

**GCSE**

**English (Northern Ireland)**

Unit **A633/01**: Information and Ideas (Foundation Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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

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## SECTION A – NON-FICTION AND MEDIA

Question 1 *Fortune-telling fish*

## CRITERIA

Candidates should demonstrate that they can:

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

Question			Indicative Content	Marks	Guidance
1	a	i	<p><b>From your reading of paragraph one, (beginning ‘On 13 October 2013,...’) write down TWO facts about where the first oarfish was found.</b></p> <p>Award <b>one</b> mark for each of the following up to a maximum of two:</p> <ul style="list-style-type: none"> <li>• at Toyon Bay</li> <li>• (off/near) Santa Catalina (Island)</li> <li>• (off/near/close to/by) the coast of California/Californian coast</li> <li>• (lying on) the seabed</li> <li>• 30ft down</li> <li>• people go snorkeling there.</li> </ul>	2	<p>There is no premium on own words in this answer. Selective copying is acceptable.</p> <p>Verbatim copying of the sentence beginning ‘On 13 October, marine biologist...’ is <b>not</b> acceptable.</p> <p>This is a test of reading – so ignore spelling errors.</p> <p>Tick correct answers.</p>

1	a	ii	<p><b>From your reading of paragraph one, (beginning ‘On 13 October 2013,...’) write down ONE word that tells you that Jasmine and her friends found the first oarfish very heavy.</b></p> <p>Award <b>one</b> mark for the following (however expressed):</p> <ul style="list-style-type: none"><li>• hauled.</li></ul>	1	<p>Verbatim copying of the sentence beginning ‘With the help...’ <b>is not</b> acceptable.</p> <p>This is a test of reading – so ignore spelling errors.</p> <p>Tick correct answer.</p>
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1	b	<p><b>From your reading of paragraph one (beginning ‘On 13 October 2013...’) write down ONE thing that the two dead oarfish had in common.</b></p> <p>Award <b>one</b> mark for one of the following (however expressed):</p> <ul style="list-style-type: none"> <li>• neither corpse showed any signs of injury (or disease)</li> <li>• neither corpse showed any signs of (injury or) disease</li> <li>• no signs of injury (or disease)</li> <li>• found at/near Santa Catalina (Island)</li> <li>• both fish (very) long.</li> </ul>	1	<p>There is no premium on own words in this answer. Selective copying is acceptable.</p> <p>Copying the sentence beginning ‘Neither corpse...’ <b>is</b> acceptable.</p> <p>This is a test of reading – so ignore spelling errors.</p> <p>Tick correct answers.</p>
1	c	<p><b>From your reading of paragraph one (beginning ‘On 13 October 2013,...’) write down TWO <u>other</u> facts about the body of the second oarfish that was found.</b></p> <p>Award <b>one</b> mark for each of the following (however expressed) up to a maximum of two:</p> <ul style="list-style-type: none"> <li>• 15ft long</li> <li>• 6ft long ovaries (full of eggs)</li> <li>• ovaries full of eggs</li> <li>• found on a beach / south of Santa Catalina / near Oceanside.</li> </ul>	2	<p>There is no premium on own words in this answer. Selective copying is acceptable.</p> <p>Verbatim copying of the sentence beginning ‘Then on 18 October, another...’ is <b>not</b> acceptable.</p> <p>This is a test of reading – so ignore spelling errors.</p> <p>Tick correct answers.</p> <p><b>Do <u>not</u> award a point made correctly for Q1b.</b></p>

1	d	<p><b>Re-read the passage, from paragraph two to the end.</b>  <b>Using your own words as far as possible, outline the unusual things that you learn about oarfish in the article.</b></p> <p>Candidates may refer to <b>some</b> of the following points:</p> <ol style="list-style-type: none"> <li>1. Dive to 3000ft / great depths</li> <li>2. Oarfish are rarely seen</li> <li>3. Oarfish are largely unstudied</li> <li>4. The longest <u>bony</u> fish (in the world)</li> <li>5. (At least) 30 feet long</li> <li>6. Weigh up to a quarter of a ton / 254 kg</li> <li>7. They swim vertically</li> <li>8. They look fierce <u>but they are docile</u></li> <li>9. Bodies are knife-shaped</li> <li>10. They have huge eyes</li> <li>11. Probably account for many (sea) serpent legends</li> <li>12. Suspended vertically with their <u>heads up</u></li> <li>13. (Capacity to) change gender</li> <li>14. Between 10 and 20 oarfish found dead <u>in the year leading up to</u> the Tohoku earthquake</li> <li>15. (It's believed that) oarfish rise to the surface (of the sea) before an earthquake</li> <li>16. The day after the second oarfish was found in California there was an earthquake</li> <li>17. (Theoretically) possible that oarfish may die / rise to the surface before an earthquake</li> <li>18. ...due to chemical reactions / carbon monoxide released before an earthquake</li> </ol>	14	<p><b>NOTES</b></p> <p>Features of higher band responses (Band 4 and above) are likely to show:</p> <ul style="list-style-type: none"> <li>• clear focus on task</li> <li>• effective organisation of points</li> <li>• ability to express points in own words (where possible).</li> </ul> <p>Medium band responses (Band 5 and 6) are likely to show evidence that the task has been understood. In Band 6, points are likely to be listed mechanically without a clear focus on the question and with some lifting. 'Mechanical' responses include those which follow the passage closely, perhaps altering the occasional word or inverting sentence structures.</p> <p>Lower band responses (Bands 7 and 8) may make a good number of points but lift the material, sometimes indiscriminately – or they may be very brief, under-developed answers.</p> <p><b>INSTRUCTIONS</b></p> <p>This answer is not marked per point. Use the band descriptors and practice scripts to arrive at your mark.</p> <p>Disregard any points in 1a, 1b or 1c.</p> <p>Use the following annotations to help you arrive at your mark:</p>
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					<ul style="list-style-type: none"><li> to indicate points from the list in this table</li><li> for points not made securely</li><li><span style="border: 1px solid black; padding: 2px;">REP</span> for repeated points</li><li><span style="border: 1px solid black; padding: 2px;">L.M</span> for extended lifting</li><li><span style="border: 1px solid black; padding: 2px;">MR</span> for mis-reading</li><li><span style="border: 1px solid black; padding: 2px;">NAQ</span> for irrelevant material.</li></ul>
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Question 1d GENERIC band descriptors **Be prepared to use the FULL range**		
<i>The band descriptors which are shaded reward performance above or below that expected on this paper.</i>		
BAND	MARKS	DESCRIPTOR
Above 4	14 13 12	<ul style="list-style-type: none"> <li>• Clear understanding of text and task</li> <li>• Mostly clear focus; good organisation</li> <li>• Consistent attempt to use own words</li> <li>• Good range of points clearly identified</li> </ul>
4	11 10	<ul style="list-style-type: none"> <li>• Text and task have been understood, though there may be some unnecessary material</li> <li>• Generally clear focus – perhaps some blurring</li> <li>• Evidence of ability to express in own words (where appropriate)</li> <li>• A range of points clearly identified</li> </ul>
5	9 8	<ul style="list-style-type: none"> <li>• Task generally addressed, though there may be some irrelevant material</li> <li>• Some lack of focus</li> <li>• Own words generally used, but may be some selective lifting</li> <li>• General understanding of a number of points</li> </ul>
6	7 6	<ul style="list-style-type: none"> <li>• Some evidence that the task has been understood</li> <li>• Lacks clear focus</li> <li>• Points listed mechanically, with some lifting</li> <li>• Straightforward understanding of some of the simpler points</li> </ul>
7	5 4	<ul style="list-style-type: none"> <li>• Only a little evidence that the task has been understood</li> <li>• May contain indiscriminate lifting</li> <li>• Some grasp of a limited number of points</li> </ul>
8	3 2	<ul style="list-style-type: none"> <li>• Considerable misunderstanding of text and task</li> <li>• May contain much indiscriminate lifting</li> <li>• At the top of the band, a rudimentary understanding of only a limited number of simple points</li> </ul>
Below 8	1 0	<ul style="list-style-type: none"> <li>• Material selected has little or no bearing on the task</li> <li>• Answers likely to be brief and hesitant or rambling and unstructured</li> </ul>

**Question 2 *Monster Rabbit Stalks U.K. Village (But No Sign of Wallace or Gromit)***

**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		Indicative Content	Marks	Guidance
2	(a)	<p><b>How do the pictures contribute to the effect of the magazine article on the reader?</b></p> <p><b>Higher Band</b> responses [Bands 4 and above] are likely to identify particular pictures and/or aspects of the pictures and 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. They are also likely to comment on the choice of humorous images from the film that are used in the article, and the fact that a photograph of a real rabbit is used too.</p> <p><b>Middle Band</b> responses (Bands 5 and 6) are likely to be characterised by a general awareness of the effects of the pictures, 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.</p> <p><b>Lower Band</b> responses (Bands 7 and below) are</p>	6	<p><b>NOTES</b></p> <p>Features of higher band answers are likely to be:</p> <ul style="list-style-type: none"> <li>• identification of specific pictures and details in the pictures</li> <li>• analytical comment on the effect of the pictures/aspects identified.</li> </ul> <p>It is possible for concise answers demonstrating these qualities to score highly. It is important not to over-reward long answers which identify features or which offer only generalised comment.</p> <p><b>INSTRUCTIONS</b></p> <p>Use the band descriptors and practice scripts to arrive at your mark.</p> <p>Do <b>not</b> reward generic comments that could be true of any media text: e.g. ‘the picture is colourful and draws you in’.</p> <p>Do <b>not</b> credit comments about the main body of the text, which is the focus of Question 2 (b)</p>

		likely to show only a rudimentary understanding of the effects of the pictures. Comments on presentation are likely to be basic and generalised, at the level of spotting more obvious features such as use of bold text and colourful pictures.		<p>Use the following annotations to help you arrive at your mark:</p> <p> to indicate specific features identified by the candidate</p> <p> to indicate explanations and analytical comment</p> <p> for explanations that are not fully clear</p> <p> for irrelevant material.</p>
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**QUESTION 2a GENERIC BAND DESCRIPTORS****\*\*\* Be prepared to use the FULL range \*\*\****The band descriptors which are shaded reward performance above or below that expected on this paper.*

BAND	MARKS	DESCRIPTOR
<b>Above 4</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Clear and reasonably sustained analytical response</li> <li>• Use of well-selected detail for support</li> </ul>
<b>4</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Some evidence of analytical comment</li> <li>• Use of some appropriate details for support</li> </ul>
<b>5</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Begins to develop a response; mainly descriptive</li> <li>• Reference to some relevant detail</li> </ul>
<b>6</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Some relevant comment</li> <li>• Reference to a little detail</li> </ul>
<b>7</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Straightforward points</li> <li>• Features merely identified</li> </ul>
<b>8</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Simple points</li> <li>• Little, if any, specific detail</li> </ul>
<b>Below 8</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• Response not worthy of credit: answer brief and hesitating or rambling and lacking relevance</li> </ul>

Question	Indicative Content	Marks	Guidance
2 (b)	<p><b>How does the writer of the magazine article make the story entertaining for the reader?</b></p> <p><b>In your answer, write about:</b></p> <ul style="list-style-type: none"> <li>• <b>some of the words and phrases used by the writer and the people quoted in the article.</b></li> <li>• <b>information given in the article</b></li> </ul> <p><b>Do NOT write about the headline and photographs in your answer.</b></p> <p><b>Higher Band</b> responses [Band 4 and above] are likely to identify clearly the style of the magazine article and the entertaining tone of much of the language. Candidates are likely to focus on the effects of the language used to describe the size of the rabbit: ‘dog-size bunny’; ‘giant breed’; ‘footprints bigger than a deers’ and/or the words/phrases used to exaggerate the danger posed by the rabbit: ‘laying waste’; ‘trail of destroyed carrots’; ‘night-time raids’; ‘brute of a thing’; ‘shoot to kill’. Candidates may also note the technical language used and its effect: ‘British giant’; ‘Flemish giant’; ‘interbreed with native populations’. Candidates may note the effects of the reference to <i>The Curse of the Were-Rabbit</i> film.</p>	14	<p><b>NOTES</b></p> <p>Features of higher band answers are likely to be:</p> <ul style="list-style-type: none"> <li>• identification of specific <b>information</b> and <b>language</b> points</li> <li>• analytical comments on the effects of the points identified</li> </ul> <p><b>Good quality comment on the effects of specific words and phrases is a discriminator for this task.</b> Answers lacking comment on language points should not be marked higher than Band 5.</p> <p><b>INSTRUCTIONS</b></p> <p>Use the band descriptors and practice scripts to arrive at your mark.</p> <p>Do <b>not</b> over-reward answers that adopt an overly descriptive approach.</p> <p>Do <b>not</b> award comments about headline and photographs.</p> <p>Comments on the sub-heads are acceptable.</p> <p>Use the following annotation to help you arrive at your mark:</p>

		<p><b>Middle Band</b> responses [Bands 5 and 6] are likely to be characterised by a general awareness of the overall purpose of the article and its impact, and by a descriptive rather than analytical approach. For example, they may mention the adjectives used to describe the rabbit but not their effect; or they might ‘spot’ hyperbole but not mention its effect on the reader. 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 (e.g. ‘the article uses strong words’ or ‘draws you in’ and ‘makes you feel as if you are there’).</p> <p><b>Lower Band</b> [Bands 7 and below] responses are likely to show only a rudimentary understanding of the purpose of the article. Comments on language are likely to be basic, generalised and in some cases erroneous. Responses may be characterised by much lifting/copying 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.</p>		<p> to indicate information points</p> <p> to indicate words/phrases specifically identified by the candidate</p> <p> to indicate explanations and analytical comment</p> <p> for explanations that are not fully clear</p> <p> for extended lifting</p> <p> for irrelevant material.</p>
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<b>QUESTION 2b GENERIC BAND DESCRIPTORS</b>		
<b>**Be prepared to use the FULL range**</b>		
<i>The band descriptors which are shaded reward performance above or below that expected on this paper.</i>		
<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
Above 4	14 13 12	<ul style="list-style-type: none"> <li>• A good range of points showing a secure understanding of the ways in which information and language contribute to the text's purpose</li> <li>• Careful supporting references and some analytical comment</li> <li>• Sound awareness of text and task</li> </ul>
4	11 10	<ul style="list-style-type: none"> <li>• A range of points showing a sound understanding of the ways in which information and language contribute to the text's purpose</li> <li>• Appropriate supporting references and an attempt at an analytical approach</li> <li>• Task has been addressed for the main part</li> </ul>
5	9 8	<ul style="list-style-type: none"> <li>• Easier information points together show some understanding of the text's purpose</li> <li>• Comments tend to be descriptive rather than analytical, and references may be inert</li> <li>• Some focus on the task</li> </ul>
6	7 6	<ul style="list-style-type: none"> <li>• Points likely to concentrate on simpler information and basic language features</li> <li>• Assertions predominate, with minimal or no textual evidence in support</li> <li>• A little evidence that the task has been understood</li> </ul>
7	5 4	<ul style="list-style-type: none"> <li>• Some simple descriptive points</li> <li>• Much indiscriminate re-telling of the content, or paraphrase</li> <li>• Considerable misunderstanding of the passage and/or task</li> </ul>
8	3 2	<ul style="list-style-type: none"> <li>• Only glancing references to the task</li> <li>• May consist entirely of indiscriminate re-telling, without explanation or comment</li> <li>• Almost complete misunderstanding of passage and task</li> </ul>
Below 8	1 0	<ul style="list-style-type: none"> <li>• Answers will be brief and hesitant or rambling and unstructured</li> <li>• Material selected will have little or no bearing on the task</li> </ul>

**SECTION B: WRITING**

Candidates answer EITHER 3 or 4

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

Question	Indicative Content	Marks	Guidance
3	<p><b>You have read an article in your local newspaper about a strange beast that has been seen several times in your neighbourhood.</b></p> <p><b>You think that you may have seen this beast too. Write a letter to the newspaper describing your experience.</b></p> <p>Candidates have a clearly specified form, purpose and audience.</p>	40	<p><b>NOTES</b></p> <p>Length in itself is not a criterion. Short answers may be self-penalising in terms of the marking criteria (e.g. control, development of ideas, structure, paragraphing, variety of sentence structures) – but may well demonstrate significant qualities.</p> <p>However, very short answers (fewer than 50 words) should not normally be marked higher than Band 7 for either of the two marks for Writing. For AO3(iii), there will not be sufficient evidence of correct spelling and punctuation or of a variety of sentence structures.</p>

		The writing should be engaging and there will be, for the higher bands, some evidence of crafting the letter to create specific effects.		<p><b>INSTRUCTIONS</b></p> <p>Use the band descriptors and practice scripts to arrive at your mark.</p> <p>Award two marks: one for AO3(i)(ii); another for AO3(iii)</p> <p>Use the following annotations to help you arrive at your marks:</p> <ul style="list-style-type: none"> <li> for good ideas</li> <li> for good vocabulary and expression</li> <li> for errors of spelling, punctuation and grammar</li> <li> for awkward expression</li> <li> for weak sentence structure</li> <li> for omissions</li> </ul>
4		<p><b>'Being a teenager is not about fitting in. It is about being different!'</b></p> <p><b>Write your views.</b></p> <p>Candidates respond to a prompt.</p> <p>They are free to take whatever line they choose.</p> <p>Stronger responses will show some appreciation of the need to shape material consciously in order to engage the interest of readers.</p>	40	

**Note:** If the candidate has answered Question 4, click on 'No Response' for both Question 3 writing elements. Then proceed to annotating / marking Question 4.

If the candidate has answered Question 3, annotate / mark this question and input the two separate marks. Then click on 'No Response' for both Question 4 writing elements.

**Generic Marking Criteria for Section B: Writing**

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
<b>Above Band 4</b>	<b>27 26 25 24</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures.</li> <li>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.</li> <li>uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly.</li> <li>uses structure deliberately and with direction – a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending.</li> <li>uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence.</li> </ul>	<b>13 12</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary.</li> <li>uses punctuation to enhance or clarify meaning – is accurate both within and between sentences, but may make some errors in complex sentence structures.</li> </ul>
<b>4</b>	<b>23 22 21 20</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>uses structure with a sense of direction – a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending.</li> <li>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.</li> </ul>	<b>11 10</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors.</li> <li>usually spells complex regular words securely; may make errors with irregular or more complex vocabulary.</li> <li>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.</li> </ul>

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
5	19 18 17 16	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• uses structure with some sense of direction – a generally clear and focused opening, some development of ideas, a limited attempt to achieve an appropriate ending.</li> <li>• 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.</li> </ul>	9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses sentence structures which show a little variety; may tend repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors.</li> <li>• usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary.</li> <li>• uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences.</li> </ul>
6	15 14 13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control.</li> <li>• usually spells simple regular vocabulary accurately but may make a number of typical errors.</li> <li>• sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning.</li> </ul>

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
7	11 10 9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity.</li> </ul>	5 4	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults.</li> <li>spells some simple regular vocabulary accurately but makes random errors.</li> <li>uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it.</li> </ul>
8	7 6 5 4 3	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>shows occasional signs of organisation and a very limited – if any – sense of direction.</li> <li>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.</li> </ul>	3 2	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>uses recognisable sentence structures, with some accuracy in the use of more simple ones.</li> <li>uses erratic spelling which may be recognisable for most words but is accurate for only a limited number.</li> <li>uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate.</li> </ul>

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
<b>Below band 8</b>	<b>2 1 0</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity.</li> <li>• shows almost no awareness of task, audience or purpose.</li> <li>• uses vocabulary which is seriously limited.</li> <li>• shows almost no signs of organisation or sense of direction.</li> <li>• uses paragraphs – if at all – in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges.</li> </ul>	<b>1 0</b>	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> <li>• uses spelling and punctuation so imprecisely that very little meaning is communicated.</li> </ul>

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