



Oxford Cambridge and RSA

## **GCSE (9–1)**

### **English Language**

#### **J351/01: Communicating information and ideas**

General Certificate of Secondary Education

#### **Mark Scheme for November 2021**

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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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**Annotations:** Appropriate scoris annotations here

Annotation	Meaning
	to indicate explanations and analytical comment
	for explanations that are not fully clear
	AO1 Supporting detail
	Development of observation/argument
	AO2 Good analysis/use of language
	AO3 context
	AO1/AO3 link or comparison
	AO4 Evaluation
	AO2 Structure
	Relevance to question
	Not relevant to question
	Paraphrase or lifting
	Omission/needs development/needs example
	Blank Page
	AO6 Expandable vertical wavy line: errors of punctuation/lack of fluency
	AO6 Expandable horizontal wavy line: specific errors of spelling/grammar

1. **Subject-specific Marking Instructions**

**INTRODUCTION**

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

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

You should ensure that you have copies of these materials.

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

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

**Rubric Infringement**

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

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

**ASSESSMENT OBJECTIVES**

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

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

**WEIGHTING OF ASSESSMENT OBJECTIVES**

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

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

**USING THE MARK SCHEME**

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

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

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

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.

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

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

### **INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related notes on each question will help you to understand how the band descriptors may be applied. However, these comments do not constitute the mark scheme. They are some thoughts on what was in the setter's mind when the question was formulated. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 Candidates' answers should demonstrate knowledge and understanding of the texts. This knowledge will be shown in the range and detail of their references to the text. Re-telling sections of the text without commentary is of little or no value.

**INSTRUCTIONS TO EXAMINERS:**

**A INDIVIDUAL ANSWERS**

- 1 The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.
- 2 Using 'best-fit', decide first which set of Level of Response Band Descriptors best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.
  - **Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
  - **Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
  - **Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.
- 3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

**B TOTAL MARKS**

- 1 Transfer the mark awarded to the front of the script.
- 2 The maximum mark for the paper is **80**.

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Question		Answer	Marks	Guidance
1	a	<p><b>SKILLS:</b> <b>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>one</b> mark for the following:</p> <ul style="list-style-type: none"> <li>• <i>(As a businessman my first object has been) to put money in my purse.</i></li> </ul>	1	<p>Look again at lines 4-11.</p> <p>Identify the phrase that the first thing that Barnum wanted to achieve.</p> <p>Accept a quotation without an explanation</p>
1	b	<p><b>SKILLS:</b> <b>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>one</b> mark for <b>each</b> of the following:</p> <ul style="list-style-type: none"> <li>• <i>largest</i></li> <li>• <i>most interesting</i></li> </ul>	2	<p>Look again at lines 4-11.</p> <p>Give two ways his museums are better than other museums?</p> <p>Accept a quotation without an explanation <b>or</b> an explanation without a quotation.</p> <ul style="list-style-type: none"> <li>• Accept <i>large, larger</i></li> <li>• Accept <i>interesting, more interesting</i></li> </ul>
1	c	<p><b>SKILLS:</b> <b>AO1i:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>one</b> mark for explaining that Barnum believes he:</p> <ul style="list-style-type: none"> <li>• <i>spread knowledge about the varied forms of animal life</i></li> <li>• <i>instructed the masses</i></li> </ul>	1	<p>Look again at lines 4-11.</p> <p>Explain one way that Barnum thinks he has benefited the public.</p> <p>Accept a quotation without an explanation <b>or</b> an explanation without a quotation.</p>

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**Question 2**

Both texts describe the achievements of P. T. Barnum. What are the similarities in the achievements described in each text? Draw on evidence from both texts to support your answer. (6 marks)

**AO1ii:** Select and synthesise evidence from different texts.

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

<b>Level 3 (5–6 marks)</b>	A detailed response which shows a <b>secure</b> ability to synthesise appropriate ideas and evidence from both texts, showing <b>perceptive understanding</b> of the achievements of P T Barnum, including conceptual ideas.
<b>Level 2 (3–4 marks)</b>	A response which shows <b>some</b> ability to make connections between ideas and evidence from both texts, showing <b>clear awareness</b> of the achievements of P T Barnum. The ideas and evidence selected may not be equal across both texts.
<b>Level 1 (1–2 marks)</b>	A response which shows <b>limited ability</b> to select and make connections between evidence from both texts, showing <b>little awareness</b> of the achievements of P T Barnum. The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts.
<b>0 marks</b>	No response or no response worthy of credit.

**Question 2 Guidance**

Give credit for answers that synthesise evidence from both texts. Higher level responses will draw together and synthesise perceptive ideas, using appropriate evidence from both texts. Lower level responses will make straightforward connections between points and use some relevant evidence.

Give credit for the quality of the response and the skill shown in the ability to synthesise appropriate ideas and evidence. Higher level responses will draw on conceptual ideas whereas lower level responses will select and comment on more obvious features.

Candidates may refer to some of the following points:

*Barnum*

- *made a lot of money*
- *exhibited / showed animals to the public*
- *set up the first musical tour featuring Jenny Lind*
- *affected the culture, e.g musical culture*
- *provided entertainment*
- *is a philanthropist, e.g provided entertainment and education*
- *was able to dismiss his critics / ignores his critics*
- *was the subject of an autobiography and film*

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## Question 3

Look again at lines 12- 33. Explore how Jane Fryer uses language and structure to criticise what Barnum has done. Support your ideas by referring to the text, using relevant subject terminology. (12 marks)

<b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.	
<b>Level 6 (11–12 marks)</b>	<ul style="list-style-type: none"> <li>• A <b>skilled analysis</b> which demonstrates a <b>sophisticated appreciation</b> of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is consistent and detailed.</li> <li>• Precisely–selected and integrated subject terminology deployed to enhance the response.</li> </ul>
<b>Level 5 (9–10 marks)</b>	<ul style="list-style-type: none"> <li>• An <b>analysis</b> which demonstrates a <b>perceptive understanding</b> of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is reasonably detailed and balanced.</li> <li>• Well–chosen subject terminology integrated into explanations.</li> </ul>
<b>Level 4 (7–8 marks)</b>	<ul style="list-style-type: none"> <li>• A <b>developed explanation</b> which shows a <b>secure understanding</b> of how the writer has used language and structure to achieve effects and influence the reader. Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced.</li> <li>• Relevant terminology should be used to develop ideas.</li> </ul>
<b>Level 3 (5–6 marks)</b>	<ul style="list-style-type: none"> <li>• A <b>clear explanation</b> which shows a <b>general understanding</b> of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to language and structure but may not give a full explanation of the effects of both.</li> <li>• Some use of relevant subject terminology to support ideas.</li> </ul>
<b>Level 2 (3–4 marks)</b>	<ul style="list-style-type: none"> <li>• A <b>straightforward commentary</b> which shows <b>some understanding</b> of how the writer has used language and structure to achieve effects and influence the reader. Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects.</li> <li>• Some use of subject terminology, though it may not always be relevant.</li> </ul>
<b>Level 1 (1–2 marks)</b>	<ul style="list-style-type: none"> <li>• A <b>descriptive response</b> which shows <b>limited awareness</b> of how the writer has used language and structure to achieve effects and influence the reader.</li> <li>• Little or no use of subject terminology.</li> </ul>
<b>0 marks</b>	<ul style="list-style-type: none"> <li>• No response or no response worthy of credit.</li> </ul>

## Question 3 Guidance

Give credit for answers that link aspects of language and structure with how they are used to convey **the darker side of Barnum's achievements**, supported by close and relevant reference to the text. Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text. Candidates must refer to the use of language and structure in their response. A response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels, as indicated in the level descriptors.

Candidates may refer to some of the following points:

*Fryer introduces this part of her review with the exclamative phrase 'What a shame' to express her disappointment at the film's one-sided view of Barnum. The abstract noun 'shame' laments that the film has missed the opportunity to give a more balanced picture. Fryer distances herself from the film's representation of Barnum as someone who 'celebrated all humanity' by placing the phrase within quotation marks. The adjectives 'cynical and 'commercial' present the way Barnum treats people as a manipulative attempt to make money out of them. In contrast she uses the adjective 'vulnerable' to describe the 'misfits' whom Barnum exploits to elicit sympathy from the reader.*

*Fryer goes on to contrast two abstract nouns: she criticizes the film presenting Barnum's 'empowering' of his victims when, in fact, she believes 'exploitation' would be a better word. She uses anaphoric reference by repeating the phrase 'what about' to introduce each of her examples of this 'exploitation' to suggest that there are many examples of such treatment. She presents herself as most shocked by the treatment of Joice Heth whose purchase as a slave by Barnum she emphasizes by repeating the verb 'bought- after a dash and the word, 'yes', as if she herself can hardly believe what she is writing. He emphasizes the mistreatment of Joice Heth by using the word 'rebranded' to describe how Barnum passed her off as George Washington's nanny. This draws on the idea that slaves were often branded using hot iron with their master's name. the cluster of consonant sounds in the dramatic verbs 'plied' and 'pulled' suggest something of the force Barnum used to get what he wanted. Fryer conveys the distorted picture of Barnum offered by the film by using the metaphorical verb 'airbrushed' to suggest inconvenient facts were removed from the story in the same way that unattractive features might be removed from the photograph of a modern-day celebrity.*

*Fryer undermines Barnum's claims to great financial success by comparing the ebb and flow of his fortunes to the way the big top in his travelling circus went up and down as it travelled from location to location. The words 'hoax' and 'scam' are used to discredit Barnum's many initiatives and to set the scene for her criticism of his dishonesty, a dishonesty whose persistence she emphasizes by using a repetitive phrase which states that he was dishonest about 'anything and everything'. His excuse that it was just 'showmanship, a part of the act he performed for everyone's entertainment, is again subtly challenged by placing the word 'showmanship' within quotation marks. She gives the example of Jumbo by repeating the superlative adjective 'biggest' used by Barnum to describe the elephant before replacing it with the adjective 'big' modified by the adverb 'big'.*

*Fryer uses two abstract nouns to suggest that the attractiveness of Barnum's shows was, first of all, just 'glitz', that is, just superficially attractive, and in fact 'ghoulishness' because it encouraged people to take pleasure in the suffering of others. Finally, she suggests that the people excited by Jenny Lind's musical tour, which was organized by Barnum, and the mementoes they could be suffering from a kind of 'mania', a disordered mental state.*

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**Question 4 - 'Both texts present P. T. Barnum's life as successful.' How far do you agree with this statement?**

**In your answer you should:**

- **discuss what the texts show you about the life of P. T. Barnum**
- **explain how far you agree that P. T. Barnum's life was successful**
- **compare the ways the texts present the life of P T Barnum.**

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

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

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

<b>Question 4 Guidance</b>	
<p>This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3).</p> <p>Candidates may construct their answer in response to the bullet points in combination, and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3.</p> <p>Give credit for critical evaluation of ‘how far’ the candidate agrees with the statement that the texts <b>celebrate the business success of P T Barnum</b>. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text to be more powerful than the other.</p>	
<p><b>Candidates may compare these points in response to AO3:</b></p> <ul style="list-style-type: none"> <li>• Both texts mention Barnum’s success at making money but the second text questions the methods he used to do it</li> <li>• Text 1 claims that Barnum educated the public whereas Text 2 suggests that he merely provided shocks and sensations</li> <li>• Barnum presents Jenny Lind’s tour as an artistic triumph whereas Text 2 focuses on the amount of money it made</li> <li>• In Text 1 Barnum seems proud of his ‘ingenious’ advertisements whereas Text 2 suggest they were deceitful</li> <li>• Both texts include the claim that Barnum was a philanthropist but Text 2 presents it as cynical trick</li> <li>• Both texts refer to Barnum’s ability to come up with new ideas such as Jenny Lind’s musical tour and the big top circus</li> </ul>	<p><b>Candidates may evaluate these ideas in response to AO4:</b></p> <ul style="list-style-type: none"> <li>• In Text 1 Barnum celebrates his own success at making more money than he expected</li> <li>• Barnum also claims to have educated the public about animals through his travelling museums</li> <li>• Barnum exaggerates by claiming to have provided more education than any author or university</li> <li>• Text 1 presents his achievement as providing value-for-money entertainment whereas Text 2 suggest it appeals to people’s worst instincts</li> <li>• Text 2 sees Barnum as embodying aspects of the American Dream such as working hard to be successful</li> <li>• Text 2 also quotes Hugh Jackman’s approving comments about how Barnum embodies the meritocratic ideals of America</li> <li>• Text 2 questions the attempts of the film it is reviewing to present Barnum as empowering misfits when he was actually exploiting them</li> </ul>

**Section B**

**EITHER**

**5** Write a talk for other students about a person you **either** admire strongly **or** dislike intensely.

In your talk you should:

- describe who the person is
- explain what the person has achieved
- explain why you admire **or** dislike the person

**40]\***

**OR**

**6** Write a letter to a friend to explain a difficult decision you had to make.

In your article you should:

- explain what the difficult decision was
- explain what made this decision so difficult
- describe some of the consequences of your difficult decision.

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SKILLS:

Mark the response out of 24 marks (AO5) **and** out of 16 marks (AO6) using the two sets of level descriptors below; add the two marks together to award a total mark out of 40.

Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.			
<b>AO5:</b> <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i>		<b>AO6:</b> <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i>	
<b>AO5:</b> <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i>			
<b>Level 6 (21–24 marks)</b>	<ul style="list-style-type: none"> <li>The form is <b>deliberately adapted</b> to <b>position the reader</b>, showing a <b>sophisticated control</b> of purpose and effect. (AO5)</li> <li>Tone, style and register are <b>ambitiously selected and deployed</b> to enhance the purpose of the task. (AO5)</li> <li>There is a <b>skilfully controlled</b> overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve <b>a range of effects</b>. (AO5)</li> </ul>		
<b>Level 5 (17–20 marks)</b>	<ul style="list-style-type: none"> <li>The form is <b>confidently adapted</b> and shows a <b>secure understanding of</b> purpose and audience. (AO5).</li> <li>There is a <b>sustained use of</b> tone, style and register to fulfil the purpose of the task. (AO5)</li> <li>There is a <b>controlled</b> overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve <b>particular effects</b>. (AO5)</li> </ul>		
<b>Level 4 (13–16 marks)</b>	<ul style="list-style-type: none"> <li>The form is adapted to show a <b>clear understanding of</b> purpose and audience. (AO5)</li> <li>Tone, style and register are <b>chosen to match</b> the task. (AO5)</li> </ul>	<b>Level 4 (13–16 marks)</b>	<ul style="list-style-type: none"> <li>An <b>ambitious range</b> of sentence structures is used to <b>shape meaning and create impact</b>. <b>Accurate punctuation</b> is used to enhance clarity and <b>achieve particular effects</b>. (AO6)</li> </ul>

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	<ul style="list-style-type: none"> <li>There is a <b>well-managed</b> overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and <b>sometimes for effect</b>. (AO5)</li> </ul>		<ul style="list-style-type: none"> <li>Vocabulary is <b>precise and subtle</b>, expressing complex ideas with clarity. Spelling of <b>irregular and ambitious words</b> is accurate, with very occasional lapses. (AO6)</li> </ul>
<b>Level 3 (9–12 marks)</b>	<ul style="list-style-type: none"> <li>The form is <b>sustained</b> and shows <b>clear awareness of</b> purpose and audience. (AO5)</li> <li>Tone, style and register is <b>appropriate</b> for the task, with some inconsistencies. (AO5)</li> <li>There is a <b>clear overall</b> structure, with <b>paragraphs</b> and grammatical features used, mostly securely, to support coherence and cohesion. (AO5)</li> </ul>	<b>Level 3 (9–12 marks)</b>	<ul style="list-style-type: none"> <li>A <b>wide range</b> of sentence structures is used for <b>deliberate purpose and effect</b>. Punctuation is <b>consistently accurate</b> and is used to <b>achieve clarity</b>. (AO6)</li> <li>Vocabulary is <b>sometimes ambitious</b> and <b>used convincingly</b> for purpose and effect. Spelling, including <b>complex regular</b> words, is accurate; there may be occasional errors with irregular and ambitious words. (AO6)</li> </ul>
<b>Level 2 (5–8 marks)</b>	<ul style="list-style-type: none"> <li>The form, which is <b>mostly appropriate</b> for purpose and audience, is generally maintained. (AO5)</li> <li>There is <b>an attempt</b> to use a tone, style and register appropriate to the task. (AO5)</li> <li>There is <b>some evidence of</b> overall structure, with <b>some use of</b> paragraphs and grammatical features to support coherence and cohesion. (AO5)</li> </ul>	<b>Level 2 (5–8 marks)</b>	<ul style="list-style-type: none"> <li>A <b>range of</b> sentence structures is used, <b>mostly securely</b>, and <b>sometimes for</b> purpose and effect. Punctuation is <b>generally accurate</b> with occasional errors. (AO6)</li> <li>Vocabulary is <b>appropriate</b> and shows <b>some evidence of</b> being selected for deliberate effect. Spelling is <b>generally accurate</b> with occasional errors with common and <b>more complex</b> words. (AO6)</li> </ul>
<b>Level 1 (1–4 marks)</b>	<ul style="list-style-type: none"> <li>There is <b>some attempt</b> to use a form appropriate for purpose and audience. (AO5)</li> <li>There is a <b>limited attempt</b> to use a tone, style and register appropriate for the task. (AO5)</li> <li>There is <b>some attempt</b> to structure the response, with <b>limited evidence of</b> paragraphs or grammatical features to support coherence and cohesion. (AO5)</li> </ul>	<b>Level 1 (1–4 marks)</b>	<ul style="list-style-type: none"> <li><b>Simple sentences</b> are used with some attempt to use more complex structures. <b>Some punctuation</b> is used but there is a lack of control and consistency. (AO6)</li> <li>Vocabulary is <b>straightforward</b> and relevant with mostly accurate spelling of <b>simple words</b>. (AO6)</li> </ul>
<b>0 marks</b>	<ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> </ul>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> <li></li> </ul>

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