OCR
RECOGNISING ACHIEVEMENT

GCSE

Mark Scheme for January 2011

SECTION A READING

Question 1 *Orang-utans: Just Hanging On*

CRITERIA

Candidates should demonstrate that they can:

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

QUESTION 1a (2 marks)	From **paragraph one** (beginning 'Orang-utans are our close relatives…'), write down **two** things that make orang-utans seem almost human. Award **one** mark for each of the following, up to a maximum of **two** marks. • curious/amused expression • playfulness of young orang-utans • auburn hair • alert eyes • hands which can grasp • desire to be hugged • like child/baby There is no premium on own words in this answer. Selective copying is acceptable; indiscriminate copying of whole sentences is not.

QUESTION 1b (2 marks)	From **paragraph two** (beginning 'That's not surprising…') write down **two** facts about adult male orang-utans. Award **one** mark for each of the following, up to a maximum of **two** marks. • human-like/close to humans • wild • adapted to their environment • weigh 200 pounds/big • (four times as) strong as adult human male • largest tree-dwelling animal/lives in trees/forest There is no premium on own words in this answer. Selective copying is acceptable; indiscriminate copying of whole sentences is not.

QUESTION 1c (2 marks)	Give **two** possible meanings of the title *'Orang-utans: Just Hanging On'* Award **one** mark for each of the following. • Literal meaning/hanging from trees • Metaphorical meaning/surviving against the odds/however expressed.

QUESTION 1d (14 marks)	Re-read the passage from **paragraph three** beginning 'The natural habitat...' to the end of the text. Using your **own words as far as possible**, outline what you learn about orang-utans and the threats they face. Candidates may refer to **some** of the following points: **What you learn about orang-utans** 1 Live in treetops/rainforests/Southeast Asia 2 Find/eat fruit/bark/insects/variety of food 3 Supple/bendable hip joints 4 Feet are like hands 5 Intelligent 6 Can make/use tools (in wild) 7 Can think/problem solve (in captivity) 8 'Orang-utan' is a Malay name/meaning 'man of the forest' 9 20,000 orang-utans left 10 Significant reduction in numbers (over previous ten years) 11 Travel widely through forests 12 Not home creatures 13 Fate rests with Indonesian/Malaysian people **What you learn about the threats orang-utans face** 14 At risk from logging industry/agriculture 15 …as trees are cut down 16 Plantations/farms are replacing their habitats 17 Farmers/plantation owners kill orang-utans (to protect livelihoods) 18 Orang-utans are sold illegally 19 …as pets 20 Orang-utans are captured by poachers/baby orang-utans taken from families

INSTRUCTIONS TO EXAMINERS

1   We are not marking writing in Section A unless the expression is so bad that it impedes communication and is effectively self-penalising.
2   Write the letter **O** for 'orang-utan' points and **T** for 'threats' points.
3   Put a **bracket** round the letter if a point has not been made clearly..
4   Write **R** for a point repeated.
5   There is no requirement for **O** and **T** points to be evenly balanced in candidates' answers.
6   Use the band descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark per point in this question.
7   You **may** (but are not obliged to) write a brief comment at the end of the answer to justify your mark. Do not make comments in the margin or body of the answer.
8   Write the unringed mark for 1d in the margin. Transfer the ringed total for Question 1 to the front page of the script.

NOTES ON THE TASK

1   Disregard any points used in 1a, 1b or 1c.
2   Features of higher band answers are likely to be an **effective organisation** of points and an ability **to express points in own words** (as far as possible). This is reflected in the band descriptors opposite.

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

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	14 13 12	• Good range of points clearly identified • Consistent attempt to use own words • Mostly clear focus; good organisation • Clear understanding of text and task
4	11 10	• A range of points clearly identified • Evidence of ability to express in own words • Generally clear focus – perhaps some blurring • Text and task have been understood, though there may be some unnecessary material
5	9 8	• General understanding of a number of points • Own words generally used, but may be some selective lifting • Some lack of focus • Task generally addressed, though there may be some irrelevant material
6	7 6	• Straightforward understanding of some of the simpler points • Points listed mechanically, with some lifting • Lacks clear focus • Some evidence that the task has been understood
7	5 4	• Some grasp of a limited number of points • May contain indiscriminate lifting • Only a little evidence that the task has been understood
8	3 2	• At the top of the band, a rudimentary understanding of only a limited number of simple points • May contain much indiscriminate lifting • Considerable misunderstanding of text and task
Below 8	1 0	• Answers likely to be brief and hesitant or rambling/ unstructured • Material selected has little or no bearing on the task

Question 2 *Koyah's mother has got him this far. Now he desperately needs you.*

CRITERIA

Candidates should demonstrate that they can:

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

QUESTION 2a (6 marks)	The leaflet encourages you to support the campaign to protect orang-utans. How do the **headings** and **photographs** help to do this?
NOTES ON THE TASK	**Higher Band** responses [Bands 4 and above] are likely both to identify headings and photographs and to make reasonably sustained comments about the effects on the reader. At the top end there will be clear evidence that specific effects of these presentational features are being analysed rather than described or merely listed. **Middle Band** responses [Bands 5 and 6] are likely to be characterised by a general awareness of the effects of the headings and photographs, and by a descriptive rather than analytical approach. Examples at this level may be simply listed and amount to little more than feature-spotting with some basic and generalised comment. **Lower Band** responses [Bands 7 and below] are likely to show only a rudimentary understanding of the effects of the headings and photographs. Comments on presentation are likely to be basic and generalised, at the level of spotting more obvious features such as use of large fonts and colourful pictures.

INSTRUCTIONS TO EXAMINERS
1   We are not marking writing in Section A unless the expression is so bad that it impedes communication and is effectively self-penalising. 2   **Indicate by letter P** in the text each presentation point clearly made. 3   Put a **bracket** round the letter if a point has not been made clearly. 4   If a point has been repeated, use a capital **R**. 5   **Tick** explanatory/analytical comments. This will help to determine the extent of any analytical comment when making judgements about the relevant band in which to place an answer. 6   Use the band descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark per point in this question. 7   You **may** (but are not obliged to) write a brief comment at the end of the answer to explain your mark. 8   Write the unringed mark for 2a in the margin.

QUESTION 2a GENERIC BAND DESCRIPTORS

*** Be prepared to use the FULL range! ***

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	**6**	• Clear and reasonably sustained analytical response • Use of well-selected detail for support
4	**5**	• Some evidence of analytical comment • Use of some appropriate details for support
5	**4**	• Begins to develop a response; mainly descriptive • Reference to some relevant detail
6	**3**	• Some relevant comment • Reference to a little detail
7	**2**	• Straightforward points • Features merely identified
8	**1**	• Simple points • Little, if any, specific detail
Below 8	**0**	• Response not worthy of credit: answer brief and hesitating or rambling and lacking relevance

QUESTION 2b **(14 marks)**	The leaflet encourages you to support the campaign to protect orangu-tans. How does the **language** in the leaflet help to do this? In your answer you should write about: • **information** used in the leaflet • some of the **words** and **phrases** used in the leaflet.
NOTES ON THE TASK	**Higher Band** responses [Bands 4 and above] are likely to identify clearly the purpose of the leaflet and the persuasive nature of the language. There is likely to be a clear understanding of persuasive techniques in the final section (beginning 'By adopting Koyah for a little as £3 a month…'). Candidates are likely to make some comment on emotive language such as 'critically endangered', 'faces extinction' and 'defend'. At the top end there will be some evidence that language is being analysed and comments supported by appropriate reference. **Middle Band** responses [Bands 5 and 6] are likely to be characterised by a general awareness of the overall purpose and by a descriptive rather than analytical approach. Quotations at this level may be simply listed and/or excessive in length. Where comments on language exist, they are likely to be generalised and/or repetitive. Language features may be logged, sometimes incorrectly or vaguely (eg 'the leaflet uses adjectives'). **Lower Band** [Bands 7 and below] are likely to show only a rudimentary understanding of the purpose of the leaflet. Comments on language are likely to be basic, generalised and in some cases erroneous. Responses may be characterised by much lifting of points and/or listing of quotations without comment or explanation. At the bottom end, there will be considerable misunderstanding of both task and text.

INSTRUCTIONS TO EXAMINERS

1   We are not marking writing in Section A unless the expression is so bad that it impedes communication and is effectively self-penalising.
2   **Indicate by letter** in the text each point clearly made. Use:
     • letter **A** for INFORMATION points
     • letter **B** for points relating to LANGUAGE.
3   Put a **bracket** round the letter if a point has not been made clearly.
4   If a point has been repeated, use a capital **R**.
5   **Tick** explanatory / analytical comment on specific words and phrases. This will help to determine the extent of any analytical comment when making judgements about the relevant band in which to place an answer.
6   Use the band descriptors in conjunction with the standardisation scripts to arrive at your mark but do not reward mark per point in question.
7   You **may** (but are not obliged to) write a brief comment at the end of the answer to explain your mark.
8   Write the unringed mark for 2b in the margin. Transfer the ringed total mark for question 2 to the front page of the script.

Question 2b GENERIC BAND DESCRIPTORS

Be prepared to use the FULL range!

The band descriptors which are shaded (headroom/footroom) reward performance above or below that expected on this paper.

BAND	MARKS	DESCRIPTOR
Above 4	14 13 12	• A good range of points showing a secure understanding of the ways in which information and language contribute to the text's purpose • Careful supporting references and some analytical comment • Sound awareness of text and task
4	11 10	• A range of points showing a sound understanding of the ways in which information and language contribute to the text's purpose • Appropriate supporting references and an attempt at an analytical approach • Task has been addressed for the main part
5	9 8	• Easier information points together show some understanding of the text's purpose • Comments tend to be descriptive rather than analytical, and references may be inert • Some focus on the task
6	7 6	• Points likely to concentrate on simpler information and basic language features • Assertions predominate, with minimal or no textual evidence in support • A little evidence that the task has been understood
7	5 4	• Some simple descriptive points • Much indiscriminate re-telling of the content, or paraphrase • Considerable misunderstanding of the passage and/or task
8	3 2	• Only glancing references to the task • May consist entirely of indiscriminate re-telling, without explanation or comment • Almost complete misunderstanding of passage and task
Below 8	1 0	• Answers will be brief and hesitant or rambling and unstructured • Material selected will have little or no bearing on the task

SECTION B: WRITING

CRITERIA

Candidates should demonstrate that they can:

- write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader (AO3 i)

- organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and coherence (AO3 ii)

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

QUESTION 3 (40 marks) **OR** **QUESTION 4 (40 marks)**	'Everybody should support at least one charity.' **Write your views.** A magazine has a regular feature entitled 'If I ruled the world…' in which writers put forward their own ideas about how to make life better. **Write your own article for the magazine.** You could write about: - who you want to make life better for; - what you would do; - why you think it matters.

NOTES ON THE QUESTIONS

Question 3

Candidates have been given a clear prompt for consideration and a question which explicitly invites their views. There is of course no 'right' answer. Stronger responses will engage purposefully and perhaps entertainingly with the prompt, adopting an appropriately formal register.

The choice of charity or charities (national, local or perhaps made-up) is at the discretion of the candidate.

Question 4

Candidates have a clearly specified form, purpose and audience for this task. The bullets are designed to help candidates structure their responses. Stronger responses will show some appreciation of the need to shape material consciously in order to engage the interest of the magazine reader.

INSTRUCTIONS TO EXAMINERS

1. Ring errors and √ for good ideas and √√ for merits of expression to show how you have formed your judgement. Use a wavy line underneath the candidate's writing, or in the margin for more than one line, to show awkward or incorrect syntax/unclear expression. Use a caret to show omission.
2. You may (but are not obliged to) write a brief summative comment drawn from the wording of the descriptors to show how you have arrived at your final marks.
3. For writing tasks, LENGTH is not in itself a criterion.
   Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (eg control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (fewer than 50 words) should not normally be marked higher than Band 7.
4. Award TWO separate marks, one for AOs 3(i) + (ii), one for AO3(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each subset.
5. Use the standardisation scripts as guides to your assessment.
6. At the end of the response write the two separate marks (eg 10 + 7) to the left of the margin and place the ringed total in the margin. Then transfer the ringed total to the front page of the script.

Writing Marking Criteria

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
1	26 25 24	*In this band a candidate's writing:* • shows sophisticated control of the material and makes effective use of linguistic devices. • demonstrates a sophisticated understanding of the task, addressing it with complete relevance and adapting form and style with flair to suit audience and purpose. • uses precise vocabulary which is fully suited to the purpose of the writing, conveying subtlety of thought and shades of meaning, and where appropriate is imaginative and ambitious in scope. • uses structure to produce deliberate effects, developing the writing coherently and skilfully from a confident opening which engages the reader to a very convincing and deliberate ending. • is organised into coherent paragraphs which are clearly varied for effect and used confidently to enhance the ideas and meaning.	14	*In this band a candidate's writing:* • uses a wide range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses ambitious vocabulary with very few spelling errors. • uses punctuation consciously and securely to shape meaning, with very few errors.
2	23 22 21	*In this band a candidate's writing:* • shows full control of the material and makes some effective use of linguistic devices. • demonstrates a confident understanding of the task, addressing it with consistent relevance and adapting form and style with assurance to suit audience and purpose. • uses imaginative vocabulary which is appropriate to the purpose of the writing, conveying some subtlety of thought and shades of meaning, and where appropriate may show some ambition in scope • uses structure consciously for effect, developing the writing coherently from an opening which engages the reader to a convincing and deliberate ending. • is organised into paragraphs which have unity, are varied for effect and are used to control the content and achieve overall coherence.	13 12	*In this band a candidate's writing:* • uses a range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses more complex and irregular vocabulary, almost always securely spelled • uses punctuation to shape meaning, mainly securely, with errors only in more complex, irregular structures.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
3	20 19 18	*In this band a candidate's writing:* • shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures. • demonstrates a secure understanding of the task, addressing it in a relevant way and adapting form and style with confidence to suit audience and purpose. • uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly. • uses structure deliberately and with direction - a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending. • uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence.	11 10	*In this band a candidate's writing:* • uses generally well-controlled sentence structures which are varied in length and type and show evidence of being used deliberately to create specific effects appropriate to the task. • shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary. • uses punctuation to enhance or clarify meaning - is accurate both within and between sentences, but may make some errors in complex sentence structures.
4	17 16 15	*In this band a candidate's writing:* • shows general control of the material; the response may be straightforward and controlled but linguistically unambitious or may lose some control in attempting something ambitious. • demonstrates an understanding of the task, addressing it in a mainly relevant way with some evidence of adapting form and style to suit different audiences and purposes. • uses some variety of vocabulary to create different effects and to suit the purpose of the writing, but which may be imprecise or fail to convey shades of meaning. • uses structure with a sense of direction - a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending. • is organised into paragraphs which may be varied for effect and which are carefully linked together to make the sequence of events or development of ideas clear to the reader.	9 8	*In this band a candidate's writing:* • uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors. • usually spells complex regular words securely; may make errors with irregular or more complex vocabulary. • uses punctuation in an attempt to create some specific effects; is usually accurate for sentence separation and sometimes within sentences, but may make less secure use of speech marks, colons and semi colons.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
5	14 13 12	*In this band a candidate's writing:* • may not always show control of the material; the response may be simple and controlled but linguistically unambitious, or may attempt something ambitious but tend to lose control. • demonstrates some understanding of the task, addressing it in a sometimes relevant way and with some attempt to adapt form and style to suit audience and purpose. • uses vocabulary to create some limited effects, which may however be too simple to convey shades of meaning, not fully understood or not appropriate and may contain some idiomatic errors. • uses structure with some sense of direction - a generally clear and focussed opening, some development of ideas, a limited attempt to achieve an appropriate ending. • uses paragraphs which may occasionally be varied for effect and/or are linked together to make the sequence of events or development of ideas fairly clear to the reader.	7 6	*In this band a candidate's writing:* • uses sentence structures which show a little variety; may tend repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors. • usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary. • uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
6	11 10 9	*In this band a candidate's writing:* • does not always show control of the material; the response may have a level of linguistic error that distracts the reader from the merits of the content. • demonstrates a limited understanding of the task and addresses it with some relevance, making a limited attempt to adapt form and style to suit audience and purpose. • uses vocabulary which is sometimes chosen for variety and interest but likely to be limited in range, sometimes inappropriate and may contain some idiomatic errors. • structures writing with some sense of direction which may not be sustained; a fairly clear opening, some limited development of ideas, some sense of an ending. • uses paragraphs which create some sense of sequence for the events or the development of ideas but which may lack unity or have little or no evidence of links between them.	5 4	*In this band a candidate's writing:* • uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control. • usually spells simple regular vocabulary accurately but may make a number of typical errors. • sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
7	8 7 6	*In this band a candidate's writing:* • shows limited control of the material; the level of linguistic error may require the reader to re-read some sentences before the meaning is clear. • demonstrates a very limited understanding of the task, addressing it with occasional focus and making limited attempts to adapt form and style to suit audience and purpose. • uses vocabulary to create occasional variety and interest but which is likely to be very limited in range and often inappropriate with some idiomatic errors. • shows some signs of organisation and some sense of direction - a limited attempt to create an opening, very simple or rambling development of ideas, may come to a stop rather than achieving a deliberate ending. uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity.	3 2	*In this band a candidate's writing:* • uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults. • spells some simple regular vocabulary accurately but makes random errors. • uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
8	5 4 3	*In this band a candidate's writing:* • offers occasional relevant and comprehensible content, but density of linguistic error may require the reader to re-read and re-organise the text before meaning is clear. • demonstrates a little awareness of the task, addressing it with intermittent focus; form and style may occasionally be appropriate to audience and/or purpose, but this is unlikely to be deliberate. • uses vocabulary which is very occasionally chosen for variety and/or interest but which is very limited in range and often inappropriate, with obvious idiomatic errors. • shows occasional signs of organisation and a very limited - if any - sense of direction. • uses paragraphs occasionally to signal very obvious changes in the direction of events or ideas, but which may need to be re-read or re-organised before the meaning is clear.	1	*In this band a candidate's writing:* • uses recognisable sentence structures, with some accuracy in the use of more simple ones. • uses erratic spelling which may be recognisable for most words but is accurate for only a limited number. uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate.
Below band 8	2 1 0	*In this band a candidate's writing:* • is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity. • shows almost no awareness of task, audience or purpose. • uses vocabulary which is seriously limited. • shows almost no signs of organisation or sense of direction. • uses paragraphs -if at all - in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges.	0	*In this band a candidate's writing:* • uses spelling and punctuation so imprecisely that very little meaning is communicated.

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