



# GCSE

## English

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Session: 2000 June  
Type: Mark scheme  
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Oxford Cambridge and RSA Examinations



RECOGNISING ACHIEVEMENT

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
(former Midland Examining Group syllabus)

**GCSE 1500**

**ENGLISH**

**MARK SCHEME FOR COMPONENTS**  
**TAKEN IN JUNE 2000**



INVESTOR IN PEOPLE

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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.

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**GCSE English, 1500  
June 2000 Assessment Session**

The number of candidates awarded each grade was as follows:

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	5.06	14.76	21.74	24.76	17.52	9.14	4.23	1.60
Cumulative Percentage in Grade	5.06	19.82	41.56	66.31	83.83	92.96	97.20	98.80

These statistics are correct at the time of going to publication.

The total entry for the examination was 64, 194

**Component Threshold Marks**

<b>Component</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Paper 1 Non-Fiction and Media Texts (Foundation)	-	-	-	40	32	25	18	11
Paper 2 Literary Texts (Foundation)	-	-	-	43	35	27	19	11
Paper 3 Non-Fiction and Media Texts (Higher)	-	40	32	25	16	-	-	-
Paper 4 Literary Texts (Higher)	-	43	35	28	18	-	-	-
Paper 5 Reading and Writing	-	81	71	61	51	41	31	21
Paper 6 Speaking and Listening	91	81	71	61	51	41	31	21

**Option F (Foundation) – Papers 1, 2, 5, 6**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Option Boundaries	-	-	-	64	53	42	31	20
Percentage in Grade	-	-	-	19.27	35.04	26.03	12.44	4.69
Cumulative Percentage in Grade	-	-	-	19.27	54.30	80.34	92.78	97.47

The total entry for the examination was 21, 885

**Option H (Higher) – Papers 3, 4, 5, 6**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Option Boundaries	84	73	62	51	37	30	-	-
Percentage in Grade	7.66	22.38	32.95	27.59	8.48	0.42	-	-
Cumulative Percentage in Grade	7.66	30.04	62.99	90.58	99.06	99.48	-	-

The total entry for the examination was 42, 311



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 1500/1  
June 2000

## INTRODUCTION

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

- the syllabus, especially the assessment objectives;
- the question paper and its rubrics;
- the material candidates have read and studied (pre-released and unseen);
- 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 also 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.



Your mark scheme consists of the following:

- (A) Assessment
  - (B) Using the Mark Scheme
  - (C) Task-specific Marking Notes
- and
- (D) Co-ordination Scripts (issued separately)

(A)

## ASSESSMENT OBJECTIVES

The relevant Assessment Objectives for ENGLISH are as follows:

### Reading

Candidates must demonstrate their ability to:

- (i) read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
  - (ii) distinguish between fact and opinion and evaluate how information is presented;
  - (iii) follow an argument, identifying implications and recognising inconsistencies;
  - (iv) select material appropriate to their purpose, collate material from different sources, and make cross references;
  - (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.
- .....

### Writing

Candidates must demonstrate their ability to:

- (i) communicate clearly, adapting their writing for a wide range of purposes and audiences;
- (ii) use and adapt forms and genres for specific purposes and effects;
- (iii) organise ideas into sentences, paragraphs and whole texts;
- (iv) use accurate spelling and punctuation, and present work neatly and clearly;
- (v) use the grammatical structures of standard English and a wide vocabulary to express meanings with clarity and precision.

**ASSESSMENT OBJECTIVES -- continued**

No.	Assessment Objectives	Paper 1 Non-fiction/Media		Paper 3 Non-fiction/Media	
		Section A	Section B	Section A	Section B
(i)	<b>READING</b>				
	- read with insight and engagement	✓		✓	
	- make appropriate reference to texts	✓		✓	
	- develop and sustain interpretations of texts				
(ii)	- distinguish between fact and opinion			✓	
	- evaluate how information is presented	✓		✓	
(iii)	- follow an argument	✓		✓	
	- identify implications and recognise inconsistencies	✓		✓	
(iv)	- select material appropriate to purpose and collate material from different sources	✓		✓	
	- make cross references			✓	
(v)	- understand and evaluate linguistic devices	✓		✓	
	- structural devices				
	- presentational devices	✓		✓	
	- comment on ways language varies/ changes			✓	
(i)	<b>WRITING</b>				
	- communicate clearly		✓		✓
	- adapt writing for a range of purposes and audiences		✓		✓
	- use different forms and genres		✓		✓
	(ii) - adapt forms and genres for specific effects		✓		✓
	(iii) - organise ideas into sentences, paragraphs and whole texts		✓		✓
	(iv)	- use accurate spelling and punctuation		✓	
- present work neatly and clearly			✓		✓
(v)	- use the grammatical structures of standard English		✓		✓
	- use a wide vocabulary		✓		✓



(B)

## 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 paper 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.

Specific instructions are given in the Mark Scheme for the marking of each task. When you read an answer, you should annotate the body of the script as indicated in the instructions. At the end, you should also comment briefly on the qualities of the answer. This explanation of the award of your mark will be essential to Team Leaders and Principal Examiners who may need to read the script. The best kind of comment identifies clearly and concisely particular elements of the marking descriptors.

Before the standardisation meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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' for the paper which you are marking – for example, above Band 4 on a Foundation Tier paper or below Band 5 on a Higher Tier paper. 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.

### ANNOTATION OF SCRIPTS

1. **On each script, THE FOLLOWING MUST APPEAR:**
  - **on every page** –  
the examiner's initials (to indicate that the page has been read);
  - **at the end of each answer** –  
a numerical MARK, in the margin, locating the answer in the appropriate mark BAND;
  - **on the front page of the script** –  
a summary record of all marks awarded and the total of these.
2. **Written annotation and comment MUST ACCORD WITH THE FOLLOWING GUIDELINES:**
  - The primary audience for comment/annotation is the TEAM LEADER and/or PRINCIPAL EXAMINER – but remember that it may be read by others, too.
  - **Marginal annotation** should be used to identify significant features of the answer, and must be clearly related to the MARKING CRITERIA.
  - **Final comment**, if used, should give an overview of the qualities – positive and, if necessary negative – which locate the answer in its mark band.  
E.g. *'Good use of (xyz), but no enough (abc) to move into 'proficient'.*
3. Ticks and other symbols may be used ONLY as directed in the markscheme and/or in the standardisation meeting.

**MARK SCHEME 1500/1 CHILDREN AT WORK**

<b>SECTION A</b>	<b>TASK 1</b>
<p><b>MARKS AVAILABLE:</b> 20</p>	<p>Read again 'Overworked and underpaid' – and still at school ' then summarise:</p> <ul style="list-style-type: none"> <li>• why children like Stacey take on jobs outside school</li> <li>• the problems they face in doing so.</li> </ul> <p>Use <b>your own words</b> as far as possible. Write <b>about 200 words</b> in total.</p>
<p><b>CRITERIA</b></p>	<p>Candidates should demonstrate that they can:</p> <ol style="list-style-type: none"> <li>1. select and organise appropriate facts;</li> <li>2. use own words (where possible) to demonstrate understanding of the passage;</li> <li>3. identify implications and use inference.</li> <li>4. using the above criteria demonstrate ability to follow an argument</li> </ol>
<p><b>CONTENT</b></p>	<p>Candidates may refer to <b>some</b> of the following:</p> <p><b>REASONS WHY YOUNG PEOPLE WANT TO TAKE JOBS OUTSIDE SCHOOL</b></p> <ol style="list-style-type: none"> <li>1. parents cannot give them much pocket money</li> <li>2. and young people do not want to make demands on them</li> <li>3. but they want more money</li> <li>4. and like being thought of as grown-up workers</li> <li>5. they want to have their own money</li> <li>6. and can buy what they like</li> <li>7. part-time work can sometimes lead to a full-time job later on</li> <li>8. working makes them feel independent/ value themselves more highly</li> <li>9. and they can enjoy their right to earn money if they want to</li> </ol> <p><b>THE PROBLEMS THEY FACE</b></p> <ol style="list-style-type: none"> <li>10. the work can be very tiring</li> <li>11. and add up to many hours</li> <li>12. young people do not have time to do their homework properly</li> <li>13. and they sometimes leave school altogether</li> <li>14. employers make heavy demands on them/ don't care about their welfare</li> <li>15. and pay them little money/ exploit them/ take advantage of them</li> <li>16. some young people do jobs during their study periods</li> <li>17. or even try to fit jobs between school exams</li> <li>18. working long hours means they are too tired to concentrate at school</li> <li>19. working often stops them doing as well as they could at school</li> <li>20. which affects their progress throughout their school career</li> </ol>

**INSTRUCTIONS TO EXAMINERS**

1. We are not marking Writing in Section A unless the expression is so bad that it impedes communication.
2. **Number** each point made. **Bracket** the number if the point is not clear.  
Write **R** for a point repeated.  
Put **OP** for a valid point not included in the mark scheme.
3. Use the **Band Descriptors** in conjunction with the photostat examples to arrive at your mark.
4. Write a brief comment from the **Band Descriptors** to explain your mark.

**NOTES ON THE TASK**

1. There will be a wide range of responses. Be prepared to use the whole range of marks.
2. The better answers will show a sound focus on the points selected. Irrelevant areas or general comments will be largely avoided at the top of the range.

**TASK 1 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.

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
<b>3</b>	20 19 18	Candidates cover both headings in a good range of points, with evidence of organisation and inference along with an attempt at linking ideas. Good own words will be used and irrelevance will be avoided.
<b>4</b>	17 16 15	Candidates will attempt both headings and produce a sound range of points, demonstrating inference. The organisation of the material will be generally successful, with little or no irrelevance. Own words will generally be used.
<b>5</b>	14 13 12	There may be a tendency to work mechanically through the text, nevertheless, a range of relevant points will be identified. Own words will be used but there is likely to be some lifting. Candidates will show a fair ability to concentrate on relevant material.
<b>6</b>	11 10 9	A number of the more obvious points will be made, Lifting will usually be much more marked at this level and selection of material less secure and/or lacking in focus. The response may go through the article chronologically and ignore or confuse the bullet points.
<b>7</b>	8 7 6	The response may make a small number of points but there is likely to be copying and/or narrative and/or misunderstanding. The answer may be too brief or far too long.
<b>8</b>	5 4 3	The treatment will be fragmented and the sequence difficult to follow. Sections of the text are likely to be copied, with some relevance to the question headings emerging here and there.
<b>9</b>	2 1 0	The response to the task may well be brief and hesitant. Material selected from the text will have little bearing on the task and will lack substance and coherence. Alternatively, indiscriminate copying may result in total irrelevance.

SECTION A	TASK 2
<b>MARKS AVAILABLE:</b> 20	Read again 'Helen wants a job' and then explain: <ul style="list-style-type: none"> <li>• the differences between the shopkeeper and Helen's mother</li> <li>• how the writer uses language to make the difference clear.</li> </ul> Remember to put quotation marks round any words or phrases taken from the passage.
<b>CRITERIA</b>	Candidates should demonstrate that they can: <ol style="list-style-type: none"> <li>1. read with insight and engagement;</li> <li>2. organise a response, making appropriate references to the text;</li> <li>3. identify and evaluate uses of language/style/presentation, as appropriate.</li> </ol>
<b>CONTENT</b>	Candidates may refer to some of the following: <p><b>A CONTENT</b></p> <p><i>The differences between the shopkeeper and Helen's mother are shown by:</i></p> <p>the shopkeeper's smiles contrast with the mother's frown            the mother speaks coldly and sounds sarcastic            the shopkeeper has a kindly air/smiles at Helen            her voice is warm whereas the mother speaks in a cold tone            the shopkeeper has a sense of humour in describing the kids who use her shop            the mother is stiff and disapproving of her            the shopkeeper's kindness is shown in her attitude to the little boy asking for 'ciggies' and displays a sense of fun with him as he goes out            the mother lacks any politeness – speaks sharply to the woman and is quick to lose her temper            but the shopkeeper keeps cool            Helen's mother orders her about/ dominates Helen            the shopkeeper has the last word – and is offensive (nasty side brought out in response to Helen's mother).</p> <p><b>B USE OF LANGUAGE</b></p> <p><i>The differences between the shopkeeper and Helen's mother are emphasised by:</i></p> <p>the shopkeeper has a 'beaming smile' compared with the mother's frown            the shopkeeper speaks 'cheerfully'            the mother's tone is 'sarcastic'/'cold' and 'cutting'            the shopkeeper's use of 'luv' is warm and friendly            she has a 'glow of kindness' about her            she has a sense of humour; a smile 'twitched at her lips' when the mother refers to a 'salary'            the little boy is obviously poor, 'pinched/grubby', but the shopkeeper treats him kindly, calling him 'luv'            the mother is quick to anger – 'flooded with angry colour' 'Mother snapped', but the shopkeeper is not easily put down – 'stared back...quite unabashed'            the shopkeeper uses colloquial language 'stealing the pants off you'            the mother uses pompous language, referring to a 'post' not a job.</p>

INSTRUCTIONS TO EXAMINERS
<ol style="list-style-type: none"> <li>1. We are not marking writing in Section A unless the expression is so bad that it impedes communication.</li> <li>2. <b>Letter</b> each point made, using A for CONTENT and B for the USE OF LANGUAGE.  <b>Bracket</b> the letter if the point is not clear.            Write R for a point repeated.</li> <li>3. Use the Band descriptors in conjunction with photostat examples to arrive at your mark.</li> <li>4. Write a brief comment from the Band Descriptors to explain your mark.</li> </ol>

**NOTES ON THE TASK**

1. Reward the relevant use of text in identifying the different characters of the shopkeeper and the mother.
2. The better answers will show an ability to select apposite details of text in support of this identification. They will also show some analysis of the language effects.
3. Be prepared to use the whole range marks.

**TASK 2 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
<b>3</b>	20 19 18	There will be a sound attempt to select the more obvious differences between the shopkeeper and the mother, supported by textual evidence. The best answers may attempt some inference here. Details of language will be relevant and developed. Candidates will analyse the language with good understanding.
<b>4</b>	17 16 15	The answer will refer to recognisable differences between the shopkeeper and the mother, points being generally supported from the text. Details of language will be offered in identifying 'differences', but analysis of the language will be less secure. However, the overall approach will be analytical.
<b>5</b>	14 13 12	Much of the response may concentrate on a general and descriptive appraisal of the two women, with some textual support. There will be a tendency to work mechanically through the text rather than to organise evidence. Comments on language, where present, will be descriptive rather than analytical.
<b>6</b>	11 10 9	The response will show an overall awareness of the difference between the two women, through in a heavily descriptive fashion. Textual support may be rather disorganised in presentation and selection. Lists of words may be offered instead of a discussion of language.
<b>7</b>	8 7 6	Much of the response will be descriptive, content-based and loosely organised. There will be some relevant detail but the overall treatment will be somewhat haphazard. Comments on language may be recognisable but their relevance may be doubtful and their treatment limited to bald copying from the text. There may be some misunderstanding.
<b>8</b>	5 4 3	The answer will be rather brief and limited in range. The treatment will be very general with an occasional relevant text detail here and there. There may be significant misunderstanding.
<b>9</b>	2 1 0	The answer will be brief and almost totally lacking in relevance although some contact with the demands of the task may be discernible.

**SECTION B – 20 MARKS**

<b>EITHER</b>	<b>TASK 3</b>
<b>MARKS AVAILABLE:</b>	'If we want better educated children they should not be allowed to have part-time jobs.' What do you think?
<b>CRITERIA</b>	Candidates should demonstrate that they can: 1. write appropriately for the task; 2. organise and paragraph clearly and effectively; 3. spell, punctuate and use grammar/syntax accurately; 4. use appropriate register and vocabulary

**INSTRUCTIONS TO EXAMINERS**

1. Close mark the response.
2. **Ring** errors and ✓ or ✓✓ felicities of expression and content, sufficiently to show how you have formed your judgement.
3. Use the Band Descriptors to arrive at a mark for linguistic qualities. For content (if appropriate), adjust the mark up to one Band either way by reference to **NOTES ON THE TASK** below. Use the photostat examples as guides to your assessment.
4. A brief comment may be helpful on the significant linguistics strengths and/ or weaknesses of the response and on the aspects of content which have helped you to form your judgement.
5. For writing tasks, **LENGTH** is not 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.
6. Very short answers (under 50 words) will not normally gain more than the lowest mark for Band 5.
7. Be prepared to use the whole range of marks.

**NOTES ON THE TASK**

1. Pre-released material will have provided some of the guidelines for the task. We can expect a sound platform, therefore, for candidates' writing.
2. The task calls for a clearly argued point of view. Reward clarity and organisation.
3. The substance of the answer is also important. It should present a well-defined case. Accept a one-sided statement in favour of, or arguing against, employment, but similarly reward sensible attempts at a balanced point of view.

**4. Content:**

Weaker candidates may tend to offer very simple arguments on the conflict of employment with basic educational needs or alternatively treat the virtues of part-time employment in a limited, possibly highly personal fashion.

Mid-range candidates may attempt to explore the need for education in greater depth and how employment conflicts with school performance. Opposite arguments may evaluate the virtues of part-time employment with some variety and in objective focus.

Better candidates are likely to aim at a more systematic analysis of the values of either education or employment. Sensible comment on the virtues of 'work experience' may be a significant merit. Good answers may well offer balanced arguments, examining both sides of the case with sound development and an effective conclusion.

OR	TASK 4
<b>MARKS AVAILABLE:</b>	You want to take a part-time job, but the Head of your school or college has refused to give permission. Write a letter to persuade the Head to allow you to take the job.
<b>CRITERIA</b>	Candidates should demonstrate that they can: <ol style="list-style-type: none"> <li>1. write appropriately for the task;</li> <li>2. organise and paragraph clearly and effectively;</li> <li>3. spell, punctuate and use grammar/syntax accurately;</li> <li>4. use appropriate register and vocabulary</li> </ol>

### INSTRUCTIONS TO EXAMINERS

1. Ring errors and ✓ or ✓✓ felicities of expression and content, sufficiently to show how you have formed your judgement.
2. Use the Band Descriptors to arrive at a mark for linguistic qualities. For content (if appropriate), adjust the mark either way by reference to **NOTES ON THE TASK** below.
3. A brief comment may be helpful on the significant linguistics strengths and/ or weaknesses of the response and on the aspects of content, which have helped you to form your judgement.
4. For writing tasks, LENGTH is not 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 (less than 50 words) will not normally gain more than the lowest mark for Band 5.
5. Be prepared to use the whole range of marks.

### NOTES ON THE TASK

1. Pre-released material will have provided some of the guidelines for the task. We can expect a sound platform, therefore, for candidates' writing.
2. The task calls for persuasive writing. Look for a consistent argument leading to a convincing conclusion.
3. The tone of the answer is also important. The persuasive element should have something of a personal note to it and at the same time a measure of formal address, indicating an appropriate sense of audience.
4. Content:

Weaker candidates are likely to offer a simple list of personal reasons, in a blunt, basic style. The address may well be direct and perhaps informal, lacking in any sustained persuasive note and sense of audience. The tone may be inappropriate.

Mid-range answers may strike a firmer note of persuasion and offer argument of the balance to be kept between part-time work and studying. The writing may have touches of rhetoric, with some measure of formal address, implying some awareness of audience.

Better candidates may well develop a sensible long-term view of the merits of studying, and set them against the merits of part-time work. There will be a suitable rhetorical note in places, and the overall tone of the answer will be largely correct and formal with a good consistent sense of audience.

**TASKS 3 AND 4 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.

**WRITING TO ARGUE, PERSUADE AND INSTRUCT**

BAND	MARKS	DESCRIPTOR
<b>3</b>	20 19 18	<p><b><i>Clear sense of organising/presenting a case, or both sides, as appropriate; some sense of persuasion.</i></b></p> <p>Candidate's writing is controlled, coherent and in a suitable style. Purpose is clearly understood and the audience is addressed. There is a suitable vocabulary. Syntactical conventions are followed; most complex words are spelt correctly; punctuation is used effectively. Structures show appropriate variety of length and shape, although there may be a tendency to repeat sentence types. The interest of the reader is maintained. Paragraphing is used to aid meaning.</p> <p><i>The writing is well presented; Writing shows individuality and engages the reader's attention.</i></p>
<b>4</b>	17 16 15	<p><b><i>There is argument; one side may be put more strongly, where both sides are required; some persuasion.</i></b></p> <p>The candidate is in control and style is appropriate to purpose, engaging and sustaining the reader's interest. Awareness of audience is shown. A varied vocabulary which is fit for purpose is used. There is general grammatical accuracy. The candidate is confident in the use of full stops to separate sentences. A range of sentence structures may be evident but there may be a heavy reliance on relatively simple structures accurately used. The reader will be interested and there will be paragraphing to clarify.</p> <p><i>Writing is competent with some sense of style.</i></p>
<b>5</b>	14 13 12	<p><b><i>Some argument, with a grasp of persuasion; not always controlled.</i></b></p> <p>Candidate shows a measure of control and the use of form and style is generally appropriate to purpose. There is an awareness of the audience being addressed. There is some range of vocabulary and grammar, which is generally accurate although there may be errors in more complex structures. The spelling of irregular words is generally accurate and punctuation helps to clarify meaning. Full stops are used to separate sentences, but their use is not secure. There is some range of sentence structure. Reader's interest is generally maintained. Paragraphing is fair. Quality or presentation will not impede communication.</p> <p><i>Writing may be virtuously simple and correct; or 'over-reaching', making errors in attempting vivid writing.</i></p>
<b>6</b>	11 10 9	<p><b><i>Little concept of a balanced argument; statement, not persuasion.</i></b></p> <p>There are clear attempts to write in an appropriate style and appropriately to purpose. A sense of audience may be present but inconsistently. Vocabulary will be straightforward and simple grammatical structures will be used repetitively. Spelling of simple words is generally accurate. Common and some irregular words are spelt correctly and a range of punctuation is employed. There is evidence that the candidate is aware that full stops are used to indicate sentence separation. Some more complex sentences are used. Some interest may be maintained although ideas may be repetitive. Some understanding of the purpose of paragraphing will be shown. Presentation may be untidy but what is written will be clearly understandable.</p> <p><i>Writing is straightforward with some development.</i></p>



**TASKS 3 AND 4 BAND DESCRIPTORS – continued**

BAND	MARKS	DESCRIPTOR
7	8 7 6	<p><b><i>Little real argument; statements of fact instead of persuasion; not well ordered.</i></b></p> <p>Although style may not be the most appropriate, candidate's writing has organisation and communicates clearly. There will be little sense of audience. Ideas are developed generally using simple vocabulary within a grammatical structure. Spelling of simple words is generally accurate. Full stops, capital letters and question marks are sometimes used correctly and other punctuation is used with some accuracy. The majority of sentences may be simple but there will be the occasional use of a more complex sentence. The reader's interest may be lost. Paragraphing is likely to be haphazard. In places poor presentation may begin to impede understanding.</p> <p><i>Writing is simple, orderly and basically clear.</i></p>
8	5 4 3	<p><b><i>Tends to be a muddle of ideas, perhaps implying an opinion.</i></b></p> <p>Candidate's writing shows some signs of organisation and clarity and of application to task. There is unlikely to be any sense of audience. Vocabulary will be very straightforward and repetitive. There will be significant grammatical errors. The majority of simple words are spelt correctly and basic punctuation is evident. Writing is likely to be difficult to follow in places with little if any paragraphing. Presentation will be poor.</p> <p><i>The writing is simple and mainly understandable; there will be significant linguistic errors.</i></p>
9	2 1 0	<p><b>A bare response to the task.</b></p> <p>The answer may be very brief, with a fragmented treatment of theme and haphazard use of language.</p>



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 1500/2  
June 2000

**INTRODUCTION**

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

- the syllabus, especially the assessment objectives;
- the question paper and its rubrics;
- the material candidates have read and studied (pre-released and unseen);
- 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 also 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.



**Your mark scheme consists of the following:**

- (A) Assessment Objectives
  - (B) Using the Mark Scheme
  - (C) Task-specific Marking Notes
- and
- (D) Co-ordination Scripts (issued separately)

(A)

**ASSESSMENT OBJECTIVES**

The relevant Assessment Objectives for ENGLISH are as follows:

**Reading**

Candidates must demonstrate their ability to:

- (i) read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
  - (ii) distinguish between fact and opinion and evaluate how information is presented;
  - (iii) follow an argument, identifying implications and recognising inconsistencies;
  - (iv) select material appropriate to their purpose, collate material from different sources, and make cross references;
  - (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.
- .....

**Writing**

Candidates must demonstrate their ability to:

- (i) communicate clearly, adapting their writing for a wide range of purposes and audiences;
- (ii) use and adapt forms and genres for specific purposes and effects;
- (iii) organise ideas into sentences, paragraphs and whole texts;
- (iv) use accurate spelling and punctuation, and present work neatly and clearly;
- (v) use the grammatical structures of standard English and a wide vocabulary to express meanings with clarity and precision.

## ASSESSMENT OBJECTIVES -- continued

No.	Assessment Objectives	Paper 2 Literary Texts		Paper 4 Literary Texts	
		Section A	Section B	Section A	Section B
(i)	<b>READING</b>				
	- read with insight and engagement	✓		✓	
	- make appropriate reference to texts	✓		✓	
	- develop and sustain interpretations of texts	✓		✓	
(ii)	- distinguish between fact and opinion				
	- evaluate how information is presented				
(iii)	- follow an argument				
	- identify implications and recognise inconsistencies				
(iv)	- select material appropriate to purpose and collate material from different sources	✓		✓	
	- make cross references				
(v)	- understand and evaluate linguistic devices	✓		✓	
	- structural devices	✓		✓	
	- presentational devices			✓	
	- comment on ways language varies/ changes			✓	
(i)	<b>WRITING</b>				
	- communicate clearly		✓		✓
	- adapt writing for a range of purposes and audiences		✓		✓
	- use different forms and genres		✓		✓
(ii)	- adapt forms and genres for specific effects		✓		✓
(iii)	- organise ideas into sentences, paragraphs and whole texts		✓		✓
(iv)	- use accurate spelling and punctuation		✓		✓
	- present work neatly and clearly		✓		✓
(v)	- use the grammatical structures of standard English		✓		✓
	- use a wide vocabulary		✓		✓

(B)

**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 paper 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.

Specific instructions are given in the Mark Scheme for the marking of each task. When you read an answer, you should annotate the body of the script as indicated in the instructions. At the end, you should also comment briefly on the qualities of the answer. This explanation of the award of your mark will be essential to Team Leaders and Principal Examiners who may need to read the script. The best kind of comment identifies clearly and concisely particular elements of the marking descriptors.

Before the standardisation meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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' for the paper which you are marking – for example, above Band 4 on a Foundation Tier paper or below Band 5 on a Higher Tier paper. 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.

**ANNOTATION OF SCRIPTS****1. On each script, THE FOLLOWING MUST APPEAR:**

- on every page –  
the examiner's initials (to indicate that the page has been read);
- at the end of each answer –  
a numerical MARK, in the margin, locating the answer in the appropriate mark BAND;
- on the front page of the script –  
a summary record of all marks awarded and the total of these.

**2. Written annotation and comment MUST ACCORD WITH THE FOLLOWING GUIDELINES:**

- The primary audience for comment/annotation is the TEAM LEADER and/or PRINCIPAL EXAMINER – but remember that it may be read by others, too.
- **Marginal annotation** should be used to identify significant features of the answer, and must be clearly related to the MARKING CRITERIA.
- **Final comment**, if used, should give an overview of the qualities – positive and, if necessary negative – which locate the answer in its mark band.  
E.g. *'Good use of (xyz), but no enough (abc) to move into 'proficient'.*

**3. Ticks and other symbols may be used ONLY as directed in the markscheme and/or in the standardisation meeting.**

(C)

**TASK-SPECIFIC MARKING NOTES**

UCLES

## MARK SCHEME 1500/2

SECTION A	TASK 1
<b>MARKS AVAILABLE:</b> 20	<p>Describe the difficulties Esther had to face. How does she show her determination to overcome them, and to what extent does she succeed?</p> <p>Support your answer by referring to the content and language of the story. Remember to put quotation marks round any words or phrases that you take from the story.</p>
<b>CRITERIA</b>	<p>Candidates should demonstrate that they can:</p> <ol style="list-style-type: none"> <li>1. select and organise appropriate material;</li> <li>2. use own words (where possible) to demonstrate understanding of the passage;</li> <li>3. identify implications and use inference.</li> </ol>
<b>CONTENT</b>	<p><b>Difficulties</b></p> <p>The three difficulties Esther herself identifies as 'giants' are:</p> <ol style="list-style-type: none"> <li>1. <b>The Russian alphabet/language</b> – 'a sea of strange letters' / she felt punished for her poor Russian / she couldn't understand the book/ spoke 'halting Russian'.</li> <li>2. <b>Svetlana</b> (and her other classmates) – wouldn't share her book / resented E's rivalry (she wanted to be the 'queen bee')/refused to study with her at home/only lent books when finished with/ she felt an outsider – the lesson was 'chilly' / new school, new friends.</li> <li>3. <b>Teacher</b> – harsh, unsympathetic / eyes like '2 slivers of granite' / grudgingly accepts her entry in competition – 'obviously regretting' it / "what way please?" Her mimicry was cruel"/ refuses to allow her to compete without shoes.</li> </ol> <p>Other difficulties the reader notices are caused by:</p> <ol style="list-style-type: none"> <li>4. <b>Poverty</b> – only 1 notebook and stub of pencil/inadequate and worn clothing / the crucial problem of the footwear.</li> <li>5. <b>Physical</b> – has to cope with cold inadequately clad / the heat adds to her discomfort in the competition / the long dusty deserted road to school / walks alone in danger.</li> </ol> <p><b>Determination</b> helps her to overcome each of these:</p> <ol style="list-style-type: none"> <li>1. she persists in trying to share the book / she enters the competition / rehearses constantly/ keeps going despite all the difficulties (e.g. shoes)</li> <li>2. asks to study with Svetlana despite unfriendliness</li> <li>3. puts up with Raisa Nikitovna patiently/socially/ shows resilience</li> <li>4. writes small / improvises with mother's slippers/ wears clothes that are too hot to appear presentable/ runs home and back in heat to fetch slippers</li> <li>5. walks alone courageously / withstands physical stress</li> <li>6. mental qualities: acknowledging her 'giants' pride / her body language – "straight as a needle, head held high" her sense of humour in describing her difficulties – 'the fairy assigned to such matters...where had they come from, these dirty, shoeless feet?' resilience / still determined to get the shoes.</li> </ol> <p><b>Success</b> can be measured by:</p> <ul style="list-style-type: none"> <li>- she learns to read/ the alphabet</li> <li>- she completes the competition...but the 'poetry had gone'</li> <li>- allowed to go on stage but humiliated</li> <li>- earns the 'grudging respect' of Raisa</li> <li>- talks of her 'friends'</li> </ul>



**INSTRUCTIONS TO EXAMINERS**

1. We are not marking Writing in Section A unless the expression is so bad that it impedes communication.
2. **In the margin**, indicate with the numbers 1-5 each point clearly made.  
Use **D** for evidence of determination  
Use **S** for evidence of success/failure  
Use **Brackets** when the point is inferred or not clearly made.  
Write **R** for point repeated.  
Use **OP** for a valid point not included in the mark scheme.
3. Use ✓ in the body of the script to indicate supporting reference or quotation and ✓✓ for helpful comment.
4. Use Band Descriptors in conjunction with the photostat examples to arrive at your mark.
5. Where a 'best-fit' judgement arises, write a brief comment referring to the Band Descriptors to explain your mark.

**NOTES ON THE TASK**

There will be a wide range of responses: be prepared to use the full mark range.

- Those at the higher levels will
- demonstrate quality of comment and focus rather than mere number of points made;
  - begin to make determination and levels of success explicit;
  - may adopt a more helpful way of organising the answers than merely following the sequence of the story, yet will draw on material from all sections of the text;
  - will begin to show understanding of how language is used by appropriate choice of quotation as evidence and possibly by helpful comment;
- Lower level answers will tend to re-tell the story, showing relevance to the task in so far as they select details which describe difficulties and imply determination and / or success or failure. They are likely to follow the chronology of the story or concentrate on limited areas. Accept points wherever they are made.

**TASK 1 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.

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
<b>3</b>	20 19 18	There is a very clear and consistent focus on the task. The kinds of difficulty are fully described. Determination is clearly explicit throughout. The degree of success is evaluated in some detail. Supporting references and quotation are frequent and well-chosen, often accompanied by helpful comment. The answer is balanced, relevant and clearly structured in response to the task.
<b>4</b>	17 16 15	Answers are clearly and consistently focused on the task. Most of the kinds of difficulty are described in some detail. Determination is frequently made explicit. There is a clear attempt to evaluate her success. Supporting references and quotation are generally well chosen, sometimes supported by helpful comment. The answer is largely balanced and helpfully structured in response to the task.
<b>5</b>	14 13 12	Answers are focused on the task. Most of the kinds of difficulty are mentioned and some described. Determination is sometimes made explicit. There is some clear reference to success or failure, but evaluation, if present, tends to be at a simple level. Supporting references and/ or quotation may be overlong or inappropriate but some usefully illustrate the answer. There may be a narrative tendency, but the answer is generally relevant to the three elements of the task
<b>6</b>	11 10 9	Answers are generally focused on the task, but one element may be missing. A number of kinds of difficulty are mentioned with some supporting detail. Determination can clearly be inferred from the selection of detail. An elementary attempt to describe success or failure may be present. References often become reproduction of the text but with some explicit relevance. The answer may be substantially narrative in approach but avoids long stretches of irrelevance. There may be slight distortion present.
<b>7</b>	8 7 6	A recognisable attempt to follow all or part of the task set. One or more elements may be missing or at best implied. Some relevant illustration given, but the answer may be wholly narrative in approach, only partially explained, or not entirely appropriate. There will be considerable lifting and some distortion.
<b>8</b>	5 4 3	The answer raises doubts as to whether the task has been understood. Candidates give a limited account of what happens in the story from which evidence of difficulties and determination may be implied. The answer may be thin and simply expressed. There is an acceptable level of understanding of the story, though there may be quite serious distortions.
<b>9</b>	2 1 0	The answer gives a very limited account of the story from which Esther's difficulties and/or determination might just be implied. The answer may be extremely thin, totally lacking in focus, or will probably contain gross distortion and serious misunderstanding, but there is something to reward.

## SECTION B

SECTION B	TASK 2
<b>MARKS AVAILABLE:</b> 20	Esther called her problems 'giants'. Describe one or more 'giants' you have faced in your life and explain how you have overcome them.
<b>CRITERIA</b>	Candidates should demonstrate that they can: 4. write appropriately for the task; 5. organise and paragraph clearly and effectively; 6. spell, punctuate and use grammar/syntax accurately; 7. use appropriate register and vocabulary.

**INSTRUCTIONS TO EXAMINERS**

1. Ring errors and ✓ or ✓✓ felicities of expression/content, sufficiently to show how you have formed your judgement.
2. Where a 'best-fit' judgement has been made a brief comment will be helpful on the significant linguistic strengths and/or weaknesses of the response and on aspects of content and overall structure that have helped you form your judgement.
3. Use the Band-Descriptors to mark for linguistic qualities. For content, i.e. 'purpose', if necessary adjust the mark either way by reference to 'notes on the task'. In your assessment use the photocopied examples as guidelines.
4. For writing tasks in Section B, length is not in itself a criterion.  
Short answers (50-100 words) may well be self-penalising in terms of the criteria, (e.g. control and development of ideas; structure; maintaining reader's interest) but may still demonstrate significant qualities.  
Very short answers (less than 50 words) will not normally gain more than the lowest mark for Band 7.

**NOTES ON THE TASK**

Candidates should describe one or more difficulties, problems, negative habits, stressful experiences, relationships or perhaps people who were in some way threatening or problematical.

The interest of the answer will lie in the way the 'giants' are described, the circumstantial detail that makes them real to the reader, and the feelings about them that the writer conveys.

The question requires candidates to say how they coped with the 'giants', and self-evaluation may provide a satisfactory conclusion to the essay.

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.		
WRITING TO INFORM, EXPLAIN, DESCRIBE		
BAND	MARKS	DESCRIPTOR
<b>3</b>	20 19 18	<p><b><i>Secure response to challenging tasks; expression clear and sound</i></b></p> <p>Candidate's writing is controlled, coherent and in suitable style. Purpose is clearly understood and the audience is addressed. There is a suitable vocabulary. Syntactical conventions are followed; most complex words are spelt correctly; punctuation is used effectively. Structures show appropriate variety of length and shape, although there may be a tendency to repeat sentence types. The interest of the reader is maintained. Paragraphing is used to aid meaning. The writing is well presented.</p> <p><i>The writing is well presented. Writing shows individuality and engages the reader's attention.</i></p>
<b>4</b>	17 16 15	<p><b><i>Clear communication, with control and order; style and register secure</i></b></p> <p>The candidate is in control and style is appropriate to purpose, engaging and sustaining the reader's interest. Awareness of audience is shown. A varied vocabulary which is fit for purpose is used. There is general grammatical accuracy. Spelling and punctuation are generally accurate. The candidate is confident in the use of full stops to separate sentences. A range of sentence structures may be evident but there may be a heavy reliance on relatively simple structures accurately used. The reader will be interested and there will be paragraphing to clarify. An awareness of the importance of presentation will be shown.</p> <p><i>Writing is competent with some sense of style.</i></p>
<b>5</b>	14 13 12	<p><b><i>Can sequence facts in appropriate language; secure language</i></b></p> <p>Candidate shows reasonable control and the use of form and style are generally appropriate to purpose. There is an awareness of the audience being addressed. There is some range of vocabulary and grammar which is generally accurate although there may be errors in more complex structures. The spelling of irregular words is generally accurate and punctuation helps to clarify meaning. Full stops are used to separate sentences but their use is not secure. There is some range of sentence structure. Reader's interest is generally maintained. Paragraphing is fair. Quality of presentation will not impede communication.</p> <p><i>Writing may be virtuously simple and correct; or 'over-reaching', making errors in attempting vivid writing.</i></p>
<b>6</b>	11 10 9	<p><b><i>Description is clear; can generally order material to clarify</i></b></p> <p>There are clear attempts to write in an appropriate style and appropriately to purpose. A sense of audience may be present but inconsistently. Vocabulary will be straightforward and simple; grammatical structures will be used repetitively. Spelling of simple words is generally accurate. Common and some irregular words are spelt correctly and a range of punctuation is employed. There is evidence that the candidate is aware that full stops are used to indicate sentence separation. Some more complex sentences are used. Some interest will be maintained although ideas may be repetitive. Some understanding of the purpose of paragraphing will be shown. Presentation may be untidy but what is written will be clearly understandable.</p> <p><i>Writing is straightforward with some development.</i></p>

BAND DESCRIPTORS - continued		
BAND	MARKS	DESCRIPTOR
7	8 7 6	<p><b><i>Facts are communicated in some order and in straightforward language</i></b></p> <p>Although style may not be the most appropriate, candidate's writing has organisation and communicates clearly. There will be little sense of audience. Ideas are developed generally using simple vocabulary within a grammatical structure. Spelling of simple words is generally accurate. Full stops, capital letters and question marks are sometimes used correctly and other punctuation is used with some accuracy. The majority of sentences may be simple but there will be the occasional use of a more complex sentence. The reader's interest may be lost. Paragraphing is likely to be haphazard. In places poor presentation may begin to impede understanding.</p> <p><i>Writing is simple, orderly and clear.</i></p>
8	5 4 3	<p><b><i>Some attempt to order facts but writing tends towards unordered lists</i></b></p> <p>Candidate's writing shows some signs of organisation and clarity and of application to task. There is unlikely to be any sense of audience. Vocabulary will be very straightforward and repetitive. There will be significant grammatical errors. The majority of simple words are spelt correctly and basic punctuation is evident. Writing is likely to be difficult to follow in places with little if any paragraphing. Presentation will be poor.</p> <p><i>The writing is simple and mainly understandable; there will be significant linguistic errors.</i></p>
9	2 1 0	The answer does not meet the criteria for Band 8.

<b>TASK 3</b>	
<b>MARKS AVAILABLE: 20</b>	Write a story beginning: 'You're not going out looking like that!' said a voice behind me....
<b>CRITERIA</b>	Candidates should demonstrate that they can: <ol style="list-style-type: none"> <li>1. write appropriately for the task;</li> <li>2. organise and paragraph clearly and effectively;</li> <li>3. spell, punctuate and use grammar/syntax accurately;</li> <li>4. use appropriate register and vocabulary.</li> </ol>
<b>INSTRUCTIONS TO EXAMINERS</b>	
<ol style="list-style-type: none"> <li>1. Ring errors and ✓ or ✓✓ felicities of expression/content, sufficiently to show how you have formed your judgement.</li> <li>2. Where a 'best-fit' judgement has been made a brief comment will be helpful on the significant linguistic strengths and/or weaknesses of the response and on aspects of content and overall structure that have helped you form your judgement.</li> <li>3. Use the Band Descriptors to mark for linguistic qualities. For content, i.e. 'purpose', if necessary adjust the mark either way by reference to 'notes on the task'. In your assessment use the photocopied examples as guidelines.</li> <li>4. For writing tasks in Section B, length is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the criteria, (e.g. control and development of ideas; structure; maintaining reader's interest) but may still demonstrate significant qualities. Very short answers (less than 50 words) will not normally gain more than the lowest mark for Band 7.</li> </ol>	
<b>NOTES ON THE TASK</b>	
<p>Good narratives will contain some or all of the following elements:</p> <ul style="list-style-type: none"> <li>• cleverly set-out and convincing dialogue</li> <li>• some sense of what the characters are like</li> <li>• some sense of place</li> <li>• some reflection on or reaction to the events</li> <li>• a development leading to a climax or conclusion.</li> </ul> <p>Candidates should not be penalised for writing 'obvious' continuations about parent/child conflict etc. if they are done well. Originality of idea is not a prime consideration. Consistency, authenticity and truth to life are more important. Melodrama, attempting to cover too broad a canvas (in time scale or number of events) or deliberately trying to shock, will often reduce the reader's interest in the story.</p>	

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.			
WRITING TO EXPLORE, IMAGINE, ENTERTAIN			
BAND	MARKS	DESCRIPTOR	
<b>3</b>	20 19 18	<p><b><i>Imaginative and personal; may use features such as an unexpected ending</i></b></p> <p>Candidate's writing is controlled, coherent and in a suitable style. Purpose is clearly understood and the audience is addressed. There is a suitable vocabulary. Syntactical conventions are followed; most complex words are spelt correctly; punctuation is used effectively. Structures show appropriate variety of length and shape, although there may be a tendency to repeat sentence types. The interest of the reader is maintained. Paragraphing is used to aid meaning. The writing is well presented.</p> <p><i>Writing shows individuality and engages the reader's attention.</i></p>	
<b>4</b>	17 16 15	<p><b><i>Well-balanced and generally interesting story telling</i></b></p> <p>The candidate is in control and style is appropriate to purpose, engaging and sustaining the reader's interest. Awareness of audience is shown. A varied vocabulary which is fit for purpose is used. There is general grammatical accuracy. Spelling and punctuation are generally accurate. The candidate is confident in the use of full stops to separate sentences. A range of sentence structures may be evident but there may be a heavy reliance on relatively simple structures accurately used. The reader will be interested and there will be paragraphing to clarify. An awareness of the importance of presentation will be shown.</p> <p><i>Writing is competent with some sense of style.</i></p>	
<b>5</b>	14 13 12	<p><b><i>Interesting and quite adventurous ideas, story developed</i></b></p> <p>Candidate shows reasonable control and the use of form and style are generally appropriate to purpose. There is an awareness of the audience being addressed. There is some range of vocabulary and grammar which is generally accurate although there may be errors in more complex structures. The spelling of irregular words is generally accurate and punctuation helps to clarify meaning. Full stops are used to separate sentences but their use is not secure. There is some range of sentence structure. Reader's interest is generally maintained. Paragraphing is fair. Quality of presentation will not impede communication.</p> <p><i>Writing may be virtuously simple and correct; or 'over-reaching', making errors in attempting vivid writing.</i></p>	
<b>6</b>	11 10 9	<p><b><i>Begins to develop stories to interest the reader; an idea of vocabulary</i></b></p> <p>There are clear attempts to write in a appropriate style and appropriately to purpose. A sense of audience may be present but inconsistently. Vocabulary will be straightforward and simple; grammatical structures will be used repetitively. Spelling of simple words is generally accurate. Common and some irregular words are spelt correctly and a range or punctuation is employed. There is evidence that the candidate is aware that full stops are used to indicate sentence separation. Some more complex sentences are used. Some interest will be maintained although ideas may be repetitive. Some understanding of the purpose of paragraphing will be shown. Presentation may be untidy but what is written will be clearly understandable.</p> <p><i>Writing is straightforward with some development.</i></p>	

BAND DESCRIPTORS - continued		
BAND	MARKS	DESCRIPTOR
7	8	<p><i>Writes stories mostly as a series of events; simple language</i></p> <p>Although style may not be the most appropriate, candidate's writing has organisation and communicates clearly. There will be little sense of audience. Ideas are developed generally using simple vocabulary within a grammatical structure. Spelling of simple words is generally accurate. Full stops, capital letters and question marks are sometimes used correctly and other punctuation is used with some accuracy. The majority of sentences may be simple but there will be the occasional use of a more complex sentence. The reader's interest may be lost. Paragraphing is likely to be haphazard. In places poor presentation may begin to impede understanding.</p> <p><i>Writing is simple, orderly and clear.</i></p>
	7	
	6	
8	5	<p><i>Stories may have a beginning and an end; undeveloped and unordered ideas</i></p> <p>Candidate's writing shows some signs of organisation and clarity and of application to task. There is unlikely to be any sense of audience. Vocabulary will be very straightforward and repetitive. There will be significant grammatical errors. The majority of simple words are spelt correctly and basic punctuation is evident. Writing is likely to be difficult to follow in places with little if any paragraphing. Presentation will be poor.</p> <p><i>The writing is simple and mainly understandable; there will be significant linguistic errors.</i></p>
	4	
	3	
9	2	<p>The answer does not meet the criteria for Band 8.</p>
	1	
	0	





RECOGNISING ACHIEVEMENT

UCLES

Markscheme 1500/3  
June 2000

## INTRODUCTION

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

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- and
- (D) Co-ordination Scripts (issued separately)

(A)

## ASSESSMENT OBJECTIVES

The relevant Assessment Objectives for ENGLISH are as follows:

### Reading

Candidates must demonstrate their ability to:

- (i) read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
  - (ii) distinguish between fact and opinion and evaluate how information is presented;
  - (iii) follow an argument, identifying implications and recognising inconsistencies;
  - (iv) select material appropriate to their purpose, collate material from different sources, and make cross references;
  - (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.
- .....

### Writing

Candidates must demonstrate their ability to:

- (i) communicate clearly, adapting their writing for a wide range of purposes and audiences;
- (ii) use and adapt forms and genres for specific purposes and effects;
- (iii) organise ideas into sentences, paragraphs and whole texts;
- (iv) use accurate spelling and punctuation, and present work neatly and clearly;
- (v) use the grammatical structures of standard English and a wide vocabulary to express meanings with clarity and precision.

**ASSESSMENT OBJECTIVES -- continued**

No.	Assessment Objectives	Paper 1 Non-fiction/Media		Paper 3 Non-fiction/Media	
		Section A	Section B	Section A	Section B
	<b>READING</b>				
(i)	- read with insight and engagement	✓		✓	
	- make appropriate reference to texts	✓		✓	
	- develop and sustain interpretations of texts				
(ii)	- distinguish between fact and opinion			✓	
	- evaluate how information is presented	✓		✓	
(iii)	- follow an argument	✓		✓	
	- identify implications and recognise inconsistencies	✓		✓	
(iv)	- select material appropriate to purpose and collate material from different sources	✓		✓	
	- make cross references			✓	
(v)	- understand and evaluate linguistic devices	✓		✓	
	- structural devices				
	- presentational devices	✓		✓	
	- comment on ways language varies/ changes			✓	
	<b>WRITING</b>				
(i)	- communicate clearly		✓		✓
	- adapt writing for a range of purposes and audiences		✓		✓
	- use different forms and genres		✓		✓
(ii)	- adapt forms and genres for specific effects		✓		✓
(iii)	- organise ideas into sentences, paragraphs and whole texts		✓		✓
(iv)	- use accurate spelling and punctuation		✓		✓
	- present work neatly and clearly		✓		✓
(v)	- use the grammatical structures of standard English		✓		✓
	- use a wide vocabulary		✓		✓

(B)

## 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 paper 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.

Specific instructions are given in the Mark Scheme for the marking of each task. When you read an answer, you should annotate the body of the script as indicated in the instructions. At the end, you should also comment briefly on the qualities of the answer. This explanation of the award of your mark will be essential to Team Leaders and Principal Examiners who may need to read the script. The best kind of comment identifies clearly and concisely particular elements of the marking descriptors.

Before the standardisation meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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' for the paper which you are marking – for example, above Band 4 on a Foundation Tier paper or below Band 5 on a Higher Tier paper. 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.

### ANNOTATION OF SCRIPTS

1. On each script, THE FOLLOWING MUST APPEAR:

- on every page –  
the examiner's initials (to indicate that the page has been read);
- at the end of each answer –  
a numerical MARK, in the margin, locating the answer in the appropriate mark BAND;
- on the front page of the script –  
a summary record of all marks awarded and the total of these.

2. Written annotation and comment MUST ACCORD WITH THE FOLLOWING GUIDELINES:

- The primary audience for comment/annotation is the TEAM LEADER and/or PRINCIPAL EXAMINER – but remember that it may be read by others, too.
- **Marginal annotation** should be used to identify significant features of the answer, and must be clearly related to the MARKING CRITERIA.
- **Final comment**, if used, should give an overview of the qualities – positive and, if necessary negative – which locate the answer in its mark band.  
E.g. *'Good use of (xyz), but no enough (abc) to move into 'proficient'.*

3. Ticks and other symbols may be used ONLY as directed in the markscheme and/or in the standardisation meeting.

(C)

**TASK-SPECIFIC MARKING NOTES**

UCLES

SECTION A	TASK 1
<b>MARKS AVAILABLE:</b> 20	Read again 'Watching You Watching Me'. Summarise the ways in which, according to the writer, privacy and personal freedom are increasingly restricted, and what he thinks are the advantages and disadvantages of this. Use <b>your own words</b> as far as possible. Write about 250 words in total.
<b>CRITERIA</b>	Candidates should demonstrate that they can: <ol style="list-style-type: none"> <li>1. Select and organise appropriate facts and opinions</li> <li>2. Use own words where possible to demonstrate understanding</li> <li>3. Identify implications/use inference</li> </ol>
<b>CONTENT</b>	Candidates may refer to <b>some</b> of the following: <p><b>RESTRICTIONS ON PRIVACY AND PERSONAL FREEDOM</b></p> <ol style="list-style-type: none"> <li>1. Your identity/financial status is checked when purchases are made</li> <li>2. Computers hold personal information on individuals</li> <li>3. E-mails can be intercepted and read</li> <li>4. Companies sell sensitive personal information to each other</li> <li>5. You can be tracked if you have a mobile phone</li> <li>6. CCTV cameras film you in the street</li> <li>7. CCTV cameras check cars and drivers</li> <li>8. Speed cameras can be used to track car drivers</li> <li>9. Secret information can be put on bank and credit cards</li> <li>10. When you vote, the ballot is not secret</li> <li>11. CCTV cameras are used in football grounds</li> <li>12. Bugging/phone tapping are becoming more common</li> <li>13. Baby-sitters are secretly filmed</li> <li>14. Some holiday companies spy on guests</li> <li>15. People are encouraged to inform on others</li> <li>16. Journalists spy on celebrities, using long-lens cameras</li> </ol> <p><b>WHAT THE WRITER THINKS ARE ADVANTAGES</b></p> <ol style="list-style-type: none"> <li>17. CCTV has cut crime</li> <li>17A. CCTV stops terrorist attacks taking place</li> <li>18. Football grounds are safer / football hooligans are arrested</li> <li>19. Cameras provide reliable evidence</li> <li>20. There are safeguards: free press and parliamentary opposition</li> </ol> <p><b>WHAT THE WRITER THINKS ARE DISADVANTAGES</b></p> <ol style="list-style-type: none"> <li>21. Inaccurate information on individuals may be held</li> <li>22. The state or organisation could mis-use the information</li> <li>23. Innocent people are under surveillance, which is wrong</li> <li>24. 'Crimewatch' programmes bring out the worst in people / make people more nosy</li> <li>25. Major criminals are never caught on cameras</li> <li>26. Some famous people have died because of invasions of their privacy</li> <li>27. Only rich/powerful people will maintain their privacy</li> </ol>

#### INSTRUCTIONS TO EXAMINERS

1. We are not marking Writing in Section A unless the expression is so bad that it impedes communication.
2. Number each point made. Bracket the number if the point is not clear.  
Write **R** for point repeated.  
Put **OP** for valid point not included in the mark scheme.
3. Use the Band Descriptors in conjunction with the photostat examples to arrive at your mark.
4. Write a brief comment from the Band Descriptors to explain your work.

### NOTES ON THE TASK

There will be a wide range of responses.

Those at the highest levels will demonstrate quality of points made, selection and focus.

There are many points available in the article – it would be unfair to candidates to expect them to find every one in 250 words.

The second element of the task deals with the writer's opinions. Many of these require inference, and therefore the responses here will be an important discriminator.

### TASK 1 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
1	20 19	An excellent range of points is chosen, very well organised and synthesised. There is a strong grasp of fact and opinion - inferences drawn in the second part of the task may be incisive and original. A concise response uses excellent own words.
2	18 17 16	A very good-range of points is used, well organised and synthesised. There is a good grasp of fact and opinion, and a consistent appreciation of inference. A concise response uses good own words.
3	15 14 13	There is less evidence of synthesis here, but the response is organised and a good range of appropriate material has been covered. The second element may be less secure, but there is a grasp of fact and opinion and sensible inferences are drawn. Consistent own words reveal good understanding. There is usually an attempt to be concise.
4	12 11 10	A range of points is covered, generally in the candidate's own words. There is likely to be some evidence of inference and organisation. Points may not have been condensed, and excessive length may result.
5	9 8 7	Details may well be given chronologically, with little evidence of distinction between the three elements of the question. There is likely to be some inefficient selection and also some lifting. Any inferences drawn will be obvious. The response may be far too brief, or so close to the original that it is very long.
6	6 5 4	An understanding of some of the simpler points is shown, but there may well be areas of lifting. Points made will tend to be listed mechanically. Fact and opinion will blur. Responses at this level may contain personal comment or anecdote, and lose focus on the task.
Ungraded on this task	3 2 1	The candidate has struggled to follow the passage. There may be much irrelevance and/or misunderstanding.



SECTION A	TASK 2
<b>MARKS AVAILABLE:</b> <b>20</b>	<p>'Watching You, Watching Me' and 'Young Lawyers' both describe situations which the writers see as abuses of civil rights.</p> <p>Explain and comment on the different ways in which each writer tries to make you share his feelings and point of view.</p> <p>Support your answer by referring to the content, style and language of both passages.</p>
<b>CRITERIA</b>	<p>Candidates should demonstrate that they can:</p> <ol style="list-style-type: none"> <li>1. Read with insight and engagement</li> <li>2. Organise a response, making appropriate reference to the text</li> <li>3. Identify and evaluate uses of language/style</li> </ol>
<b>CONTENT</b>	<p>Candidates may refer to some of the following:</p> <p><b>CONTENT A (Watching You, Watching Me)</b></p> <ul style="list-style-type: none"> <li>- Starts with a worrying personal experience</li> <li>- Lists various restrictions/ways in which privacy can be infringed (questionnaires, mobile phones, bank cards, ballot papers)</li> <li>- Gives examples of uses of CCTV cameras, filming the innocent and the guilty</li> <li>- Criticises the ethos of informing on your neighbour</li> <li>- Deliberately uses Hitler to worry the reader</li> <li>- Mixes everyday examples (babysitters/holiday guests) with the treatment of the famous</li> <li>- Concludes in a balanced/reasonable/logical manner</li> </ul> <p><b>STYLE AND LANGUAGE B (Watching You, Watching Me)</b></p> <ul style="list-style-type: none"> <li>- Title is snappy/balanced/ambiguous</li> <li>- Rhetorical questions</li> <li>- Written in the first person</li> <li>- Involves the reader (me and my family...you and yours)</li> <li>- Tone becomes explanatory/didactic, so writer is seen as an expert</li> <li>- Infringement of liberty stressed by the adjectives (normal, lawful, daily)</li> <li>- Personification (the ever watchful eye of the camera)</li> <li>- Deliberate clichés (the camera cannot lie)</li> <li>- Style is sometimes more colloquial (get a kick...get a buzz)</li> <li>- Use of deliberate non-sentences (Mr. Big on a camera? No chance!)</li> <li>- Word-play (Love thy neighbour...shop him)</li> <li>- Some sophisticated vocabulary (indulge itself vicariously)</li> <li>- Concluding two paragraphs both begin with simple questions, involving the reader</li> <li>- Authoritative tone of final para urging vigilance</li> </ul> <p><b>CONTENT C (Young Lawyers)</b></p> <ul style="list-style-type: none"> <li>- Sets scene in introductory paragraph</li> <li>- Huge number of clients indicates problems experienced by black people</li> <li>- Persecution (various examples of unfair/arbitrary rules/decisions)</li> <li>- Gives an account of a successful case (won by cunning!)</li> <li>- Explains what Mandela and Tambo meant to ordinary Africans</li> <li>- Describes his own status and treatment within the legal system</li> <li>- Minister trying to close down their business indicates repression again</li> <li>- But describes how they operate illegally</li> <li>- Final dismissal of the legal system as evil/corrupt</li> </ul>

Task 2 continued ...	
<b>CONTENT</b>	<p><b>USE OF LANGUAGE D (Young Lawyers)</b></p> <ul style="list-style-type: none"> <li>- Use of the first person</li> <li>- Emotive language (besieged/desperate) helps reader to sympathise with the clients</li> <li>- Repetition of 'A crime..' shows the impossibility of the situation. Also 'every week'.</li> <li>- Paradox in second paragraph</li> <li>- More emotive language (bleak/tiny incomes/humiliations)</li> <li>- Repetition of sentence structures (Every week... ) shows the extent of the problem</li> <li>- Humour in the 'panties' case / otherwise tone is serious</li> <li>- Triple repetition of 'a place' leads to climax (proud)</li> <li>- Maintains dignified tone when describing his own experience of harassment</li> <li>- Irony of his situation accentuated by juxtaposition of 'debased' with 'system of justice'</li> <li>- Candidates may well see the first article as lightweight in tone/content in comparison to this powerful episode</li> </ul>

### INSTRUCTIONS TO EXAMINERS

1. We are not marking Writing in Section A unless the expression is so bad that it impedes communication.
2. Letter each relevant point made **A** or **B** for 'Watching You, Watching Me' and **C** or **D** for 'Young Lawyers'.  
Bracket the letter if the point is not clear.  
Write **R** for point repeated.
3. Use the Band Descriptors in conjunction with the photostat examples to arrive at your mark.
4. Write a brief comment from the Band Descriptors to explain your mark.

### NOTES ON THE TASK

- 1 Expect a wide range of reactions, hopefully supported by evidence. It is impossible to predict every response from every candidate to this type of task.
- 2 There are many possible points, and even the very best responses will not cover all of them. An analytical approach is important. The real discriminator here will be the treatment of style and language.
- 3 Although comparison is not required in the rubric, some high level candidates will respond to the task in this way, thereby setting themselves a more difficult task.

**TASK 2 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
<b>1</b>	20 19	A full, relevant and consistently analytical response. Both passages elicit mature critical comments. An excellent range of judgements is made, convincingly supported. The response to style/language will reveal an impressive critical perception. Original insights may well feature. Comment may be made on the variations in tone in the article.
<b>2</b>	18 17 16	A good grasp of both writers' methods is shown. Both passages are dealt with in a secure and confident manner. A wide range of judgements is made, strongly supported. A high level critical vocabulary may well be in evidence.
<b>3</b>	15 14 13	A competent response, with some successful analysis. The answer will usually be balanced, and style/language comments will be supported by textual detail.
<b>4</b>	12 11 10	An analytical attempt which clearly tries to answer 'How' rather than describe 'What'. There will be some comments on style/language generally supported by textual references.
<b>5</b>	9 8 7	There is usually an attempt to respond to style/language but the answer is likely to concentrate on the content. Style/ language points will be limited, and may be restricted to the writers' choice of words. The response tends to be descriptive.
<b>6</b>	6 5 4	The answer will concentrate heavily on the content. Points made will be assertions, with minimal or no evidence in support. If there is an attempt at style/language, it may use a list of words.
<b>Ungraded on this task</b>	3 2 1	The candidate has had serious problems getting to grips with the passage and task. There may be much irrelevancy.

SECTION B	EITHER TASK 3
<b>MARKS AVAILABLE:</b> <b>20</b>	<p>You are a candidate in a school or college election. The big issue is 'More freedom for students - or less?'</p> <p>Write the words of a speech you would make to your year group, persuading them to support your point of view.</p>
<b>CRITERIA</b>	<p>Candidates should demonstrate that they can:</p> <ol style="list-style-type: none"> <li>1. write appropriately for the task;</li> <li>2. organise and paragraph clearly and effectively;</li> <li>3. spell, punctuate and use grammar/syntax accurately;</li> <li>4. use appropriate register and vocabulary.</li> </ol>

### INSTRUCTIONS TO EXAMINERS

1. Close mark the response.
2. **Ring** errors and ✓ or ✓✓ felicities of expression/content, sufficiently to show how you have formed your judgement.
3. Use the Band Descriptors to arrive at a mark for linguistic qualities. For content (if appropriate), adjust the mark up to one Band either way by reference to **NOTES ON THE TASK** below. Use the photostat examples as guides to your assessment.
4. A brief comment may be helpful on the significant linguistic strengths and/or weaknesses of the response and on aspects of content and overall structure that have helped you form your judgement.
5. For writing tasks in Section B, **length** is not in itself a criterion. Short answers (50-150 words) may well be self-penalising in terms of the marking criteria, (e.g. control and development of ideas; structure; maintaining reader's interest) but may still demonstrate significant qualities.
6. Very short answers (less than 50 words) will not normally gain more than the lowest mark for Band 5.
7. Be prepared to use the whole range of marks.

### NOTES ON THE TASK

1. The pre-released material has ensured that this task will not come as a surprise to candidates. We are therefore entitled to expect a full treatment of the topic.
2. The writer has been given an audience - the sense of audience will be an important criterion towards the awarding of the final mark.
3. Weaker candidates will assert rather than persuade. Look for an increasing ability to use rhetoric to persuade in the better scripts. Successful persuasion will denote a Band 1 or 2 performance.
4. **CONTENT**  

Weaker candidates will use opinion, perhaps supported by personal or anecdotal evidence about the rules and restrictions of their school or college. The conclusion, if present, will be tentative.

Middle range answers will include a range of considerations and examples relevant to the writer's school or college, and will usually conclude successfully.

High level answers may well include the general or abstract, and also deal successfully with issues outside the school/college. There will be a complete grasp of the topic at band 1, and conclusions will be rounded.

<b>SECTION B</b>	<b>OR TASK 4</b>
<b>MARKS AVAILABLE:</b> 20	"Our lives are all the better for technology". Argue your point of view.
<b>CRITERIA</b>	Candidates should demonstrate that they can: <ol style="list-style-type: none"> <li>1. write appropriately for the task;</li> <li>2. organise and paragraph clearly and effectively;</li> <li>3. spell, punctuate and use grammar/syntax accurately;</li> <li>4. use appropriate register and vocabulary.</li> </ol>

#### INSTRUCTIONS TO EXAMINERS

1. Close mark the response.
2. Ring errors and ✓ or ✓✓ felicities of expression/content, sufficiently to show how you have formed your judgement.
3. Use the Band Descriptors to arrive at a mark for linguistic qualities. For content (if appropriate), adjust the mark up to one Band either way by reference to NOTES ON THE TASK below. Use the photostat examples as guides to your assessment.
4. A brief comment may be helpful on the significant linguistic strengths and/or weaknesses of the response and on aspects of content and overall structure that have helped you form your judgement.
5. For writing tasks in Section B, length is not in itself a criterion. Short answers (50-150 words) may well be self-penalising in terms of the marking criteria, (e.g. control and development of ideas; structure; maintaining reader's interest) but may still demonstrate significant qualities.
6. Very short answers (less than 50 words) will not normally gain more than the lowest mark for Band 5.
7. Be prepared to use the whole range of marks.

#### NOTES ON THE TASK

1. The question 'Is computer technology a threat?' was posed in the pre-released material. We are therefore entitled to expect thoughtful comment from candidates.
2. The task asks for a logical argument. Structure is particularly important here. Look for and reward a well-developed argument leading to an appropriate conclusion.
3. **CONTENT**  
Weaker candidates should give some evidence of a considered personal judgement, generally related to personal examples such as the role of computers in their own lives.  
Middle range answers are likely to be straightforward but informed and relevant. The argument may be furthered by personal/anecdotal evidence and content may go beyond the predictable references to home and school.  
High level candidates will usually have a convincing grasp of the implications of technology and will offer a full and perceptive exploration of issues raised by the quotation. Whether the tone is serious or not, the conclusion will be rounded.

**TASK 3 AND 4 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.

**WRITING TO ARGUE, PERSUADE AND INSTRUCT**

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
<b>1</b>	20 19	<p><b><i>A fully rounded and incisive argument, clarifying and persuading to a point of view.</i></b></p> <p>The candidate's writing is controlled and precise, in an appropriate register, showing a keen awareness of purpose and audience. A wide and rich vocabulary is used and a precise, fluent style in which syntax, spelling and punctuation are almost faultless. Structures are varied skilfully to enhance meaning and arouse/sustain interest. Paragraphs have unity and are effectively linked with preceding and following paragraphs.</p> <p><i>Writing is striking in its- originality and complexity. It has flair.</i></p>
<b>2</b>	18 17 16	<p><b><i>A secure, controlled argument, persuasive and clear.</i></b></p> <p>The candidate's writing is well controlled and has shape and appropriate style and tone. The purpose is clear and a good awareness of audience is shown. Vocabulary is often ambitious and usually accurate. It uses a wide range of grammatical constructions accurately. Spelling and punctuation are secure. Sentence structure is varied to maintain interest. Paragraphs are well controlled and are linked, showing clearly an organisation of the writing. Presentation is good.</p> <p><i>Writing is sophisticated, stylish and assured.</i></p>
<b>3</b>	15 14 13	<p><b><i>Clear sense of organising/presenting a case, or both sides, as appropriate; a grasp of persuasion.</i></b></p> <p>The candidate's writing is controlled, coherent and in a suitable style. Purpose is clearly understood and the audience is addressed. There is a suitable vocabulary. Syntactical conventions are followed; most complex words are spelt correctly; punctuation is used effectively. Structures show appropriate variety of length and shape, although there may be a tendency to repeat types. The interest of the reader is maintained. Paragraphing is used to aid meaning. The writing is well presented.</p> <p><i>Writing shows individuality and engages the reader's attention.</i></p>
<b>4</b>	12 11 10	<p><b><i>There is argument; one side may be put more strongly, where both sides are required; some persuasion.</i></b></p> <p>The candidate is in control and style is appropriate to purpose, engaging and sustaining the reader's interest. Awareness of audience is addressed. A varied vocabulary which is fit for purpose is used. There is general grammatical accuracy. Spelling and punctuation are generally accurate. The candidate is confident in the use of full stops to separate sentences. A range of sentence structures may be evident but there may be a heavy reliance on relatively simple structures, accurately used. The reader will be interested, and there will be paragraphing to clarify.</p> <p><i>Writing is competent with some sense of style.</i></p>
<b>5</b>	9 8 7	<p><b><i>Some argument with some sense of persuasion; not always controlled.</i></b></p> <p>The candidate shows a measure of control and the use of form and style is generally appropriate to purpose. There is an awareness of audience being addressed. There is some range of vocabulary and grammar which is generally accurate, although there may be errors in more complex structures. The spelling of irregular words is generally accurate and punctuation helps to clarify meaning. Full stops are used to separate sentences, but their use is not secure. There is some range of sentence structure. Reader's interest is generally maintained. Paragraphing is fair. Quality of presentation will not impede communication.</p> <p><i>Writing may be virtuously simple and correct, or over-reaching, making errors in attempting vivid writing.</i></p>

**BAND DESCRIPTORS - continued**

BAND	MARKS	DESCRIPTOR
6	6 5 4	<p><b><i>Little concept of a balanced argument; statement, not persuasion.</i></b></p> <p>There are clear attempts to write in an appropriate style and appropriately to purpose. A sense of audience may be present but inconsistently. Vocabulary will be straightforward and simple grammatical structures will be used repetitively. Spelling of simple words is generally accurate. Common and some irregular words are spelt correctly and a range of punctuation is employed. There is evidence that the candidate is aware that full stops are used to indicate sentence separation. Some more complex sentences are used. Some interest will be maintained although the ideas may be repetitive. Some understanding of the purpose of paragraphing will be shown. Presentation may be untidy but what is written will be clearly understandable.</p> <p><i>Writing is straightforward with some development.</i></p>
Ungraded on this task	3 2 1	<p><b><i>Little real argument. Statements of fact instead of persuasion, not well ordered.</i></b></p> <p>Although style may not be the most appropriate, candidate's writing has organisation and communicates clearly. There will be little sense of audience. Ideas are developed generally, using simple vocabulary within a grammatical structure. Spelling of simple words is generally accurate. Full stops, capital letters and question marks are sometimes used correctly and other punctuation is used with some accuracy. The majority of sentences may be simple but there will be the occasional use of a more complex sentence. The reader's interest may be lost. Paragraphing is likely to be haphazard. In places, poor presentation may begin to impede understanding.</p> <p><i>Writing is simple, orderly, and basically clear.</i></p>



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 1500/4  
June 2000



## INTRODUCTION

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

- the syllabus, especially the assessment objectives;
- the question paper and its rubrics;
- the material candidates have read and studied (pre-released and unseen);
- 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 also 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.



Your mark scheme consists of the following:

	<b>Page</b>
(A) Assessment Objectives .....	4 - 5
(B) Using the Mark Scheme .....	6
(C) Task-specific Marking Notes .....	7
and	
(D) Co-ordination Scripts (issued separately)	

(A)

## ASSESSMENT OBJECTIVES

The relevant Assessment Objectives for ENGLISH are as follows:

### Reading

Candidates must demonstrate their ability to:

- (i) read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
  - (ii) distinguish between fact and opinion and evaluate how information is presented;
  - (iii) follow an argument, identifying implications and recognising inconsistencies;
  - (iv) select material appropriate to their purpose, collate material from different sources, and make cross references;
  - (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.
- .....

### Writing

Candidates must demonstrate their ability to:

- (i) communicate clearly, adapting their writing for a wide range of purposes and audiences;
- (ii) use and adapt forms and genres for specific purposes and effects;
- (iii) organise ideas into sentences, paragraphs and whole texts;
- (iv) use accurate spelling and punctuation, and present work neatly and clearly;
- (v) use the grammatical structures of standard English and a wide vocabulary to express meanings with clarity and precision.

**ASSESSMENT OBJECTIVES -- continued**

No.	Assessment Objectives	Paper 2 Literary Texts		Paper 4 Literary Texts	
		Section A	Section B	Section A	Section B
(i)	<b>READING</b>				
	- read with insight and engagement	✓		✓	
	- make appropriate reference to texts	✓		✓	
	- develop and sustain interpretations of texts	✓		✓	
(ii)	- distinguish between fact and opinion				
	- evaluate how information is presented				
(iii)	- follow an argument				
	- identify implications and recognise inconsistencies				
(iv)	- select material appropriate to purpose and collate material from different sources	✓		✓	
	- make cross references				
(v)	- understand and evaluate linguistic devices	✓		✓	
	- structural devices	✓		✓	
	- presentational devices			✓	
	- comment on ways language varies/ changes			✓	
(i)	<b>WRITING</b>				
	- communicate clearly		✓		✓
	- adapt writing for a range of purposes and audiences		✓		✓
	- use different forms and genres		✓		✓
	(ii)	- adapt forms and genres for specific effects		✓	
(iii)	- organise ideas into sentences, paragraphs and whole texts		✓		✓
(iv)	- use accurate spelling and punctuation		✓		✓
	- present work neatly and clearly		✓		✓
(v)	- use the grammatical structures of standard English		✓		✓
	- use a wide vocabulary		✓		✓

(B)

## 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 paper 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.

Specific instructions are given in the Mark Scheme for the marking of each task. When you read an answer, you should annotate the body of the script as indicated in the instructions. At the end, you should also comment briefly on the qualities of the answer. This explanation of the award of your mark will be essential to Team Leaders and Principal Examiners who may need to read the script. The best kind of comment identifies clearly and concisely particular elements of the marking descriptors.

Before the standardisation meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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' for the paper which you are marking – for example, above Band 4 on a Foundation Tier paper or below Band 5 on a Higher Tier paper. 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.

### ANNOTATION OF SCRIPTS

1. On each script, THE FOLLOWING MUST APPEAR:

- on every page –  
the examiner's initials (to indicate that the page has been read);
- at the end of each answer –  
a numerical MARK, in the margin, locating the answer in the appropriate mark BAND;
- on the front page of the script –  
a summary record of all marks awarded and the total of these.

2. Written annotation and comment MUST ACCORD WITH THE FOLLOWING GUIDELINES:

- The primary audience for comment/annotation is the TEAM LEADER and/or PRINCIPAL EXAMINER – but remember that it may be read by others, too.
- **Marginal annotation** should be used to identify significant features of the answer, and must be clearly related to the MARKING CRITERIA.
- **Final comment**, if used, should give an overview of the qualities – positive and, if necessary negative – which locate the answer in its mark band.  
E.g. *'Good use of (xyz), but no enough (abc) to move into 'proficient'.*

3. Ticks and other symbols may be used ONLY as directed in the markscheme and/or in the standardisation meeting.

(C)

**TASK-SPECIFIC MARKING NOTES**

UCLES

SECTION A	TASK 1
<b>MARKS AVAILABLE:</b> 20	Explain how life in India changes the relationship between Naraian and Cathy, and show how the use of language helps us to understand these changes. Support your answer by referring to the language and the content of the story.
<b>CONTENT</b>	<p>Candidates may refer to <b>some</b> of the following points:</p> <p><b>A How the relationship changed:</b></p> <ol style="list-style-type: none"> <li>1 -N's <b>idealism</b> faded – C. was disappointed. [desire for 'something beautiful and useful'/his limited criticism of poverty and social set-up and desire to do something for his country]</li> <li>2 -Shared <b>pride in flat</b> disappears [N. becomes dissatisfied – complains fails to defend C's home-making – conspires with family against her]</li> <li>3 -<b>Social</b> life changed [parties in England – here C. was excluded and lived alone while N. led an active life]</li> <li>4 -<b>Personal</b> lives changed [no public contact / N. ignored or criticised her in public / in private they bickered / C. unable to enjoy their kiss]</li> <li>5 -<b>Loss of independence</b> [C. resists being absorbed by the family – N. accepts / welcomes his fate]</li> </ol> <p><b>B Aspects of life in India which contributed to these changes:</b></p> <p>(i) <b>India generally –</b></p> <ol style="list-style-type: none"> <li>1 -<b>General attitude to women</b> [C. felt diminished by their exaggerated deference / and a married woman she was no longer interesting to N's Friends / physical intimacies in public not possible (contrast with England)]</li> <li>2 -The '<b>heaviness</b>' of India [large, ornate furnishings / heavy meals / large people / lots of possessions]</li> <li>3 -C's <b>social standing</b> now prevented her from working [she enjoyed a variety of jobs in England]</li> </ol> <p>(ii) <b>Pressures from the family</b></p> <ol style="list-style-type: none"> <li>4 -- the custom of '<b>large joint families</b>' was what they wanted [N's mother resented their separate life / pressure to eat at home]</li> <li>5-- N's mother was <b>possessive</b> [accused C. of underfeeding N.]</li> <li>6--the <b>suffocating, demonstrative 'love'</b> [they were constantly talked about, advised, interfered with]</li> <li>7--pressure to enter the <b>family business</b> ['after 5 years in England it is due', in agreeing N. loses independence and idealism]</li> <li>8--<b>dependent on family</b> financially [flat rented through Uncle's influence / Father regarded them as 'one of his possessions']</li> <li>9--over protective <b>attitude to pregnancy</b> [extra food and rest / mother takes over the flat / makes life even emptier]</li> </ol> <p><b>C 'How the use of language helps us to understand these changes'</b> will be shown partly by the selection of supporting references and quotations. Appropriate and useful selection will be credited. Higher level answer will make explicit comments on, or analysis of language, which may include:</p> <ul style="list-style-type: none"> <li>-- <b>Selection of words</b> to indicate <b>positive</b> [thrilled...challenge...purpose...beautiful...useful] or <b>negative</b> [galled...slighted...storming...impetuous] feelings.</li> <li>-- Identification of and comment on <b>simile/metaphor/symbolism</b>. ('like the chimes of a clock / lapped...drowning / honeyed hours...dry boredom...loss of taste for life / The view: birds ( freedom) leaves (youth, tenderness) sky (open, not imprisoned) 'darkening...playing down...to sleep' (symbolises C's situation)</li> <li>-- Sound effects (began to bicker – a hardening of their relationship)</li> </ul>

## INSTRUCTIONS TO EXAMINERS

1. We are not marking Writing in Section A unless the expression is so bad that it impedes communication.
2. In the Margin:
  - Use A1-5 where changes of relationship are described.
  - Use B1-9 where aspects of life in India are shown to contribute to those changes.
  - Use L for explicit comment on language
  - [Use brackets round any of these letters where the point is partially or implicitly made]In the body of the Script:
  - Use ✓ to indicate relevant reference or quotation
  - Use ✓✓ to indicate very precise and appropriate quotation or very perceptive comment.
  - Use R to indicate repetition of points.
  - Use OP for valid points not included in the Mark Scheme.
3. Use the Band Descriptors in conjunction with the photostats to arrive at your mark.
4. Write a brief comment from the Band descriptors to explain your mark.

## NOTES ON THE TASK

- Candidates may organise their answers in a variety of ways. Relevant responses must show:
  - (i) how the relationship changed;
  - (ii) how the circumstances of life in India brought about those changes.
- Mere reproduction of details of life in India gains no credit: it becomes relevant only when it is used to demonstrate how they affect Naraian or Cathy individually or as a couple.
- Higher level answers will consistently focus on the task. They present a range of ways in which the relationship changed (A1-5) and a range of ways in which aspects of life in India – both generally (Bi) and particularly through Naraian's family (Bii) – contributed to these changes.
- Lower Band answers present more limited evidence. From A1-5 they will perhaps be confined to a number of examples of 1 or 2 aspects of the relationship; from B, they may concentrate largely on the family (Bii) and give several examples of 1 or 2 kinds of pressure. There may be significant stretches of narrative reproduction of the story, but care should be taken to give some credit where it is eventually used, perhaps obliquely, to justify relevant comment on the change in relationship or its effect on either of the couple.
- A number of bracketed annotations – e.g. (A2) (B3) etc. – will indicate an answer which is midway between mere narrative and an analytical response: the candidate has shown some understanding of the requirements of the task by the selection of details reproduced from the story, but has not always made the relevance of such details explicit.

**TASK 1 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.

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
<b>1</b>	20 19	A very full and convincing explanation of changes in the relationship and of how aspects of life in India contributed to those changes. References are frequent, aptly chosen, relevant and helpful throughout. A subtle awareness of the use of language with some relevant examples. Wholly relevant and focused on the question. Very clearly structured. A sophisticated and assured response.
<b>2</b>	18 17 16	A full and convincing explanation of in the relationship and of how aspects of life in India contributed to those changes. References are frequent and usually helpful and relevant. A very clear awareness of the use of language with some good examples. Very largely relevant to and focused on the question. Clearly structured. An assured response.
<b>3</b>	15 14 13	The adequate and usually convincing explanation of in the relationship and of how aspects of life in India contributed to those changes. References are quite frequent and generally, but not always, well chosen and useful. A clear awareness of the use of language with some clear examples. Usually relevant and focused on the question. Generally helpfully structured. A very competent response.
<b>4</b>	12 11 10	A clear if limited account of in the relationship and of how aspects of life in India contributed to those changes. Most references usefully illustrate the answer: others may be over-long, inappropriate or unhelpful. An awareness of the use of language, with some successful illustration. Mainly relevant and explicitly or implicitly focused on the task, but there may be some patches of irrelevance. A straightforward and clear understanding of the text.
<b>5</b>	9 8 7	Some account of in the relationship and of how aspects of life in India contributed to those changes. There may be some minor distortion and/or a significant amount of repetition. Some references usefully illustrate the answer; most are over-long, inappropriate or unhelpful. Elementary awareness of the use of language, with simple illustration. Usually relevant, but can lose focus and include significant stretches or narrative. Potential Band 4 answers which are short.
<b>6</b>	6 5 4	Some changes in their relationship are recognised and some aspects of life in India are described but the links between them are very tenuous. There may be serious distortion and/or much repetition. References often become reproduction of the text with no clear relevance. Very little awareness of the use of language. Substantially a narrative response.
<b>Ungraded on this task</b>	3 2 1	A recognisable attempt to address the task. One or more elements may be missing or at best implied. Almost wholly a narrative response but some credit may be given for selection of relevant detail. Potential Band 6 answers which are short.



<b>SECTION B</b>	<b>TASK 2</b>
<b>MARKS AVAILABLE: 20</b>	Describe how and why a person or group of people has made a strong impression on you.
<b>CRITERIA</b>	Candidates should demonstrate that they can: <ol style="list-style-type: none"> <li>1. write appropriately for the task;</li> <li>2. organise and paragraph clearly and effectively;</li> <li>3. spell, punctuate and use grammar/syntax accurately;</li> <li>4. use appropriate register and vocabulary.</li> </ol>

#### **INSTRUCTIONS TO EXAMINERS**

1. Ring errors and ✓ or ✓✓ felicities of expression/content, sufficiently to show how you have formed your judgement.
2. Where a 'best-fit' judgement has been made a brief comment will be helpful on the significant linguistic strengths and/or weaknesses of the response and on aspects of content and overall structure that have helped you form your judgement.
3. Use the Band Descriptors to mark for linguistic qualities. For content, i.e. 'purpose', if necessary adjust the mark either way by reference to 'notes on the task'. In your assessment use the photocopied examples as guidelines.
4. For writing tasks in Section B, length is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the criteria, (e.g. control and development of ideas; structure; maintaining reader's interest) but may still demonstrate significant qualities. Very short answers (less than 50 words) will not normally gain more than the lowest mark for Band 5.

#### **NOTES ON THE TASK**

- Identify a person or group/people that has made a strong impression on the writer.
- Demonstrate the ability to describe the person or group/people in some detail.
- Explore the influence of that person or group/people.
- Be consistently focussed on the terms of the task.
- Be convincing in the identification with the person or group/people and enthusiastic in their portrayal of them.

Good answers will inform, explain and describe with personal observation and perceptive analysis.

Candidates should not be penalised for rather unusual choices of stimuli unless this significantly hampers their ability to inform, explain and describe.

**TASK 2 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.

**WRITING TO INFORM, EXPLAIN, DESCRIBE**

BAND	MARKS	DESCRIPTOR
1	20 19	<p><b><i>Difficult tasks completed with absolute clarity and no ambiguity</i></b></p> <p>Candidate's writing is controlled and concise, in an appropriate style showing a keen awareness of purpose and audience. A wide and rich vocabulary is used and precise, fluent style in which syntax, spelling and punctuation are almost faultless. Structures are varied skilfully to enhance meaning and around/sustain interest. Paragraphs have unity and are effectively linked with preceding and following paragraphs.</p> <p><i>Writing is striking in its originality and complexity. It has flair.</i></p>
2	18 17 16	<p><b><i>Very effective communication with the reader; confident and clear</i></b></p> <p>Candidate's writing is well controlled and has shape and appropriate style and tone. The purpose is clear and a good awareness of audience is shown. Vocabulary is often ambitious and usually accurate. It uses a wide range of grammatical constructions accurately and spelling and punctuation are secure. Sentence structure is varied to maintain interest. Paragraphs are well controlled and are linked, showing clearly organisation of the writing.</p> <p><i>Writing is sophisticated, stylish and assured.</i></p>
3	15 14 13	<p><b><i>Secure response to challenging tasks; expression clear and sound</i></b></p> <p>Candidate's writing is controlled, coherent and in a suitable style. Purpose is clearly understood and the audience is addressed. There is a suitable vocabulary. Syntactical conventions are followed; most complex words are spelt correctly; punctuation is used effectively. Structures show appropriate variety of length and shape, although there may be a tendency to repeat sentence types. The interest of the reader is maintained. Paragraphing is used to aid meaning. The writing is well presented</p> <p><i>Writing shows individuality and engages the reader's attention.</i></p>
4	12 11 10	<p><b><i>Clear communication, with control and order; style and register secure</i></b></p> <p>The candidate is in control and style is appropriate to purpose, engaging and sustaining the reader's interest. Awareness of audience is shown. A varied vocabulary which is fit for purpose is used. There is general grammatical accuracy. Spelling and punctuation are generally accurate. The candidate is confident in the use of full stops to separate sentences. A range of sentence structures may be evident but there may be a heavy reliance on relatively simple structures accurately used. The reader will be interested and there will be paragraphing to clarify. An awareness of the importance of presentation will be shown.</p> <p><i>Writing is competent with some sense of style.</i></p>

BAND DESCRIPTORS - continued		
BAND	MARKS	DESCRIPTOR
5	9 8 7	<p><b><i>Can sequence facts in appropriate language; secure language</i></b></p> <p>Candidate shows reasonable control and the use of form and style are generally appropriate to purpose. There is an awareness of the audience being addressed. There is some range of vocabulary and grammar which is generally accurate although there may be errors in more complex structures. The spelling of irregular words is generally accurate and punctuation helps to clarify meaning. Full stops are used to separate sentences but their use is not secure. There is some range of sentence structure. Reader's interest is generally maintained. Paragraphing is fair. Quality of presentation will not impede communication.</p> <p><i>Writing may be virtuously simple and correct; or 'over-reaching', making errors in attempting vivid writing.</i></p>
6	6 5 4	<p><b><i>Description is clear; can generally order material to clarify</i></b></p> <p>There are clear attempts to write in an appropriate style and appropriately to purpose. A sense of audience may be present but inconsistently. Vocabulary will be straightforward and simple; grammatical structures will be used repetitively. Spelling of simple words is generally accurate. Common and some irregular words are spelt correctly and a range of punctuation is employed. There is evidence that the candidate is aware that full stops are used to indicate sentence separation. Some complex sentences are used. Some interest will be maintained although ideas may be repetitive. Some understanding of the purpose of paragraphing will be shown. Presentation may be untidy but what is written will be clearly understandable.</p> <p><i>Writing is straightforward with some development.</i></p>
Ungraded on this task	3 2 1	<p><b><i>Facts are communicated in some order and in straightforward language</i></b></p> <p>Although style may not be the most appropriate, candidates' writing has organisation and communicates clearly. There will be little sense of audience. Ideas are developed generally using simple vocabulary within a grammatical structure. Spelling of simple words is generally accurate. Full stops, capital letters and question marks are sometimes used correctly and other punctuation is used with some accuracy. The majority of sentences may be simple but there will be the occasional use of a more complex sentence. The reader's interest may be lost. Paragraphing is likely to be haphazard. In places poor presentation may begin to impede understanding.</p> <p><i>Writing is simple, orderly and clear.</i></p>

### TASK 3

**MARKS  
AVAILABLE:  
20**

Write a story about an experience which failed to live up to your expectations.

**CRITERIA**

Candidates should demonstrate that they can:

1. write appropriately for the task;
2. organise and paragraph clearly and effectively;
3. spell, punctuate and use grammar/syntax accurately;
4. use appropriate register and vocabulary.

#### INSTRUCTIONS TO EXAMINERS

1. **Ring errors** and ✓ or ✓✓ felicities of expression/content, sufficiently to show how you have formed your judgement.
2. Where a 'best-fit' judgement has been made a brief comment will be helpful on the significant linguistic strengths and/or weaknesses of the response and on aspects of content and overall structure that have helped you form your judgement.
3. Use the Band Descriptors to mark for linguistic qualities. For content, i.e. 'purpose', if necessary adjust the mark either way by reference to 'notes on the task'. In your assessment use the photocopied examples as guidelines.
4. For writing tasks in Section B, length is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the criteria, (e.g. control and development of ideas; structure; maintaining reader's interest) but may still demonstrate significant qualities. Very short answers (less than 50 words) will not normally gain more than the lowest mark for Band 5.

#### NOTES ON THE TASK

- Answers which closely parallel 'The Young Couple' should be given full credit unless they clearly borrow material from the text.
- Better answers will describe experiences which offer opportunities to entertain the reader and explore the writer's feelings and reactions.
- Even rather conventional 'experiences' such as holidays may be made entertaining and relevant to the task when effective contrasts between expectation and reality are established and feelings are explored.
- The word 'experience' clearly has many different interpretations. The experience may be of a person, a place or a period of time. Candidates should not be penalised for using their imaginations and displaying originality of thought.

**TASK 3 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.

**WRITING TO EXPLORE, IMAGINE, ENTERTAIN**

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
<b>1</b>	20 19	<p><b><i>Complete control of an imaginative idea; personal style</i></b></p> <p>Candidate's writing is controlled and concise, in an appropriate style showing a keen awareness of purpose and audience. A wide and rich vocabulary is used and precise, fluent style in which syntax, spelling and punctuation are almost faultless. Structures are varied skilfully to enhance meaning and around/sustain interest. Paragraphs have unity and are effectively linked with preceding and following paragraphs.</p> <p><i>Writing is striking in its originality and complexity. It has flair.</i></p>
<b>2</b>	18 17 16	<p><b><i>Enjoyable for its originality and fluency; secure structure</i></b></p> <p>Candidate's writing is well controlled and has shape and appropriate style and tone. The purpose is clear and a good awareness of audience is shown. Vocabulary is often ambitious and usually accurate. It uses a wide range of grammatical constructions accurately and spelling and punctuation are secure. Sentence structure is varied to maintain interest. Paragraphs are well controlled and are linked, showing clearly organisation of the writing. Presentation is good.</p> <p><i>Writing is sophisticated, stylish and assured.</i></p>
<b>3</b>	15 14 13	<p><b><i>Imaginative and personal; may use features such as an unexpected ending</i></b></p> <p>Candidate's writing is controlled, coherent and in a suitable style. Purpose is clearly understood and the audience is addressed. There is a suitable vocabulary. Syntactical conventions are followed; most complex words are spelt correctly; punctuation is used effectively. Structures show appropriate variety of length and shape, although there may be a tendency to repeat sentence types. The interest of the reader is maintained. Paragraphing is used to aid meaning. The writing is well presented.</p> <p><i>Writing shows individuality and engages the reader's attention.</i></p>
<b>4</b>	12 11 10	<p><b><i>Well-balanced and generally interesting story telling</i></b></p> <p>The candidate is in control and style is appropriate to purpose, engaging and sustaining the reader's interest. Awareness of audience is shown. A varied vocabulary which is fit for purpose is used. There is general grammatical accuracy. Spelling and punctuation are generally accurate. The candidate is confident in the use of full stops to separate sentences. A range of sentence structures may be evident but there may be a heavy reliance on relatively simple structures accurately used. The reader will be interested and there will be paragraphing to clarify. An awareness of the importance of presentation will be shown.</p> <p><i>Writing is competent with some sense of style.</i></p>

**BAND DESCRIPTORS - continued**

BAND	MARKS	DESCRIPTOR
5	9 8 7	<p><b><i>Interesting and quite adventurous ideas; story developed</i></b></p> <p>Candidate shows reasonable control and the use of form and style are generally appropriate to purpose. There is an awareness of the audience being addressed. There is some range of vocabulary and grammar which is generally accurate although there may be errors in more complex structures. The spelling of irregular words is generally accurate and punctuation helps to clarify meaning. Full stops are used to separate sentences but their use is not secure. There is some range of sentence structure. Reader's interest is generally maintained. Paragraphing is fair. Quality of presentation will not impede communication.</p> <p><i>Writing may be virtuously simple and correct; or 'over-reaching', making errors in attempting vivid writing.</i></p>
6	6 5 4	<p><b><i>Begins to develop stories to interest the reader; an idea of vocabulary</i></b></p> <p>There are clear attempts to write in an appropriate style and appropriately to purpose. A sense of audience may be present but inconsistently. Vocabulary will be straightforward and simple; grammatical structures will be used repetitively. Spelling of simple words is generally accurate. Common and some irregular words are spelt correctly and a range of punctuation is employed. There is evidence that the candidate is aware that full stops are used to indicate sentence separation. Some complex sentences are used. Some interest will be maintained although ideas may be repetitive. Some understanding of the purpose of paragraphing will be shown. Presentation may be untidy but what is written will be clearly understandable.</p> <p><i>Writing is straightforward with some development.</i></p>
Ungraded on this task	3 2 1	<p><b><i>Writing stories mostly as a series of events; simple language</i></b></p> <p>Although style may not be the most appropriate, candidate's writing has organisation and communicates clearly. There will be little sense of audience. Ideas are developed generally using simple vocabulary within a grammatical structure. Spelling of simple words is generally accurate. Full stops, capital letters and question marks are sometimes used correctly and other punctuation is used with some accuracy. The majority of sentences may be simple but there will be the occasional use of a more complex sentence. The reader's interest may be lost. Paragraphing is likely to be haphazard. In places poor presentation may begin to impede understanding.</p> <p><i>Writing is simple, orderly and clear.</i></p>