

# **English (Opening Minds)**

General Certificate of Secondary Education

Unit **2431/02**: Non-Fiction, Media and Information

## **Mark Scheme for January 2011**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**MARKING INSTRUCTIONS****INTRODUCTION**

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

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the Mark Scheme.

You should ensure that you have copies of these materials.

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

**(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 and imaginatively, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively with accurate spelling and punctuation.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>AO1 S&amp;L</b>	(i)					✓
	(ii)					✓
	(iii)					✓
<b>AO2 Reading</b>	(i)	✓	✓	✓	✓	
	(ii)	✓				
	(iii)	✓				
	(iv)	✓	✓	✓	✓	
	(v)	✓	✓	✓	✓	
<b>AO3 Writing</b>	(i)	✓	✓	✓	✓	
	(ii)	✓	✓	✓	✓	
	(iii)	✓	✓	✓	✓	

**(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. It states acceptable responses to each question in sufficient detail to allow marking in a standardised manner, and these can be supplemented by others after scrutiny of a range of 'live' 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.

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' of grades 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 – Specific instructions for GCSE English**

The purpose of annotation is to enable:

- More effective and targeted communication during training/standardisation between examiners and Team Leaders/Principals
- Examiners to indicate clearly where a mark is earned or why it has not been awarded
- Examiners, checkers, and those remarking scripts to understand how the script has been marked.

**1 On each script, THE FOLLOWING MUST APPEAR:**

- **on every page –**  
evidence that the page has been read;  
ticks or comments on the page;  
if there are no ticks or comments, a tick at the bottom of the page to indicate that it has been read;  
every blank page should be crossed through to indicate that it has been seen.
- **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 IN THE GRID 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.
- Any annotation should be made in a professional manner. There is no room for demonstrations of exasperation or for derogatory comments.
- **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.

EG “Good use of (xyz), but not enough (abc) to move into band 0”.

**NB: Never refer to grades, only to bands.**

Ticks and other symbols may be used ONLY as directed in the Mark Scheme and/or at the Standardisation Meeting.

(C)

## SECTION A

## NON-FICTION TEXT: The end of privacy?

<b>QUESTION 1</b> <b>(30 marks)</b>	Outline concisely the recent developments in the mobile phone industry and explain the writer's concerns about them.  <b>Use your own words</b> as far as possible.
<b>CRITERIA</b>	Candidates should demonstrate that they can: 1 follow an argument and identify implications (AO2 iii) 2 identify facts and opinions (AO2 ii) 3 select material appropriate to their purpose (AO2 iv) 4 collate material and make cross references (AO2 iv).

<b>CONTENT</b>	Candidates <b>may</b> refer to <b>some</b> of the following points:  <b>Developments</b>  1 increasing number of new applications/programs 2 industry is able to collect/collate (more) data on customers 3 to predict behaviour patterns/activities 4 analysis of customers' buying is possible 5 voices can be analysed (to see if people are lying) 6 the industry trying to circumvent data protection rules 7 some organisations are trying to oppose these moves (referred to in point 6)  <b>Concerns</b>  8 these technological developments may go unnoticed by the public 9 these developments create a threat to personal privacy 10 phone companies are able to track customers' movements/behaviour/what they are doing 11 customers' details could be sold to potential sellers 12 this could lead to a form of mind control 13 governments could get access to personal data 14 these developments would appear to threaten data protection rules/laws 15 people may sign away their rights 16 the public may not appreciate the implications of this/understand the dangers
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**INSTRUCTIONS TO EXAMINERS**

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 **Number** each point made clearly.
- 3 **Bracket** the [number] if the point is not clear. Write **R** for a point repeated.
- 4 Use the Band Descriptors in conjunction with the photostat examples to arrive at your mark.
- 5 Write a brief comment to explain your mark.

**NOTES ON THE TASK**

- **The ability to select and organise material** are key criteria. Some points, especially those related to thoughts and feelings, are implied rather than clearly stated; the ability to identify these and to show clear understanding through **apt use of own words in the interests of concision and clarity** is likely to distinguish the better responses. **Consistent focus on the task** is likely to distinguish scripts gaining Band 4 and above.
- Be prepared to acknowledge and reward well responses which, although **comparatively deficient in the number of points, nevertheless show clear understanding of the passage through a high order of skill in synthesis and structuring.**

<b>QUESTION 1 BAND DESCRIPTORS</b> ***Be prepared to use the FULL range!***		
The band descriptors which are shaded (footroom) reward performance below that expected on this paper.		
<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
<b>1</b>	<b>30 29 28</b>	<b>A range of key points is outlined concisely with complete clarity almost entirely in the candidate's own words. Responses are focussed, synthesised and organised very effectively demonstrating clear understanding with little or no blurring of the points. Both elements of the task have been covered fully with a complete overview of the material.</b>
<b>2</b>	<b>27 26 25</b>	<b>A very good range of points is identified clearly and concisely, mostly in the candidate's own words. Focus is clear and there is no excess material. Responses demonstrate good organisation, linking points from different areas of the passage. Both elements of the task have been covered and there is a clear overview of the material although there may be occasional blurring of points.</b>
<b>3</b>	<b>24 23 22</b>	<b>A good range of points is identified clearly with, perhaps, selective lifting from the original. Focus on the task is clear but there may not be an attempt at concision, or there may be over-condensation and some blurring of points. Responses may contain over-elaboration of introduction, linking phrases and summative conclusion. Both elements of the task have been covered but not evenly. There is some attempt to organise and an overview of the material.</b>
<b>4</b>	<b>21 20 19</b>	<b>Responses are relevant, covering a range of points. There is a focus on the task but responses may be very long owing to the inclusion of unnecessary detail and will be close to the wording of the passage. Organisation is likely to be over-reliant on the sequence of the original. Understanding is demonstrated, possibly by selective lifting. Details of problems are generally secure but the response shows only a partial overview.</b>
<b>5</b>	<b>18 17 16</b>	<b>Only a limited number of points are outlined clearly. There may be direct quotation from the passage and/or excessive lifting. Points are likely to be listed without connection to each other. Responses may lack focus and organisation. There may be some misunderstanding of individual points but general understanding of the passage is evident.</b>
<b>6</b>	<b>15 14 13</b>	<b>A simple understanding of a few points may be shown but there is likely to be a general lack of understanding of text and/or task. Responses may be very short or of excessive length owing to inappropriate comment or anecdote. Focus on the task may be intermittent.</b>
<b>7</b>	<b>12 11 10</b>	<b>Some grasp of the material is shown. Organisation may be weak or even haphazard. There is indiscriminate lifting with points lacking a clear focus.</b>
<b>8</b>	<b>9 8 7</b>	<b>There will be a rudimentary understanding of some points but generally the passage/task will not have been understood. Responses are likely to be unstructured and contain much indiscriminate lifting.</b>
<b>Below 8</b>	<b>0-6</b>	<b>Does not meet the criteria for Band 8.</b>

**MEDIA TEXT: Civil Liberties: why should I care?**

<b>QUESTION 2 (30 marks)</b>	How does the website set out to persuade its readers that there is a threat to their civil liberties?  In your answer you should refer to the way the material is presented, the content and the tone created by the language used.
<b>CRITERIA</b>	Candidates should demonstrate that they can: 1 read with insight and engagement, making appropriate references to texts (AO2 i) 2 evaluate how information is presented (AO2 ii) 3 follow an argument, identifying implications and recognising inconsistencies (AO2 iii) 4 understand how writers use linguistic, structural and presentational devices to achieve their effects (AO2 v).

**INSTRUCTIONS TO EXAMINERS**

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 **Letter (A/B)** each valid point clearly made. **A** = Presentation/Content; **B** = Language/Tone. These may include points not in the mark scheme. Use a tick to indicate supporting quotations/references and explanatory comments.
- 3 **Bracket** the letter if a point has not been made clearly. Write **R** for a point repeated.
- 4 Use the Band descriptors in conjunction with the photostat examples to arrive at your mark.
- 5 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

**NOTES ON THE TASK**

- 1 It is impossible to predict every response from every candidate to this type of question. Please look for and credit valid alternative points and reactions.
- 2 The task requires candidates to explore features of the text which indicate how the writer attempts to persuade his readers; higher band answers should focus consistently on this aspect.
- 3 Understanding and responding to the use of vocabulary, tone and structural features to influence the reader will provide a clear discriminator.
- 4 Perceptiveness of response to the writer's purpose/success will provide an additional discriminator.
- 5 It is the ability to analyse and explain the writer's techniques which defines the better responses; although most responses at the higher levels will deal confidently with the use of language others may show great strength in analysing a writer's intentions, strategy and structure. Such responses should not be undervalued.

QUESTION 2 BAND DESCRIPTORS <b>***Be prepared to use the FULL range!***</b>		
The band descriptors which are shaded (footroom) reward performance below that expected on this paper.		
BAND	MARKS	DESCRIPTOR
1	30 29 28	An <b>excellent range of points</b> is made in a <b>very full, relevant and consistently analytical</b> response, <b>clearly focussed</b> on the task. Judgements are supported by <b>apposite reference to the material; original and perceptive insights</b> into writers' purpose/success may well feature. There is a <b>very clear understanding of the writer's use of language and the overall structure and presentation of the passage.</b>
2	27 26 25	A <b>wide range of successful points</b> is made in a <b>thorough, relevant and analytical</b> response showing <b>clear understanding</b> of the task. <b>Judgements are supported convincingly</b> and <b>comment on the writer's purpose/success is perceptive.</b> Responses will demonstrate a <b>good understanding of the overall structure</b> of the text through a <b>balance of presentation and language points</b> drawn from all areas.
3	24 23 22	A <b>good range of points</b> is made, <b>supported by textual references.</b> <b>Analytical comment</b> will show <b>secure understanding of the ways in which information/opinion/attitude are deployed</b> in relation to the writer's purpose. There is <b>some understanding of the writer's use of language and of the overall structure and presentation of the passage.</b>
4	21 20 19	A <b>range of points</b> is made, supported by <b>appropriate textual references.</b> There is an <b>attempt to take an analytical approach but responses are likely to discuss textual features and the writer's use of language in isolation, often in chronological order.</b> There is <b>good understanding of the ways in which information/opinion/attitude are deployed</b> in relation to the writers' purpose but <b>less understanding of the overall structure of the passage.</b> The task has been addressed.
5	18 17 16	The answer <b>attempts to discuss relevant features</b> of the text, but may concentrate on easier content points. Comments will generally be <b>descriptive, rather than analytical.</b> Effects are not explained. There may well be <b>over-concentration on identifying technical terms without attempting to explain their effect.</b> There may be <b>some understanding of the writer's purpose,</b> but little understanding of the overall structure of the passage. There is likely to be commentary with quotation, and an incomplete awareness of the task.
6	15 14 13	<b>The answer is likely to concentrate on the simpler content points.</b> Points made are likely to be <b>assertions, with minimal or no evidence in support.</b> Lists of words may be used instead of definitive comments and there may be <b>areas of narrative or mechanical copying.</b> There is little evidence that the task has been understood.
7	12 11 10	There is likely to be much indiscriminate retelling of the content without any attempt to explain its relevance to the task. Responses at this level are likely to reveal considerable misunderstanding of both the passage and the task. Organisation may be haphazard.
8	9 8 7	Scripts at this level will make only glancing references to the task or may consist entirely of lengthy, indiscriminate retelling of the content with no indication of explanation or comment. They may reveal almost complete misunderstanding of both the passage and the task.
Below 8	0-6	Does not meet the criteria for Band 8.

<b>CONTENT</b>	<p>Candidates <b>may</b> refer to <b>some</b> of the following:</p> <p><b>Presentation/Content (A)</b></p> <p><b>(NB Comments on presentation will be dependent on the final format of the material)</b></p> <ul style="list-style-type: none"> <li>• use of colour headings, front page picture showing puzzled, ordinary human being interest/relate to public</li> <li>• threatening colour image of cluster of surveillance cameras</li> <li>• different size fonts for sub-headings</li> <li>• first sections consists of highlighting the potential threat</li> <li>• content is focused on common individual concerns – phone/internet records gone through etc</li> <li>• deliberate selection of details that will concern/outrage the public</li> <li>• second section is developing and explaining in more detail the concerns raised in the first</li> <li>• request to complete online petition.</li> </ul> <p><b>Tone/Use of Language (B)</b></p> <ul style="list-style-type: none"> <li>• tone is concerned, informative, provocative, biased(?)</li> <li>• first section in short, sharp sentenced/paragraphs to focus key concerns</li> <li>• Addressed directly to reader</li> <li>• escalating effect of verbs at start of paragraphs: ‘outraged’, ‘disgusted’, ‘insulted’, ‘appalled’, conveys anger</li> <li>• rhetorical questions used for emphasis ‘Would you want to be followed...?’</li> <li>• calmer tone of second section helps to consolidate and explain issues raised earlier</li> <li>• emotive language used throughout, often through direct quotations, ‘woefully inadequate’</li> <li>• although the passage states that Britain will not become a ruthless dictatorship, by placing the words ‘ruthless dictator’ at the start of a paragraph, the danger is foregrounded</li> <li>• concluding sentence, balanced by the colon, highlights and emphasises the danger, resulting in an effective conclusion.</li> </ul>
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## SECTION B

<b>QUESTION 3</b> <b>30 MARKS</b> <b>(20 + 10)</b>	<b>Describe</b> a time when your personal freedom was being threatened. <b>Explain</b> how it felt to be in this situation.
<b>CRITERIA</b>	Candidates should demonstrate that they can: <ol style="list-style-type: none"> <li>1 communicate clearly and imaginatively, using and adapting forms for different readers and purposes (AO3 i)</li> <li>2 organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features (AO3 ii)</li> <li>3 use a range of sentence structures effectively with accurate spelling and punctuation (AO3 iii).</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 A brief summative comment may be helpful to indicate any significant strengths and/or weaknesses in the response which have informed your judgement.
- 3 For writing tasks, LENGTH is not in itself a criterion.  
Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (eg control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (less than 50 words) should not normally be marked higher than Band 6.
- 4 Award TWO marks, one for AOs 3(i) + (ii), one for AO 3(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- 5 Use the photostat examples as guides to your assessment.
- 6 At the end of the response write the two separate marks (eg 11 + 3), then transfer the two separate marks to the front page of the script.

**NOTES ON THE TASK**

- 1 Candidates are asked to write about a time when they felt their personal freedom was threatened. Expect a wide range of interpretations of the term 'personal freedom' and a variety of situations described but look for and credit responses which attempt to deal with the topic in an objective way.
- 2 Look for responses which show a clear awareness of the experience, which adopt an appropriate tone and which attempt to both describe and explain.
- 3 **TASK-SPECIFIC CRITERIA:**
  - clarity of explanation
  - effectiveness of description/specific details relating to adapting to new circumstances appropriate to the audience.

## WRITING MARK SCHEME – Higher Tier

		<b>AO3</b> <b>(i)</b> <i>Communicate clearly and imaginatively ,using and adapting forms for different readers and purposes.</i> <b>(ii)</b> <i>Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features.</i>		<b>AO3</b> <b>(iii)</b> <i>Use a range of sentence structures effectively with accurate spelling and punctuation.</i>
<b>Band</b>	<b>Marks</b>	<b>Descriptors</b>		<b>Descriptors</b>
<b>1</b> <b>2</b>	<b>20</b> <b>19</b> <b>18</b> <b>17</b>	<ul style="list-style-type: none"> <li>• A successful attempt to write in the specified writing triplet.</li> <li>• A thoroughly consistent use of the specified genre.</li> <li>• Content shows a complete understanding of the task and is skilfully adapted and crafted with detail conveying a fully confident and sustained tone and register.</li> <li>• Vocabulary is precise and allows the clear expression of sophisticated/complex ideas.</li> <li>• A clearly defined and fully focused opening is followed by a coherent and lucid development leading to a planned and effective ending.</li> <li>• Paragraphs are skilfully constructed and purposefully varied in length and structure to control responses.</li> <li>• Within and between paragraphs a range of varied linking devices reinforces cohesion.</li> <li>• The writer is clearly in control of the material and fully aware of the audience.</li> </ul>	<b>10</b> <b>9</b>	<ul style="list-style-type: none"> <li>• A full range of sentence structures appropriately the task are fully controlled and confidently varied for effect although there may be the occasional syntactical blemish.</li> <li>• Spelling is virtually all correct across a wide range of vocabulary.</li> <li>• A good range of punctuation is used accurately and precisely both between and within sentences to create deliberate effects.</li> </ul>

Band	Marks	Descriptors		Descriptors
3	16 15	<ul style="list-style-type: none"> <li>• A secure attempt to write in the specified writing triplet.</li> <li>• The specified genre is used confidently, consistently and with a positive purpose.</li> <li>• Content is adapted to reveal a clear understanding of the task and is conveyed in a fully appropriate tone and register.</li> <li>• Vocabulary is varied and sufficiently precise to convey some subtlety of thought and shades of meaning.</li> <li>• A focused opening clearly establishes direction followed by a coherent and well sustained development leading logically to a convincing ending.</li> <li>• Confident use of paragraphing structures and controls content.</li> <li>• Within and between paragraphs a range of devices links ideas clearly and consciously.</li> <li>• The writer is in control of the material and consistently aware of the audience.</li> </ul>	8	<ul style="list-style-type: none"> <li>• A good range of sentence structures appropriate to the task are well controlled and suitably varied for effect although there may be the occasional syntactical error.</li> <li>• Spelling is secure across a range of vocabulary.</li> <li>• Punctuation is used accurately and precisely both between and within sentences with evidence of a conscious attempt to create effects.</li> </ul>
4	14 13	<ul style="list-style-type: none"> <li>• A clear attempt to write in the specified writing triplet.</li> <li>• The specified genre will be used in a straightforwardly consistent way.</li> <li>• Content is relevant to the task and is conveyed in an appropriate tone and register.</li> <li>• Vocabulary used may show some restriction in range but is adequate to convey the writer's ideas clearly.</li> <li>• A focused opening leads to clear development with some detail and a suitable ending.</li> <li>• Paragraphs are used to organise content and there may be some variation in length and structure in order to emphasise important points.</li> <li>• Within and between paragraphs ideas are clearly linked.</li> <li>• The writer is mainly in control of the material and has a sound awareness of the audience.</li> </ul>	7	<ul style="list-style-type: none"> <li>• Sentence structures have some variety and are appropriate to the task although there may be a predominance of simple/compound structures and the occasional syntactical error.</li> <li>• Spelling of complex regular words is usually secure but less so with irregular/more complex vocabulary.</li> <li>• Punctuation between sentences is usually secure but that within sentences is only partially so.</li> </ul>

Band	Marks	Descriptors		Descriptors
5	12 11	<ul style="list-style-type: none"> <li>• A recognisable attempt to write in the specified writing triplet .</li> <li>• A generally consistent attempt to write in the specified genre. Content is relevant to the task and there is usually an appropriate use of tone and register.</li> <li>• Vocabulary conveys ideas generally but will be lacking in shades of meaning.</li> <li>• A focused opening is followed by some straightforward development with an attempt to achieve an appropriate ending.</li> <li>• Paragraphing is logically ordered but not always carefully linked, resulting in some loss of coherence.</li> <li>• Within sentences, references are clearly established.</li> <li>• The writer is aware of the audience but is not always successful in controlling the material and its effect on the audience.</li> </ul>	6	<ul style="list-style-type: none"> <li>• Sentence structures show a limited range, largely simple and compound, or rambling and uncontrolled, and tend to be repetitive with some syntactical errors.</li> <li>• Spelling is usually correct in straightforward vocabulary but not always consistent and there may be a number of error-types.</li> <li>• Punctuation between sentences is often insecure and only sometimes successful within sentences.</li> </ul>
6	10 9	<ul style="list-style-type: none"> <li>• There is some awareness of the need to write in the specified writing triplet.</li> <li>• Some evidence that the task has been understood.</li> <li>• Content is generally relevant to the task with an awareness of the need to write in the specified genre and the use of an appropriate tone and register may be present, but only inconsistently.</li> <li>• Vocabulary is likely to be limited and imprecise.</li> <li>• The opening may be focused and offer some direction, but this focus may be lost as the writing progresses with a limited attempt to achieve an ending.</li> <li>• Paragraphing, if present, is likely to be random.</li> <li>• Within sentences, references are not always clear.</li> <li>• The writer has some awareness of the audience but lacks control of the material to communicate effectively with the reader.</li> </ul>	5	<ul style="list-style-type: none"> <li>• Sentence structures are repetitive, mainly simple and compound or lengthy and uncontrolled with simple syntax not always used correctly.</li> <li>• Spelling is mainly correct in simple vocabulary but not always consistent; otherwise errors are frequent, including a number of error-types.</li> <li>• Punctuation between sentences is not secure and is only occasionally attempted within sentences, with limited success.</li> </ul>

Band	Marks	Descriptors		Descriptors
7	8 7	<ul style="list-style-type: none"> <li>• There may be some awareness of the need to write in the specified writing triplet.</li> <li>• Some attempt to respond to the task showing an occasional awareness of audience.</li> <li>• Responses at this level may be marked by a tendency to adopt an inappropriate tone and to write subjectively.</li> <li>• Vocabulary is limited and lacking in any attempt at precision.</li> <li>• There may be some evidence of an attempt to create a sense of direction but development is limited and the writing is likely to stop rather than achieve an ending.</li> <li>• Paragraphing may be used to show obvious divisions of content but is unlikely to give any positive structure to the writing.</li> <li>• Within sentences, there may be limited use of referencing.</li> </ul>	4	<ul style="list-style-type: none"> <li>• Sentence structures are simple and repetitive; syntactical faults are frequent.</li> <li>• Spelling errors are frequent even in simple vocabulary, and are random/difficult to categorise.</li> <li>• Punctuation between sentences is insecure and within sentences, punctuation is largely omitted or misused.</li> </ul>
8	6 5	<ul style="list-style-type: none"> <li>• There is little, if any awareness of the requirement to write in the specified writing triplet.</li> <li>• Content is likely to be unfocused on the task with no identifiable register or awareness of audience.</li> <li>• Vocabulary will be very limited and frequently inappropriate for the task.</li> <li>• There will be very limited evidence of any attempt either to organise ideas into a coherent whole or to show an overall understanding of the task.</li> <li>• Paragraphing, if present, will be haphazard and unhelpful to the reader.</li> <li>• Scripts at this level may be either very short or rambling and uncontrolled.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Sentence structures are recognisable; simple structures are sometimes correct.</li> <li>• The spelling of most words is recognisable, but only the simplest are correctly spelt and not always consistently so.</li> <li>• Punctuation is largely haphazard, inconsistent or absent.</li> </ul>

Band	Marks	Descriptors		Descriptors
<b>Below 8</b>	4	<ul style="list-style-type: none"> <li>There will be very little, if any, convincing evidence of an attempt to write in the specified writing triplet.</li> </ul>		<ul style="list-style-type: none"> <li>Few, if any, recognisable sentence structures are apparent.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Serious limitations of vocabulary and an inability to structure and organise ideas will result in very little that is coherent or relevant to the topic being conveyed to the reader.</li> </ul>		<ul style="list-style-type: none"> <li>Spelling and punctuation are mostly so imprecise that very little meaning is communicated.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Scripts at this level are likely to be either very short or show very limited linguistic ability.</li> </ul>		
	1	<ul style="list-style-type: none"> <li>Scripts at this level are likely to be either very short or show very limited linguistic ability.</li> </ul>		
	0	<ul style="list-style-type: none"> <li>Marks in this band should be reserved for scripts from which only very limited sense emerges.</li> </ul>		

<p><b>CONTENT</b></p>	<p>Candidates <b>may</b> refer to <b>some</b> of the following:</p> <p><b>Presentation/Content (A)</b></p> <p><b>(NB Comments on presentation will be dependent on the final format of the material)</b></p> <ul style="list-style-type: none"> <li>• use of colour headings, front page picture showing puzzled, ordinary human being interest/relate to public</li> <li>• threatening colour image of cluster of surveillance cameras</li> <li>• different size fonts for sub-headings</li> <li>• first sections consists of highlighting the potential threat</li> <li>• content is focused on common individual concerns – phone/internet records gone through etc</li> <li>• deliberate selection of details that will concern/outrage the public</li> <li>• second section is developing and explaining in more detail the concerns raised in the first</li> <li>• request to complete online petition.</li> </ul> <p><b>Tone/Use of Language (B)</b></p> <ul style="list-style-type: none"> <li>• tone is concerned, informative, provocative, biased(?)</li> <li>• first section in short, sharp sentenced/paragraphs to focus key concerns</li> <li>• Addressed directly to reader</li> <li>• escalating effect of verbs at start of paragraphs: ‘outraged’, ‘disgusted’, ‘insulted’, ‘appalled’, conveys anger</li> <li>• rhetorical questions used for emphasis ‘Would you want to be followed...?’</li> <li>• calmer tone of second section helps to consolidate and explain issues raised earlier</li> <li>• emotive language used throughout, often through direct quotations, ‘woefully inadequate’</li> <li>• although the passage states that Britain will not become a ruthless dictatorship, by placing the words ‘ruthless dictator’ at the start of a paragraph, the danger is foregrounded</li> <li>• concluding sentence, balanced by the colon, highlights and emphasises the danger, resulting in an effective conclusion.</li> </ul>
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