.

Support your response with quotations from both texts. **(18 marks)**

SKILLS:
Mark the response out of 12 marks (AO4) **and** out of 6 marks (AO3) using the two sets of level descriptors below; add the two marks together to award a total mark out of 18.

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.				
AO4: Evaluate texts critically and support this with appropriate textual references.		*AO3: Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.*		
Level 6 (11–12 marks)	• A sustained critical evaluation demonstrating a perceptive and considered response to the statement and a full explanation of the impact of the texts on the reader. • Comments are supported by apt, skilfully selected and integrated textual references.	**Level 6 (6 marks)**	• A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed.	
Level 5 (9–10 marks)	• An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader. • Comments are supported by persuasive textual references.	**Level 5 (5 marks)**	• A sustained comparison of writers' ideas and perspectives and how they are conveyed.	
Level 4 (7–8 marks)	• A response with developed evaluative comments addressing the statement and some comments about the impact on the reader. • Comments are supported by well–chosen textual references.	**Level 4 (4 marks)**	• A developed comparison of writers' ideas and perspectives and how they are conveyed.	
Level 3 (5–6 marks)	• A response with clear evaluative comments and some awareness of the impact on the reader. • Comments are supported by appropriate textual references.	**Level 3 (3 marks)**	• A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed.	
Level 2 (3–4 marks)	• A response with straightforward evaluative comments and a little awareness of the impact on the reader. • Comments are supported by some appropriate textual references.	**Level 2 (2 marks)**	• A response which identifies main points of comparison between writers' ideas and perspectives.	
Level 1 (1–2 marks)	• A limited description of content. • Comments are supported by copying or paraphrase.	**Level 1 (1 mark)**	• A response which makes simple points of comparison between writers' ideas and perspectives.	
0 marks	• No response or no response worthy of credit.	**0 marks**	• No response or no response worthy of credit.	

Question 4 Guidance
This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3).   Candidates may construct their answer in response to the bullet points in combination, and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3.   Give credit for critical evaluation of 'how far' the candidate agrees with the statement that both texts present **people being terrified by the power of nature.** Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text **presents the character as more terrified than in the other text or they may consider whether the power of nature is presented more strongly in one text than the other.**

Candidates may evaluate these ideas in response to AO4:	**Candidates may compare these points in response to AO3:**
- du Maurier's use of the monosyllabic list of injuries ("…his hands, his wrists, his neck.") adds to the sense of the shock and the rising terror. - du Maurier's delaying of the opening of the door through a variety of methods: the fact that the windows were (ironically) boarded up and Nat's terrifying situation was unknown; the short sharp sentences capturing his terror ("Let me in."); the lack of response to Nat's shouts of terror; the immensely detailed of the birds' manoeuvres, that seem to slow time down; Nat's "scream" of terror immediately before the door opened. - Hill's use of extended metaphor ("invader…battalion…hostile") captures how the power of nature takes on the terrifying aspect of a war – with accompanying suggestions of conflict, intent, and the danger of injury or even death. - Hill's use of rhetorical question and internal monologue suggests the growing terror and disbelief: ("What could a bird do?") - both du Maurier and Hill vary sentence length and experiment with syntax to capture the terrifying confrontation with nature: "Everything was dark….It dropped like a stone"; and "The crow kept on coming. He ran." - both authors use sibilance to create the sense of terror: Hill's use of "Stupid to be scared" suggests Nat's contempt at his own terror; while du Maurier's "Silent save" captures the terrifying closeness of the sound of the beating wings. - Both du Maurier ("In a moment it was joined by others…They had not learned yet…The gulls circled, retired…") and Hill ("…it had small glinting eyes…He wondered if it had mistaken him…") describe the birds as having a malicious intent, increasing the sense of terror. - both authors describe the terror of the physical contact with the bird/s: du Maurier describing how "Each stab of a swooping beak tore his flesh"; Hill describes "the tip of its black wing beating against his face."	- both texts describe how in rural contexts, nature can take on terrifying power – undiminished by the difference between the ages and situations of the two victims. - in both texts, the extracts describe a mounting terror, although in the Hill extract the fear takes longer to grow to its peak. - However, in the du Maurier there is a suspension and a sense of relief (possibly temporary) at the end, with the fall of the bird, whereas the Hill extract concludes with the terror at its unpunctured height. - in both texts, the perspective of the narrative is crucial: the third person narration suggests how solitary and exposed both experiences seem - the boy in Hill seems more terrified and vulnerable than Nat in 'The Birds' - Nat is able to shut the door on nature's power and return home, whereas nature for Kingshaw becomes part of his oppression.

Section B

EITHER

5 *The Power of Nature.*

Use this as the title for a story.

In your writing you should:

- choose a clear viewpoint
- describe the setting
- explore your characters' thoughts and feelings about their experience.

 OR

6 Write about a time when you experienced something you did not expect.

You should write about:

- why that experience was unexpected
- how the experience affected your thoughts and feelings
- the way you feel about that experience now.

SKILLS:

Mark the response out of 24 marks (AO5) **and** out of 16 marks (AO4) using the two sets of level descriptors below; add the two marks together to award a total mark out of 40.

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. *AO5*: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.		*AO6*: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
Level 6 (21–24 marks)	• The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect. • Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task. • There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects.		
Level 5 (17–20 marks)	• The form is confidently adapted and shows a secure understanding of purpose and audience. • There is a sustained use of tone, style and register to fulfil the purpose of the task. • There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects.		
Level 4 (13–16 marks)	• The form is adapted to show a clear understanding of purpose and audience. • Tone, style and register are chosen to match the task. • There is a well–managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect.	**Level 4 (13–16 marks)**	• An ambitious range of sentence structures is used to shape meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects. • Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses.
Level 3 (9–12 marks)	• The form is sustained and shows clear awareness of purpose and audience. • Tone, style and register is appropriate for the task, with some inconsistences. • There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion.	**Level 3 (9–12 marks)**	• A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity. • Vocabulary is sometimes ambitious and used convincingly for purpose and effect. Spelling, including complex regular words, is accurate; there may be occasional errors with irregular and ambitious words.
Level 2 (5–8 marks)	• The form, which is mostly appropriate for purpose and audience, is generally maintained.	**Level 2 (5–8 marks)**	• A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors.

	• There is an attempt to use a tone, style and register appropriate to the task. • There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion.		• Vocabulary is appropriate and shows some evidence of being selected for deliberate effects. Spelling is generally accurate with occasional errors with common and more complex words.
Level 1 (1–4 marks)	• There is some attempt to use a form appropriate for purpose and audience. • There is a limited attempt to use a tone, style and register appropriate for the task. • There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion.	**Level 1 (1–4 marks)**	• Simple sentences are used with some attempt to use more complex structures. Some punctuation is used but there is a lack of control and consistency. • Vocabulary is straightforward and relevant with mostly accurate spelling of simple words.
0 marks	No response or no response worthy of credit.	**0 marks**	No response or no response worthy of credit.

Mark Scheme

Mark Scheme Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	AO4	AO5	AO6	Total
1a	2	0	0	0	0	0	2
1b	1	0	0	0	0	0	1
1c	1	0	0	0	0	0	1
2	0	6	0	0	0	0	6
3	0	12	0	0	0	0	12
4	0	0	6	12	0	0	18
5/6	0	0	0	0	24	16	40
Totals	4	18	6	12	24	16	80

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